

Thesis

TYPES OF COMPLIMENT RESPONSES CHOSEN BY THE ENGLISH DEPARTMENT
STUDENTS OF STATE UNIVERSITY OF PADANG IN MINANGKABAU LANGUAGE

*Submitted as Partial Fulfillment of the Requirements for
Strata One (S1) Degree*



By:

Siti Mareta Ulfah

72741/2006

Advisors:

1. Prof. Drs. Rusdi, Grad.Dipl., M.A.,Ph.D.
2. Drs. Saunir Saun, M.Pd.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2011

HALAMAN PERSETUJUAN SKRIPSI

**Judul : TYPES OF COMPLIMENT RESPONSESMADE BY ENGLISH
DEPARTMENT STUDENTS OF STATE UNIVERