# INVESTIGATING COMPLIMENT RESPONSE STRATEGIES PERFORMED BY ENGLISH DEPARTMENT STUDENTS AT JAMBI UNIVERSITY

## A THESIS

**Submitted as Partial Fulfillment for the Requirements to obtain the Degree of Sarjana Pendidikan in English Education Study Program**



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# APPROVAL

This thesis is entitled **"Investigating Compliment Response Strategies Performed by English Department Students at Jambi University"** written by Nathasya Hafifah, Student's number A1B217021 has been corrected and approved to be tested in front of the board of examiners.

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This undergraduate thesis is entitled **"Investigating Compliment Response Strategies Performed by English Department Students at Jambi University"** written by Nathasya Hafifah, Student's number A1B217021 has been defended in front of the board of examiners on June 27th, 2024 and was declared acceptable.

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# DECLARATION OF ORIGANALITY

I, Nathasya Hafifah, (A1B217021) declare that "Investigating Compliment Response Strategies Performed by English Department Students at Jambi University" is my own work, that has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledge as complete references.

Jambi, 27 June 2024

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**MOTTO**

*"If everything was perfect, you would never learn and you would never grow."*

*"Despite everything, this too will pass"*

This thesis is dedicated to my mother, father and all of my family members who always believe in me without any doubts.

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*Bismillahirrahmannirahiim* my praise goes to Allah SWT, the almighty for the mercy and strength so that I could finish the thesis. Invocation and peace go to Muhammad SAW, his family, and his disciples.

However, I also realize that the writing of this thesis is still far from perfect, due to limited knowledge and also mistakes that the researcher accidentally made. Then, in the process of completing this thesis, the researcher also received a lot of support, assistance and advice from the closest people who were very meaningful to the researcher. For that, on this occasion I would like to express my gratitude and appreciation to:

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Finally, I expect this thesis gives some improvement in English teaching and learning and also for the readers. However, I realize that this thesis writing is far from being perfect. Therefore, any criticism, ideas and suggestions from the improvement of this thesis are greatly appreciated.

Jambi, 27 June 2024

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# ABSTRACT

In this study aimed to investigate compliment response strategies performed by English students by using Holmes Theory, those are Accept, Reject, Deflect or Evade. The researcher chooses 10 participants from fourth semester in English Department. The researcher used descriptive qualitative as an approach in this study. Further, in order to answer the research questions and also to obtain the data, the researcher used DCT (Discourse Completion Test) adapted from Yuan (2001) and interview as a research instrument. By using role play in order to investigate what kind of respond that they produced and after that in order to get specific answer the researcher interviewed the participant and this action take place in UPT Bahasa. Based on the finding, the result shows that they tend to "Accept" the compliment from others event though half of the result also shows that they "reject" the compliment by disagreeing the utterance.

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**CHAPTER I**

**INTRODUCTION**

This chapter presents the introduction of the study. It consists of background of the research, limitation of the problem, research questions, aim of the research, and significance of the research.

**1. 1  Background of the study**

Compliment and compliment response is one of language phenomena that occurs in social interactions. Compliments are commonly and widely used in general human society to greet, encourage, give comments, thank, and praise in a conversation. While, sociolinguists have categorized the three responses to a compliment there are: acceptance, deflection, or rejection. Therefore, compliments and its response cannot be separated. Holmes (1986 as cited in Zhang, 2013, P.26) states that "Compliments and compliment responses are considered key speech acts that are used in daily life situations in order to praise and congratulate others or to reply to their praise or compliments". For example when you wear a new scarf and your friend said "***WOW! That's suits on you and you look gorgeous, I swear***." Or when fans meet their artist for the first time she said, " ***OMG!! You are very handsome and Tall! I couldn't take my eyes of you!***". From those example, we can see that you are giving compliment implicitly.

In terms of how people communicate with others, there are numerous speech acts that occur in a conversation such as complimenting, asking,

requesting, apologizing, and so forth. According to Austin (1962), speech act itself means "The actions performed by saying something". For instance, when we hear something bad from someone we know we'll directly say "*I'm sorry to hear that*" or "*I don't mean to make you recall your bad memories*" another situation that we often found when people or someone give command toward other by saying "*Stand up Please!*" or when someone we know gives advice to us like "*You must open your eyes because people pretending well*". From those examples, people can realize that they use various speech acts in their daily life conversations.

Since Holmes (1986, as cited in Andi, 2015 p. 1) also defines that compliment response as a speech act that explicitly or implicitly attributes credit to someone, so it has a positive value both for the speaker and the hearer. The researcher also found the common case in CR is the complimentee tended to "*accept*" compliments from complimenters based on several studies. As we know, most people really like to get compliments from others and some of the compliments will increase their confidence. That's the reason why in several studies from CR, complimentee will accept the compliment. Additionally, people are more likely to employ this sort of language phenomenon in their daily lives, and we can easily identify it when we engage with others.

Moreover, as a human being when we interact and engage with other people-in society- the use of language is needed. Communication also can be defined as a process by which people assign and convey meanings in the attempt to create shared understanding, according to Musa & Domatob

(2011). The interaction process is emphasized in order to allow interchange feedback between the speaker to their interlocutor and vice versa. The researcher find out the use of compliment while we communicate because we know compliment and its response are natural in all cultures and according to Levinson (1983), they reflect the social aspects of the culture.

Furthermore, Compliment Response has been conducted by many researchers from around the world. Such as Pomerantz (1978) as the first pioneer researchers, Tamimi Sa'd (2015), and Shabani, M & Zeilani, M. (2015). Tamimi Sa'd (2015) examined that several patterns by using theory from Yu (2004) and the result confirmed participants relied on certain syntactical and lexical structures in order to realize compliment response in English. While, the approach of the study from Shabani, M & Zeilani, M. (2015) is cross-cultural politeness behavior between Iranian native speakers and English native speakers. By using the formulation of compliment response namely "Accept, Evade and Reject" the results show that "accept" is the most widely used. In addition, it also found that there are some similarities between Persian and English Speakers by responding to compliments.

Based on this language phenomenon, it leads the researcher to try to investigate how Compliment Response Strategies are performed by someone. The study will be carried out to investigate compliment response strategies on their daily life events or when they are on campus. Furthermore, this research aims to explore compliment response strategies produced by English students from Jambi University.

The researcher chooses participants from fourth semester because they are young and have different ways to express something toward their interlocutor. Not only that, the researcher also considers their cultural behaviour and their environment at University. In addition, they are also bilingual students and their environment requires them to speak a foreign language, and it makes them have a lot of expressions during they interact with others. For instance, they will say "***Hey! Nice Jacket***" or "***Your nails are lovely!***" they can express themselves freely when they meet others or someone they know and the complimentee will respond immediately.

Hence, the researcher is interested in conducting research entitled "Investigating Compliments Response Strategies Performed by English Department Students at Jambi University" based on theory from Holmes (1986, as cited in Razi, 2013)

## 1. 2  Research Question

1. What are compliment response strategies used by English Department Students at Jambi University?

## 1. 3  Research Purposes

Based on the research question above, this research aims to analyze how Compliment Response Strategies (CRS) are performed by students from English Department at Jambi University. To describe how the students from fourth semester English Department at Jambi University will produce the responses from complimenters. The researcher also wants to analyze whether the object of compliment will affect the response itself and describe what

types of Compliment Response (CR) that they- students- produced during the conversation.

## 1. 4  Limitation of the problem

This research only focuses on a Sociolinguistic study about Compliment Response Strategies and limits of the analysis in 3 types of Compliment Response Strategies by perspective of Holmes (1986, as cited in Razi, 2013). Those are: *Accept, Reject, and Deflect or Evade* at fourth semester students in English Education Study Program Universitas Jambi. The researcher will take 10 participants at fourth semester students in English Education Study Program Universitas Jambi.

## 1. 5  Significance of the research

As the significance of this research, this research is expected to provide information about the compliment response strategies (CRs) performed by English Department students at Jambi University. For the researcher, this research might be useful to the researchers who want to enrich knowledge about the theories of compliment response strategies and can be used as a reference for anyone who are interested in conducting research related to this topic. The researchers therefore expect that everyone who reads this research will find it valuable in understanding more about CR theory and how they will use it.

**1.6 Definition of key terms**

- Compliment

  A compliment is defined as an expression of admiration, respect and credit to someone.

- Compliment response

  Compliment response is an act from the compliment itself, meanings that the condition when the hearer answer the compliments from other. In short, compliment and its response constitude as "asymmetric adjecancy pair".

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter presents a review of related theories of the research which Cover: Speech Act Theory, Speech Act of Classification, Speech Act of Compliment & Compliment Response, Politeness Strategies, Compliment, Compliments Response Strategies (CRS), and Topics of Compliment Response.

## 2. 1 Speech Act Theory

Speech act theory is a well-known pragmatic concept that has been imbued with research since its first appearance in 1962 until now (Christison, M 2018). Austin, as the first pioneer of speech act and delivered his theory in a book entitled "How to Do Things with Words". In fact, he observes that when we try to talk or utter words, we are not only describing a situation but also performing some sort of action, and according to Austin's book, a speech act is something expressed by someone who not only presents information but also takes action (Kone, 2020).

Further, speech act explains how speakers use and perform language in communicative action and how the hearers understand the meaning from what is uttered (Altikriti, 2011). It means the speaker uses a language to get the hearer to do something and expects they will understand his/her communicative intention. Austin, 1962 as cited in Christison, M (2018) states that speech act are usually performed when speakers want to greet,

invite, congratulate, order, warn, etc. And also performed requests, compliments, apologies, and refusal because in spoken interactions we have to use this sort of language in order to achieve the meaning of communication.

In Christison, M (2018), Austin as the first pioneer of speech act defines speech act as the actions performed by saying something. He presents the term "speech act" as a basic unit of communication because, in communication, the speaker's words and utterances can be analyzed in three types of acts: locutionary, illocutionary, and perlocutionary act. He introduces the concept of illocutionary acts, and carefully distinguishes them from locutionary acts and perlocutionary acts in his study.

Meanwhile, according to Yule (2006), speech act is an action which performed via utterances. Those utterances such as apology, complaint, compliment, invitation, promise or, request. In his theory, yule state that the application of speech act can help speakers in communicative intention in order to producing utterance. Because he believes that normally "we" as speaker always expect the hearer will receive our utterances. To be specific, by using this sort of language both- speaker and hearer- will have a good communication. While Holmes (2013) states that the speaker will have their own way in order to utter/say something, it depends to whom they talk such as : children, customers, and colleagues. The speaker will use appropriate language to communicate with others in formal or non-formal context and of course, it will affect the form.

In Austin books, a locutionary act is "the act of saying something" or "the form of the utterance". Because locutionary acts include phonetic acts (the act of pronouncing sounds), phatic acts (the act of uttering words or sentences), and rhetic acts (the act of uttering a sentence with sense and more or less definite reference) (p .95-96). For example, when someone says "***You don't need to study hard!***", you can see the locution of this utterance is the words itself. The speaker just tells the hearer or receiver that she/he does not need to study hard. So, it is easily defined as 'what is said by the speaker' because the concept of locutionary itself is "an utterance that produce literal meaning". Next, an illocutionary act is what the speakers really mean when they utter/say something. Illocutionary acts have a force; in short, or in other words, it's like a real purpose that a speaker has in mind when uttering/saying words. Looking up on our illocution previous example, the utterance "***You don't need to study hard!***" might mean that the receiver/hearer is so smart, so the speaker gives compliment to his/her by saying that. Then, as the last stage of the analysis is perlocutionary act which can be defined as attributed to the effect of uttering a sentence to a receiver. It can be simply defined as the hearer's reaction when hearing the utterance. The reaction is not only verbal but also non-verbal like a feeling, action, and so forth. Looking up again on our illocution previous example "***You don't need to study hard!***" when someone hear that utterance, they might laugh, smile, thanking, get angry or even give a response like "***Oh that's true***".

Related to Austin theory, in Yule (2006) theory he also introduces three concept in order to analyze the acts, those are : Locutionary (the expression of utterances by speaker), Illocutionary (the intended meaning of the utterance by the speaker, or the force of an utterance), and perlocutionary act ( the effect from the locution). Comparing those theories, basically Austin and Yule has the same concept in order to analyze the utterance by the speaker by using three acts: Locutionary, Illocutionary, and perlocutionary act.

To be specific, in both theories in uttering a sentence the speaker performs the locutionary act of uttering the sentence; an utterance that produced literal meaning, illocutionary act of having a certain force; a real purpose that a speaker has in mind, and also the perlocutionary act performed by uttering the sentence; to achieve certain effects.

### 2.1.1. speech Act of Classification

Austin as the first linguist who defined the classification, on his theory he distinguishes five classes depend on what the act of uttering is meant to achieve. First, Verdictive is an act of making a judgment or verdict, such as: estimate reckoning, or appraisal by jury or umpire but the need not be final. Second, Exercitive is an act of exert influence or exercise power, making decision such as order; permit; advice. Third, Commisive is an act of making a commitment to a particular action, assume obligation, or declare intention such as promise. Fourth, Behabitive: is an act of expressing attitudes or feelings, such as thank, welcome, condoling, commending, and so

forth. Last but not least, Expositive: is an act of demonstrating and clarifying the utterance or how we used words, or in general it is called expository. The example should be clear at the beginning such as 'I reply', 'I argue', 'I assume', 'I illustrate', and 'I concede' (p.149-151). To be classify, on his study, he believes behind every utterance there is a performative verb like "to promise; to order; to warn; to admit" which makes illocutionary act can be seen as an attempt to give a general picture or in other words illocutionary act/force became explicit.

Further, Based on Austin study about 5 types classification of Illocutionary acts, the importance of introducing this classification rather to explicate- as we have explained above- what type of illocutionary act one can generally perform by uttering a sentence and with additional specifications, how much more diversified illocutionary acts are than we are usually aware of. Also, the fact that Austin includes the same word in two different classes and he does not regard it as a problem suggests that it is not an issue for Austin which class a particular illocutionary verb/act actually belongs to (Oishi Etsuko 2006, p.4). However, he also realized that the implicit performatives are not always had an obvious explicit performative understood. For instance, the expression of "we'll meet again tomorrow" it can be mean either " I told you that we'll come again tomorrow" or "I promise we'll meet again tomorrow".

As we know, Searle students of Austin also develop theory and classification of speech acts. Searle's on his theory in his book "The classification in a speech act: A Classification of Illocutionary Act" (1976), state that "There are at least a dozen linguistically significant dimensions of differences between illocutionary acts. The most important are illocutionary point, direction of fit, and expressed psychological state. These are five kinds basic of illocutionary acts: First, Representatives (or Assertives) tell about the truthfulness of the utterance. In other words, when people state the words that they believe it presents external reality, like describing, boasting, concluding, claiming, and so forth (e.g in claiming, "*This is mine! You cannot take this because mom gave this on my birthday*") Second, Directives in this case speakers direct the hearer towards doing something or in short the utterance in this category attempt to make the addressee perform an action such as ordering, asking, requesting, advising, warning, suggesting, inviting, and etc. (e.g "*you should take this chance since you're looking for job now*" or "*don't come over before my signal okay?!*"). Third, Commissives simply means that the speakers commit themselves to a future action or doing something such as promising, planning, threatening, offering, and etc. (e.g "*Around 3 or 4 days I will visit you again*" or "*I have an old computer, you can use it anyway*"). Fourth, Expressives, it's how the speaker feels about a certain situation or refers to the act on how the speaker expresses his/her feelings and attitude toward something,

like thanking, apologizing, welcoming, and complimenting. (e.g *"You have a nice car"* or *"I can't be in this stage if you are not here to support me*Lastly, Declarations, the speaker utters words or statements that can change something referred to, such as declaring man and woman as a married couple, a wife and a husband, hiring or firing someone, or a baptism. (e.g "*Start from tomorrow you can work in here*" or "*In front of God and the audience, now both of you is legally as husband and wife*") as cited in Christison, M (2018, p. 3)

Moreover, Yule (2006) also develop a theory about classification of speech acts. There are five types: the first one is declarations, which simply means that these kinds of speech act to change the world through utterances. The 'world' in this context refers to the situation around the speaker or the utterances. In this case, the speaker should have a special institutional role in a specific context to perform properly (e.g., The doctor said my cancer is getting worse and I just have 6 months left). Second, Representatives explain if the speaker believes something is true or false. In other words, the utterances produced by speakers indicate facts such as conclusions and descriptions (e.g., "My face looks brighter since I used this product because it contains niacinamide"). Third, Expressives, in this stage only focus on how the speaker feels. Express psychological states through their utterance. A statement such as likes, dislikes, pleasure, pain, or joy. (e.g., "Yes! I got it

right!" or "What should I do? This doll is adorable"). Fourth, Directives mean how the speakers get what they want through commands, orders, requests, and suggestions (e.g., "Turn on the air conditioner, please" or "Can I get an iced Americano, please?"). Lastly, Commisive simply refers to what the speaker uses to commit and expresses what the speaker intended, such as promises, threats, refusals, and pledges (e.g., "We are not going to do that because it is cheating" or "I'll be back soon").

Further, in Austin's (1962) theory, he states that in order for speech acts to be successfully performed and achieve the purpose, he proposed the felicity conditions and also emphasized the importance of describing the total speech act in the total speech situation in which the language is used—the utterance to the hearer. Also, the key to this condition is that the speech act should represent a truthful state of affairs, according to Searle (1976). For instance, when the speaker gives a compliment to his or her friends, he or she really means it, not pretending like it's not true. Furthermore, Searle (1975) also states that speech acts are distinguished in accordance with their structure into direct and indirect. A direct speech act is an utterance that has the literal meaning of the words, such as "Give me some salt" or "do you like Ariana Grande?". In indirect speech, the speaker produces the utterance or talk to the hearer by using implicit word order. In short, the speaker did not show the actual meaning of it, or we can also call it ambiguous, such as "Enjoy your day!" It might

mean "I hope you will have a great day" or "have the day you deserve," and another example is "Do you want a cup of tea?" This might mean an offer.

From those explanations above, Speech act can be seen as what the speaker actually means and what the speaker will do to the listeners. By producing an utterance towards the hearer, we can see that speech acts can be said an attempt by language users to take certain actions.

### 2.1.2. Speech Act Of Compliment And Compliment Response

Actually, speech acts of compliment are divided into two categories: compliment expressing and compliment responses. Compliment expressing means that when people adore someone or something, they will give a compliment such as "your voice is beautiful." People will show their interest and say it through words to someone. While Compliment response is the condition when the hearer answers compliments from complimenters, They—the complimentee—will give various responses right away, such as accept,decline, or deflect. And looking up from our example of a compliment above, in this case, the complimentee will respond by saying "Your voice is also beautiful!" That means deflect.

According to Levinson (1983), compliment and compliment response are natural in all cultures, which means they reflect the social aspect of culture. Take the example In our culture -Indonesia,

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the act of complimenting someone or something has become a common phenomenon since it occurs in a very wide variety of situations and serves so many functions. Since people in Indonesia like to get compliments from others, it makes them feel better, and that compliment will increase their confidence. Further, compliment and compliment response cannot be separated, so after they get a compliment from someone, they will answer it directly, such as by thanking, refusing, and so on.

Moreover, holmes (1986, p.446) defines compliment response as speech act that explicitly or implicitly attributes credit to someone than the speaker usually someone addressed for some 'good' (possession, characteristic, skill, etc) which has a positive value for both the speaker and the hearer. Schegloff and Sacks, (1973) state that compliment and compliment response speech act set has been characterized as "an adjacency pair operation" or according to (Pomerantz, 1978) as an "action chain event". For example when someone says something good about your voice-it considered as a compliment- she/he says "***Your voice melt my heart!***" or " ***You sounds like an angel***" and you will respond it directly by saying "***Thank You***" or "***My mom who taught me to sing***".  Basically, when people give a compliment toward someone they will receive the response directly from their interlocutor or the hearer and it is an instinct for us. Moreover,  from those two component-Compliment

and Compliment Response- are linked by both temporal and relevance conditions (Herbert, 1990).

To sum up, a compliment and its response is a speech act in which people express their feeling to someone or something, and generally, the purpose is to give a positive value for both speaker and hearer.

## 2. 2   Politeness Stategies

As human being, we always communicate with others in order to build up relationships. Choosing the right words is very useful. So, it won't cause misunderstandings between speaker/hearer. Basically, how we communicate with others it influenced by the degree of intimacy or how close we know the speaker/hearer itself.  It clearly said that we should carefully measure the language we used, the dictions we used, and the more important thing is the attitude that we have.

Furthermore, Yule (1996: 59) states "that much of what we say, and a great deal of what we communicate, are determined by our social relationships" for example by using polite language when we speak to older, someone who has a higher position than us- in this case our boss-, using casual language when we talk with people who in the same age.

Thus, from that situation is related to what is called as Politeness, because politeness is the way to convey the utterance as polite as possible which in this case is needed to minimize conflict with others, according to Brown and Levinson (1987, as cited in Pratiwi, et al., 2018 p. 24)

Related to this research, Compliment and compliment response is one of part of politeness strategies because in communication people tented to apologize, give compliment to others, and so forth. According to Maysa'a (2008 p.10), One of the most effective ways to ensure and accomplish communication is the use of politeness strategies. On her study, she also takes a quotation from Trosborg (1995:19) who defines "politeness" as "A desire to protect self-image and hears face" and the notion of 'Face" itself is taken from Brown and Levinson's (1978:19) and (1987:103) theory of linguistic behaviour in terms of two major categories: Positive and negative politeness. The word "Face" itself means self-image of a person in the public and it refers to emotional and social sense that everyone has and expects everyone else to recognize (Maysa'a 2008 p.10) . The positive face is the need to be accepted (e.g liked by others, treating as a member of the same group, and his/her wants to personality known and liked). Meanwhile, Negative face on the other hand, is the need to be independent, to have freedom of action, and not to be imposed on by others ( Maysa'a 2008 p.10)

In addition, Brown and Levinson (1999, as cited in safitri, et al., 2015 p.95) on their theory, propose four types of politeness strategies and each of them have the purpose which is appropriate with the situation or with whom we will talk, those are:

1. Bald on-record : Speaking in direct, clear, and unambiguous way

2. Positive politeness: Avoiding conflict with the listener, finding and seek agreement with the listener, showing optimism,

3. Negative politeness: The expression is directly or indirectly according to convention (be direct, conventionally indirect), use the form of question with the particular particle (Question, hedge), hesitant and do not too be optimistic (be pessimistic)

4. Off-record (indirect) : give hints, give association clues, presuppose, reduce the fact (understate) not excessive or on the other words delivering the intention indirectly.

## 2. 3   Compliment

Researchers have defined the term "compliment" in a variety of ways based on context, perspective, culture, and of course, the researchers' perspective. According to Holmes 1988 p.446 as cited in Razi (2013) A compliment is defined as a speech act that implicitly or explicitly attributed credit to someone other than the speaker, usually the person addressed for some 'good' (possession, characteristic, skill, etc.) that is positively valued by both the speaker and the hearer. From the previous statement, it shows that compliments serve as a positive politeness strategy in order to satisfy the hearer's positive face wants (Brown & Levinson, 1987 as cited in C. Y Lin, et al. 2012 p.1487).

Following the statement above, compliment and its response constitude as "asymmetric adjacency pair", speech acts composed of two adjacent, sequential, and non-interchangeable elements generated by distinct speakers, Levinson (1983, P.332-364). In short, compliment will be followed by the response itself, whether verbal or non-verbal (Yuan

2002) as cited in Danziger, R. P.78, 2018). In here, we can assume that the primary goal of complementing behavior is to develop a harmonious relationship with others. Holmes (1988) in Cai (2012) also strengthens with the statement "A proper complimenting behavior can make people closer and more harmonious".

Speaking up about compliment, people usually give a certain compliment to others not just only by looking on their appearance but also looking at their personality, character and achievements. It makes the topic of compliment become crucial because someone chooses whether want to give compliment and respond to it or not ( Othman, 2017 p.15). meanwhile, Fukushima ( 1993 as cited in othman 2017 p,15) also state topics of compliment are one factor that affects the way people will produce compliment response. According to Wolfson (1983:90 as cited in Andi 2015 p.5-6), the topics of compliment itself are divided into two major categories, appearance, and ability. Can be seen on table below:

| Topics | Example | Response |
|--------|---------|----------|
| Appearance<br><br>-Personal<br><br>Appearance<br><br>- Possesion | - you look amazing tonight!<br><br><br><br>- your nails are gorgeous! | - I know it right?!<br><br><br><br>- Thanks! |
| Ability<br><br>- General Ability<br><br>-Specific-act Ability | - you did a great job!<br><br>- i never found such a gentleman like you. | - So do you.<br><br>- You make me shy |

The example above visualized how complimenters give compliment to complimentee and basically we always used this sort of language in order to make our interactions more natural.

## 2. 4   Compliments Response Strategies

Compliments and compliment respond is one of language phenomena that occur in society. Therefore, compliments and its response cannot be separated. Holmes (1986) states that "Compliments and compliment responses are considered key speech acts that are used in daily life situations in order to praise and congratulate others or to reply to their praise, or compliments". They are particularly important because they reflect cultural values and because they are considered as judgments and expressions of appreciation of others' work (Nelson, Al-Batal, & Echols,

1996). Basically, the speaker use different terms and linguistic constructions in order to express compliments and compliment responses. Speakers also differ in the frequency of their use of compliments and compliment responses ( Golato, 2003). That frequency is dependent on the social context in which the compliments are produced, and on the gender and social standing of the persons involved (Cutting, J 2002; Levinson, 1983).

For example, when two strangers talk in order to get to know each other-in this case female and female- and they want to introduce themselves. The first speaker will start with introducing herself, then right after that the other female giving a compliment toward first speaker. She said "*Oh!! Such a beautiful name*." And the first speaker will directly give a response with say "*Thank you* ."

As you can see from their interaction above, the second speaker who gives a compliment to the hearer- first speaker- and first speaker respond to the compliment by saying "*Thank You*" and it means an "*Accept* " according to the theory from Holmes (1986, as cited in Razi,2013). Further, (Yu 2004 p. 118)  also said on his theory of Acceptance Strategies "Utterances that recognize the status of a preceding remark as a compliment". That means both of them complimenter's and complimentee are achieve the interactions. Holmes (1988, in Cai 2012) also states that "a proper complimenting behavior can make people closer and more harmonious".

Furthermore, the phenomenon of studying compliment responses has undoubtedly been one of the most intriguing topics in synchronic linguistics in the last three decades. Herbert (1986) on his study defines a compliment response as the appreciation of the other's and to praise one's action or behaviour. From the previous explanation, it shows that compliment response is generally seen as a reply from the hearer toward the speaker. Brown and Levinson (1987) argue that compliment refers to positive politeness strategies which are used to approve the hearer's appearance, personality, possession, and so forth also to treat the desires as a member of group rather than as a single individual. So, it's clearly that the compliment response depends on the type of the compliment and the social relations between the speech parties.

Besides, several strategies can be uttered when someone wants to give a response to compliment toward complimenters. One of strategies was from Holmes study (1986, as cited in Razi, 2013) and in this research, the researcher used holmes theory. Based on her study (P. 492), she has developed three broad categories of addressee's response to compliments. Those are: Accept, Reject, and Deflect or Evade. Those three strategies also consist of sub-strategies.

First, Accept as kind of responses may explicitly or implicitly to the compliment and she also introduced four sub-strategies from Accept such as: appreciation or agreement token, agreeing utterance, downgrade or qualifying utterance and return compliment. *Appreciation or agreement token* here is the most explicit way of expressing acceptance strategy, the

response such as: "thanks", "yes" or "of course". *Agreeing utterance* here is just introduced to cover terms like, "mm", "hm", "yes", "yea", "right". Not only that, explicit agreeing utterances also function in this context as ways of indicating that the addressee accept the compliment. Also, greement token Non-verbal indications of agreement can clearly be included in this category too. *Downgrade or qualifying utterance* in here is the content of the assertion, implicitly accept some of the credit attributed and hence are classified as ways of accepting a compliment such as: "it's not too bad, isn't it". And the last from this sub-strategies is *Return compliment*, returning the compliment implicitly indicates that the hearer agrees with utterance/content and accept for the positive evaluation such as: "you're brave too"

Second, Reject in here means that Utterances which indicate by some means that the addressee does not agree with the complimenter's or in other words the utterance will explicitly disagree from complimentee and the response may be followed with an explicit disagreeing utterance. Reject also have sub-strategies with a brief example such as: Dissagreeng utterance "I'm afraid this is not like what i expected", Question accuracy "is gorgeous is the right word in this situation?" , Challenge complimenter's sincerity "Oh c'mon! do you think i can do it?"

Last but not least as the most interesting strategy but also a risky strategy according to Holmes (p. 493) is Deflect or evade. In this strategy complimentee avoid to accepting the compliment from complimenter's in using various ways like deflecting or shifting and evading acknowledgment

of the positive effect expressed by the complimenter's. According to Holmes (p. 493) evasion can be achieved by providing a semantically relevant informative response which simply ignores the positive effect expressed by the compliment, or sometimes achieved less satisfactorily in terms of good conversation and the hearer simply ignores the compliment and changes the topic. In short, the complimentee avoid to accept compliment from complimenter's. Lastly, this strategy also has sub-strategies and the researcher also put brief example for each sub-strategies such as: Shift credit "my grandma made it", Informative comment "I bought it at bakery shop", Ignore "it's time we were leaving, isn't it?" Legitimate evasion "You know, that shop in beijing", Request reassurance/repetition "do you really think so? "

Additionally, in order to make it easier to understand, the researcher will show the theory from Holmes (1986 as cited in Razi 2013) on tabel 1 below to. With example "*What a beautiful sweater!*" as the compliment and respond it by using Holmes strategies.

***Table 2****: Theory of Compliment Response Strategies (Holmes 1986, as cited in Razi 2013)*

| Macro | Micro | Example |
|-------|-------|---------|
| ACCEPT | Appreciation or agreement token | Thanks, yes, or smile. |
| | Agreeing utterance | I think it's lovely, too. |

| | Downgrading or qualifying utterance | It's not too bad, is it. |
|---|---|---|
| | Return compliment | you're looking good, too. |
| REJECT | . Disagreeing utterance | I'm afraid I don't like it much. |
| | . Question accuracy | Is beautiful the right word? |
| | . Challenge complimenter's sincerity | you don't really mean that. |
| DEFLECT/EVADE | Shift credit | My mother knitted it. |
| | Informative comment | I bought it at that Vibrant Knits place. |
| | Ignore | It's time we were leaving, isn't it? |
| | Legitimate evasion | You know, that shop in Beijing. |
| | Repetition | Do you really think so? |

As you can see from the table above, those strategies from Holmes show the response could be Implicit or Explicit. Because it depends on the context and also how we want to respond to the compliment from others. People really like if there is someone who gives compliment to us and based on the observation that the researcher does at a few months ago the complimentee will respond it right away either implicitly or explicitly. As Holmes (1986, p.491) said "It is important in analyzing and categorizing

compliment responses to distinguish responders' agreement or disagreement with the positive evaluation or content of the complimenter's assertion from their acceptance or rejection of the credit which is implicitly attributed to them as recipients of the compliment". Thus, complimenter's and complimentee won't have miscommunication during their conversation and as the complimentee he/she will respond to the compliment according to context.

Moreover, on Razi (2013) study he creates four situational settings in order to check the response from Australian English and Iranian Persian speakers. Those are appearance, character, ability, and possession and based on his finding of those situational settings, the result shows that Iranian Persian speakers use Accept strategy less than their Australian counterparts, while they-Persian speaker- prefer to use Reject and Evade strategies more than them-Australian-. And on Razi (2013, p. 61) The findings of this study were compared with the results of the study carried out by Tang & Zhang (2009).

On the other side, Herbert (1998) on his study distinguished three broad categories of compliment responses in American English: agreement, non-agreement and other interpretations. Each category is divided into several subcategories. CRs proposed by Herbert (1998) are illustrated on table 2 down below.

*Tabel 3: The Taxonomy of Different Types of CR by Herbert (1998)as cited in Farinda 2016 p.24-26):*

| Macro | Micro | Example |
|---|---|---|
| Agreement | 1. Appreciation token | A: You look gorgeous with this hair colour! B: Thank you so much! |
| | 2. Comment acceptance | A: I think blue suits in you B: You're right, i like this one. |
| | 3. Praise uprage | A: Wow! Nathasya's acting looks like real B: Really makes us cry, doesn't it? |
| | 4. Comment history | A: Nice tumbler dude! B: Yeah I Bought it for a trip to Tokyo. |
| | 5. Reassignment | A: Such an amazing car B: My brother gave it to me. |

| | | |
|---|---|---|
| | 6. Return | A: Congratulation for winning the olimpiade!<br><br>B: It wasn't for mine, it's for you. |
| Non-Agreement | 1. Scale down | A: Nice motorbike dave!<br><br>B: It's really quite old. |
| | 2. Question | A: you have a great voice<br><br>B: Do you really think so? |
| | 3. Disagreement | A: 80? what a good skor congratz!<br><br>B: I don't like it. |
| | 4. Qualification | A: Teacher Mark has a good voice while he talks, right?<br><br>B: well, it's right but teacher kim's is better at explaining |
| | 5. No acknowledgment | A: Look! How sexy you are..<br><br>B: "Change topic/ not give the response" |

| Other Interpretation | 1. Request interpretation | A: I didn't know that you have this book, that's amazing!<br><br>B: Do you want to borrow it? |
| --- | --- | --- |

Based on the table above, it shows the frameworks of compliment response categorization by Herbert (1989) have been widely used with or without adaptation. Let's take an example from Lorenzo-Dus (2001), in order to contrast compliment responses by British and Spanish university students, Lorenzo-Dus (2001) adopted Herbert's (1989) taxonomy but used only the following compliment response types: compliment acceptance, comment history, return, praise upgrade, and reassignments.

Further, on Karagöz (2020) study he adopted Holmes (1986) strategies in order to respond to the compliment from L1 Turkish to L2 English. On his study, Karagöz (2020) state that complimenting is a complex behavior as it has many facets to consider and for Turkish students he tried to identify what are the compliment response strategies that Turkish EFL learners performed. In this study he also analyzed the compliment strategies before he analyze CR Strategies and not only just identify CR Strategies in English but also in Turkish, that's why in his study he has two different sets of data for each Compliment and Compliment Response. As the finding of his research about CR Strategies he created the

situation first through an open role play such as: achievement (performing a presentation), possession (a new car), appearance and clothing.

From those explanations, it can be seen clearly that most of the previous research use the same kind of compliment response strategies which consist of explicit and implicit ways in order to respond the utterance from complimenter's. Holmes (1986) introduced Accept, Reject, and Deflect/Evade to her categorization, while Herbert (1998) distinguished three broad categories such as: Agreement, Non-Agreement and Other Interpretations. Nevertheless, from those strategies that has introduced by previous research also have plus and minus from each of them. In the current research, the researcher chooses to use the compliment response strategies from Holmes (1986). Hopefully, by using her theory, the distinctions of compliment response strategies performed by Indonesian EFL will be shown clearly. Another reason is that the strategies from Holmes (1986) are used as a reference in more quantity of research.

## 2. 5    Relevant Study

As we know, people give a certain compliment to other people not only by looking at their appearance, but they also can see other features like an achievement, or even characteristics from the individual itself. Like i said earlier, compliment and its response cannot be separated because when people got compliment from others they will respond it right away. As Pomerantz (1978, cited in Katsuta, 2012) he said Compliment responses can be seen as solutions for maintaining a balance between (1) a preference to avoid self-praise and (2) a preference to accept or agree with the compliment. on katsuta (2012) study, she examines the role of compliment topic by analyzing compliment responses by Japanese and American college students because she believe that the response strategies can be influenced by compliment content and context. Katsuta used several topics of compliment response adapted by Pomerantz (1978) analyzed such as: ability, achievement, belongings, appearance, and personal characteristics by determining the subjects' choice of response strategy—categorized as acceptance, avoidance, or rejection—for each compliment topic for her dissertation and thesis.

In relation to this topic study, many researchers are interest to conduct the research about Compliment or Compiment Response. Several studies have been investigated such as Razi (2013) he investigate compliment responses among Australian English and Iranian Persian speakers by adapting Holmes (1986) theory about Compliment response strategies. On his study, he creates four situational settings in order to check the response

from Australian English and Iranian Persian speakers. Those are appearance, character, ability, and possession. his finding about those situational setting, the result shows that Iranian Persian speakers use Accept strategy less than their Australian counterparts, while they-Persian speaker- prefer to use Reject and Evade strategies more than them-Australian-. And on Razi (2013, p. 61) the findings of his study were compared with the results of the study carried out by Tang & Zhang (2009).

Besides, in Holmes (1986) study she concerns with compliments and compliment responses in New Zealand English. Also she create frequent topic used by the compliment giver such as: the possession, personality, ability, and appearance. Right after that she introduced three key types of compliment responses: rejection, acceptance and evasion, based on situational topic from compliment in order to get the response. On her finding study, Holmes pointed out that the most common form of compliment response produced by speakers in New Zealand is acceptance. And It was shown that the recipients tended to accept the compliments given by speakers and to return the compliment toward the complimenter.

However, SH Tamimi Sa'd (2015) conduct the research about Compliment Response Strategies among Iranian learners of English. He takes 26  EFL participants (13 males and 13 females) to respond to compliments base on theory from Yu (2004). In yu (2004) theory, he introduced 6 categoriezed in order to response the compliment those are: Acceptance Strategies, Amendment Strategies, Non-acceptance Strategies, Face Relationship-related Response Strategies, Combination Strategies,

and No acknowledgment. SH Tamimi Sa'd (2015) created 8 situations about academic life and used the topics in order to see how Iranian leaerners response it. At the end of his research, revealed that EFL learners used certain CR strategies and the results also confirmed participants relied on certain Syntatical and Lexical structures in order to realize compliment responses in English. Meanwhile, Iranian EFL learners' tendency to rely on positive politeness was evident through their extensive use of "Acceptance" strategy as a way of avoiding disagreement and seeking agreement with the complimentee, thereby establishing rapport and solidarity. In unequal statuses, however, some negative politeness markers were also used. The findings clearly showed the interplay of gender and power as two significant factors in speech act performance (here, responding to compliments) according to the result from SH Tamimi Sa'd (2015).

To conclude, there are several topics of compliment response and some researchers use the topics depends on the necessity of their study. Hence, the common and the most widely used topics are come for Holmes (1986) those are Accept, Reject, and Deflect/Evade. In addition, other researcher like Herbert (1998), Yu (2004) or even Pomerantz (1978)-as the first who intoduced Compliment Response Taxonomy- their structure are basically the same like holmes (1986) agree/accept, dissagree/reject, deflect/evade as main topics in order to response the compliment from complimenters but on their study each of them develop and create more topics or categories based on the need of their study and it also reflect from

previous researcher also the first pioneer of Compliment Response study. For the present study, the researcher thinks since there are many previous research used Holmes theory on their research. So, in this study the researcher also used her theory by considering several reasons. First, if we look at the structure of Holmes theory it is easy to analyzed if compared to other theory, also the researcher think that her theory are the most used because from each strategies it consist of sub-strategies that usually used. Second, the researcher will created the situation related with daily life events and will used the topic from compliment who also from Holmes (1896) such as: appearance, encouragement, and achievement.

# CHAPTER III

# RESEARCH METHOD

This chapter provides a method of collecting research data. In this chapter, the researcher discusses Research Design, Subject of the Research, Data Collection Technique, Trustworthiness, and Data Analysis Technique.

## 3. 1 Research Design

Research design is a systematic process and structured approach that used by researchers to find the information and analyzed the data in order to answer research questions. In other words, research design simply can be defined as a guideline that used by researchers in order to conducting research activity. Therefore, in this study the researcher used descriptive qualitative as ways of research procedure.

According to Moleong (2010: 6) Qualitative research aims to understand the phenomena experienced by subjects of study, such as behavior, perception, motivation, acts, and so forth. by using a holistic approach to describing the result in the form of spoken or written in any context or situation. In accordance with the purpose of this research, which aims to analyze how compliment response strategies are performed by students from English Department. The researcher assumed descriptive qualitative method is relevant for this research. Hence, in this study the used of descriptive qualitative in order to investigating what kind of

compliment response strategies that being used by the students at Jambi University.

## 3. 2  Subject Of The Research

The researcher took 10 participants in order to conduct this study, the participants of this study were fourth semester students who have completed three levels of speaking class and also they are in the same age as well. According to Cresswell (2009) Participants are a group of individuals who have the same characteristics and experiences. However, right after the researcher asked their willingness to be participant in this research, 7 of them didn't want to involved. Thus, there are just 3 participant who available.

Furthermore, in this study the researcher has created several categories of participants to ensure that the participants who participate in this study can truly represent and can provide accurate information. For this reason, the following are some of the criteria for participants in this study:

| No | Criterion |
|----|-----------|
| 1. | The participants who are English Department Students |
| 2. | The participants who are in fourth semester |
| 3. | The participants who have completed three levels of speaking class |

### 3. 3 Data Collection Techniques

Data is source of information that collected by the researcher in research. According to Cresswell (2009) there are several ways to collect the data such as from observation, document, and interview. In order to answer the research questions in this study, the researcher used DCT (Discourse Completion Test) and interview as a research instrument.

As the first step to gather the data, the researcher used DCT and its adapted from Yuan (2001). As Yuan (2001 cited in chang 2006 p.2) states that "the oral DCT generates a significantly larger number of natural speech features". Moreover, since the participants are from English Department Student the researcher also think it is an appropriate way to obtain the data in spoken to make them give spontaneous responses or answers because the researcher is afraid that they will follow the common English Compliment response patterns that they often hear from movie, TV, etc and it will make the result become not natural. Also, the advantage of using DCT that doesn't take too long to gather the data.

The researcher create 3 situations of compliments about appearance, encouragement, and achievement as a topic for creating situations. The researcher also ensures that the situations or topics are authentic and close to students' life-which daily life events- as possible.

Furthermore, after using DCT the researcher will get detail information trough interview section and semi-structured interview was used to answer research questions. Whereas Bodgam and Tayor (1998) said that semi structured interview is a type of interview that based on a series

of open-ended question. Therefore, before semi structure interview activity was conducted, firstly the researcher prepared several core questions. Then during interview process take a place, the researcher raised other question related to the core question to get more depth information.

Furthermore, during the interview process, the researcher interviewed the participants one by one on different sessions. In addition, the researcher also provided a consent form to the participants as evidence that they agreed be interviewed as a form of data collection process in this study.

In order to make it easier, the researcher arranged the data collection procedures into eight stages. First, The researcher asks the fourth-semester students to participate in this research. The researcher chooses the participants based on their speaking scores from the previous semester in order to manage their speaking quality. Second, The researcher give the consent form to each participants as evidence that every participant is willing to be the subject of this research. Third, The researcher and the participant will discuss the schedule to arrange the appropriate time and also inform them it will use audio-taped in order to collect the data. Fourth, The researcher explain about this research in general. Fifth, The researcher tell to the participant that their privacy is safe. Sixth, the researcher explain the concept of DCT and interview protocol such as : interview the participants one by one, not gathered around in one place because it make them hear utterances from others and it will affect the result. Seventh, the

researcher start to record and let participant play their role. Last but not least, the researcher transcribe the data into written text.

## 3. 4   Trustworthiness

The main purpose of this qualitative research is to represent the data as accurately as possible because the reality of the responses can be seen from the participants. Palmer and Bolderston (2006) also state that the validity of qualitative methods can be improved by using a combination of data collection methods this process is known as triangulation to check the validity of findings by gathering and analyzing the data from more than one person. Further, in order to avoid research bias, the researcher will give the data back to the participants after the data has been gathered. The researcher also give the consent form to the participants as their willingness if they wanted to participate in this research or not. Last but not least, the researcher will protect their privacy by using a *pseudonym.*

## 3. 5   Data Analysis Techniques

After the data is collected, the researcher analyzed the data by following the procedures/steps. First, the researcher transcribed the audio recording into written form. Second, the data of transcriptions analyzed by using a theory of Compliment Response Strategies from Holmes (1986) by using descriptive qualitative method in order to analyze the data to explore and describe what type of compliment response strategies and what kind of response which are preferred by students. Third, after the researcher Transcribe the data and make a list or create a table in order to classify the similar CR strategies from participants' responses. Fourth, according to the

results that have been displayed and interpreted, it shows what kind of CR strategies are they prefer to use from each participant. More importantly, the researcher do double-check with the supervisors in order to control the objectivity and accuracy of the result.

# CHAPTER IV

## FINDINGS AND DISCUSSION

### 4.1 RESEARCH FINDING

In this chapter presents the findings and the discussion of compliment response strategies uttered by English Department Students based on the situations given to the participants of this research. The researcher obtained the data from DCT method and semi-structured interview, it was conducted on 31st May 2024.

In order to analyze the data, the researcher uses theory of Compliment Response Strategies from Holmes (1986) which covers three types of compliment strategies, those are: Accept, Reject, and Deflect or Evade. Further, to identify the compliment response strategies used, the researcher described the frequency of the responses employed in each situation. The researcher attempts to list all the compliment strategies used by the participant. Furthermore, the researcher compares what kind of strategies used by participant to find the most preferred strategies in order to know how they respond the compliment by others.

### 4.2 DISCUSSION

The detail description of the research finding is the concern in this subchapter. In the conversation, there are some strategies is dominant because it is often used by speakers. Further, deeper analysis is presented as follow. (See Appendix for the complete transcription of findings).

**Table 4**: scenario & result

| Topic | Compliment | The Response | | |
|---|---|---|---|---|
| | | P1 | P2 | P3 |
| Appearance | - What a beautiful shirt! | Thanks! | Thank you! | Thanks! |
| Achievement | - Congratulation for getting A on speaking class | You also get A. | Don't say that. | Thanks! |
| Encouragement | - You are doing well in this presentation | I don't think so. | Thanks, but I think not really. | Thank you! |

The table above filled by the topic, compliment, and the response from participants. Moreover, in order to get maximum result and enhanced the data that has been obtained, in this discussion the researcher not only used DCT in order to obtain the data but also add semi-structured interview. The interview also took a place same day as DCT with the same participant.

4.2.1 Strategies by using Holmes Theory

In Holmes Theory, she has developed three broad categories of addressee's response to compliment. Those are: Accept, Reject, and Deflect or Evade and each of strategies also consist of sub strategies that can be seen on table 2.

From the table above, the first topic is about appearance, the participant was given the compliment from someone and they respond it by saying "Thanks and Thank you" which mean the participant *accept* the compliment as the appreciation or agreement from the compliment that has been uttered by someone.

Second topic is about achievement, the participant was given the compliment from someone and they respond it in different ways such as "thanks, don't say that, and you also get A" in this case we can see different kind of response that has been uttered by the participant and based on Holmes theory, the participant tends to *accept,* but in this case based on Holmes theory they Downgrading and retrun the compliment that has been uttered by someone because they think they are not good enough and feel unconfident to receive the compliment.

Last but not least, as the third topic which is about encouragement, the participant also responds it in different ways such as "I don't think so, Thanks, but I think not really, and thanks" in this case the participant give various response to the compliment and based on Holmes theory, the participant also tends to *accept and reject* the compliment by disagreeing the utterance, return the compliment and give the appreciation.

4.2.2 The Interview

In this part, the researcher also Interview the participant in order to enrich the data and to get individual perspective toward how do they response to the compliment that has been given and the researcher also asked about do they also give the compliment to someone.

- Participant 1

Based on the answers from participant1 at the table above, the reason why she responded the compliments that has been uttered in different ways because she thinks that she can receive and sometimes she cannot receive the compliment from others. Participant1 thinks that in different occasion she thinks that she didn't deserve and can't accept the compliment, and vice

versa. Moreover, participant1 really easy to give compliment to her friends because she thinks they deserve to get compliment.

- Participant 2

Based on the answers from participant2 at the table above, she also respond it in different ways because she's shy and sometimes thinks that she didn't deserve to get compliment from others. But, at some point Participant2 thinks that she can accept the compliment to appreciate the compliment. however, participant2 also like to give compliment to her friends.

- Participant 3

Based on the answers from participant3 at the table above, she positively respond it with agreed to all the compliment that has been given. The way she confident with herself it makes her think that she deserves all the compliment. further, participant3 also like to give compliment to anyone whenever she found it interesting and when she wanted to praise her friends.

# CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents the conclusion, which is derived from the findings presented in the previous chapter. The second part provides suggestions and recommendations, which are addressed to the English Education Department and the other researchers.

## 5.1 CONLUSION

The study portrayed the interactions between the students who take place in university area, which is UPT Bahasa. The aim of this study is to investigate Compliment Response Strategies who are performed by English students. Based on the finding that is explained, there are two types of response that they used and "Accept" is mostly dominant. The finding shows that form CR Strategies and the interview, most of them tend to "Accept" the compliment and some of them tend to "Reject". Regardless, at the end of the interview they also add that some of them really shy whenever gets the compliment but in order to appreciate someone who gave the compliment, they will accept if it's suit them.

## 5.2 SUGGESTION

The results of the study bring some suggestions for students and future researchers. The compliments response strategies in this study can provide a view of behavior based on their act to the compliment that has been given it can be difference response to the compliment. Besides, the students will be able to shows their expression more freely about what others say to them and how they will respond it. Hence, students are expected to learn how to make an appropriate

compliment and how they respond to the compliment, by learning that it could be and easy way to create friendship with someone, maintain the relationship, or even to achieve a career goal in the future.

Furthermore, this study clearly need improvement because the primary research material comes from DCT, which is not identical to real conversations. Therefore, the researcher hopes the next research can use other instruments such as naturally occurring talk in order to obtain the data because it is beneficial to conduct the research on compliment response strategy in larger scope and more participants in order to obtain more general result. Then, since the main focus of the researcher is to investigate the response strategies from compliment, so the status relationship like power is not really considered, it is better for the future researcher can also give a focus to the status relationship deeply in order to find more great understanding.

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**APPENDICES**

**CONSENT FORM**

Dear,

English Education Study Program Students,

You are invited to participate in this research project, conducted by Nathasya Hafifah, a student from English Education Study Program at Jambi University. This is a research project as fulfillment of the requirement to obtain my bachelor's degree. it is entitled "Investigating Compliment Response Strategies Performed by English Department Students at Jambi University". This research project aims to find out and describe what kind of compliment strategies that will be used when someone get compliment from others. Therefore, students from English department study program will be the subject/participant for this research. In order to select the participant, the researcher will choose based on participants' educational background, meanings that the participants' will be selected if they are completed three stages of speaking courses.

In this project you will be asked to fill a demographic information first for about 1 minutes and after that you will participate in Oral Discourse Completion Test (ODCT) for about 3-5 minutes. The researcher will give you certain situation and you- as the participant- will give spoken response. The data will be recorded and transcribed. In order to protect participant privacy, all the information regarding your name, address, or any kind of information that could be identify you will be kept confidential.

Your decision to take part in this study is entirely voluntary. You may decline to be statement or may decline to answer any specific questions. To the best of my knowledge, there are no costs associated with taking part of this study. There is also no risk that could result from this study followed to ensure full confidently

is maintained. You may also withdraw from this study at any time. Your answers will be used for research purpose only. At the end of the study, your answers will be destroyed.

Please keep a copy of this informed consent for your answers. Should you have any questions at any time about the nature of this study and the use of your responses, please contact me through e-mail: n***h***@gmail.com or send messages at +62-852***

**Statement Of Consent:**

I have read the above description of this study. All my questions have been answered to my satisfaction. Furthermore, I have been assured that the researcher will answer any future questions I may have. I voluntarily agree to take part in this study. I will retain a copy of this consent form for my records.

Date :                                Date :

**Participant signature**                **Researcher signature**

# DEMOGRAPHIC INFORMATION

*Title: "Investigating Compliment Response Strategies Performed by English Department Students at Jambi University"*

Note: This information will not be sold or given to outside entities. Your information only for research matter.

Name                    :

Age                      :

Speaking stage      :

- Speaking 1                                    ☐

- Speaking for educational purpose    ☐

- Oracy in academic context             ☐

Phone number        :

E-mail                   :

# DISCOURSE COMPLETION TEST

*Title: "Investigating Compliment Response Strategies Performed by English Department Students at Jambi University"*

**Instruction: please read these situations carefully and imagine that you are in these situations. After that answer the question orally.**

| Topic | Compliment | The Response | | |
|---|---|---|---|---|
| | | P1 | P2 | P3 |
| Appearance | - What a beautiful shirt! | | | |
| Achievement | - Congratulation for getting A on speaking class | | | |
| Encouragement | - You are doing well in this presentation | | | |

**INTERVIEW PROTOCOL**

Before the interview:

1. The researcher coordinates with the students as the participant in this study by considering some aspects which have been explained before.

2. The researcher ensures that the students are willing to be the participant.

3. The researcher determines the date and time of the interview.

4. The researcher prepares the tools that will be needed during the interview, such as; a notebook, audio recorder, interview guidelines, and other stuff.

During the interview:

1. The researcher interviews the participant face to face.

2. The researcher introduces herself and does small talk to make the situation more comfortable.

3. The researcher starts to explain the interview such as the aim of the interview, what she or he will do, etc.

The researcher starts the interview by asking some questions:

1. Why you choose that kind of response?

2. Have you ever received compliment from someone? If it yes, by who?

3. What kind of response that you will used? Why?

4. Have you ever give compliment to someone?

4.  The interview process will be recorded by the researcher, and during the interview, the researcher will make some notes about the participant's response.

5.  At the end of the interview, the researcher will repeat the participant's answer to each question to avoid misunderstanding.

After the interview:

1.  The researcher asks about the participant's willingness to be reinterviewed if there is insufficient data.

2.  The researcher thanks the participant for participating in this research.

3.  The researcher takes a picture with the participant as proof that the interview has been done.

**INTERVIEW TRANSCRIPTION**

Name: Participant 1

Interviewer        : Hallo, perkenalkan nama saya Nathasya Hafifah Angkatan 2017. Seperti yg sudah kalian ketahui, tadi sudah melakukan role play dengan menjawab atau memberi respon terhadap pujian yang di berikan. Nah sekarang saya ingin bertanya agar lebih mendapatkan pernyataan yang memuaskan. Pertanyaannya simple, apa alasan kamu memilih itu sebagai respon terhadap pujian yang diberikan?

Interviewee 1      : Iya kak kalau saya pribadi lebih ke tergantung ya kak kalo saya fikir saya emg pede dengan pujian yg dikasih berarti saya bakal terima pujiannya tapi kalo engga saya cuma senyumin aja kalo ga tolak.

Interviewer        : kalau diluar dari ini, kamu pernah ga dapat pujian dri orang lain? Kalo iya, siapa?

Interviewee 1      : Pernah kak, biasa sama temen kalo ga org terdekat kaya orangtua

Interviewer        : Oke. Kalo untuk respon yang kamu kasih? Dan kenapa?

Interviewee 1      : sama aja sih kak kaya yg diatas tadi, kalo saya emg pede dengan pujian yg dikasih berarti saya bakal terima pujiannya dan bilang makasih tapi kalo engga saya cuma senyumin aja, menghargai.

Interviewer        : Oh gitu. Kalo kamu sendiri pernah ga kasih pujian ke orang lain?

Interviewee 1      : Iya kak pernah! Malahan lebih sering akunya yg ngasih pujian apalagi ketemen. Kaya kalo mereka lagi pake sesuatu dan

menurutku cakep pasti aku puji atau kalo mereka habis achieve apa nnti aku puji.

Interviewer : Mmm oke-oke. Kalo gtu terima kasih atas waktunya ya.

Interviewee1 : iya kak sama-sama, semangat ya kak!

Interviewer : iyaa thank you!

Name: Participant 2

Interviewer : Hallo, Seperti yg sudah kalian ketahui tadi kan kita sudah melakukan role play dengan menjawab atau memberi respon terhadap pujian yang di berikan. Nah sekarang saya ingin bertanya supaya lebih mendapatkan pernyataan yang lebih lengkap lagi. Setelah kita role play tadi dan kamu kasih respon beragam, apa alasan kamu memilih itu sebagai respon terhadap pujian yang diberikan?

Interviewee 1 : emm itu karna saya mikirnya kalo emg saya beneran PD saya bakal terima sih kak tapi kebanyakan saya ga PD kak, saya malu kalo ada yang muji. Tapi kadang kalau Cuma mujinya sebatas wajar kaya bagus ya hari ini presentasinya dan kalo saya lagi ngerasa beneran bagus saya bilang terima kasih ke yg muji.

Interviewer : ooh, kalau diluar dari ini apa kamu pernah dapat pujian dri orang lain? Kalo iya, siapa?

Interviewee 1 : Pernah kak, biasa sama temen kalo ga org terdekat kaya keluarga. Tapi lebih sering ke temen ya kak hehe.

Interviewer : Kalo untuk respon yang kamu kasih? Dan kenapa?

Interviewee 1    : sama aja kak kaya yang tadi saya blg.

Interviewer     : Oh gitu. Kalo kamu pernah ga kasih pujian ke orang lain?

Interviewee 1    : Pernah kak ke temen sih paling sering

Interviewer     : Baiklah, kalo gtu terima kasih atas waktunya ya.

Interviewee1    : iya sama-sama  kak sama-sama


Name: Participant 3

Interviewer     : Hallo, tadi kan kamu sudah melakukan role play dengan menjawab atau memberi respon terhadap pujian yang di berikan. Nah sekarang saya ingin bertanya agar lebih mendapatkan pernyataan yang lebih lengkap. Pertanyaannya, apa alasan kamu memilih itu sebagai respon terhadap pujian yang diberikan?

Interviewee 1    : Kalo saya kak entah kenapa kalo ada yang kasi pujian langsung seneng kaya berasa makin PD apalagi kalo misal mereka ngomong soal appearance atau apa yg udh saya achieve kaya menang lomba debate dan lainnya itu saya suka kak kalo ada yg muji. Karna secara tidak langsung kaya jadi motivasi juga hahah.

Interviewer     : wahh keren. Ohiya kalau diluar dari ini, kamu pernah ga dapat pujian dri orang lain? Kalo iya, siapa?

Interviewee 1    : Pernah juga kak, tapi paling sering sama temen yaa kak kaya apa aja kalo kami" disini yaa kalo emg oke di puji.

Interviewer     : Oh oke. Kalo untuk respon yang kamu kasih? Dan kenapa?

Interviewee 1    : kalo itu dari temen deket pasti saya terima dengan senang hati kak hhaha tapi kalo engga ya tergantung situasi kak kadang saya

cuma senyumin aja buat menghargai kadang saya bilang terima

kasih atau pernah saya kaya malu jg jadinya ga saya hiraukan.

Interviewer        : Oh gitu. Kalo kamu sendiri pernah ga kasih pujian ke orang lain?

Interviewee 1    : Iya kak pernah dong! Malahan kaya yng aku bilang tadi kalo

kami di kelas dan kdang lewat chat juga suka muji satu dan lainnya

kak. kaya suka aja kak ngeliat reaksi mereka.

Interviewer        : wahh okok. Kalo gitu terima kasih atas waktunya ya adik cantik.

Interviewee1    : hahah iya kakak cantik sama-sama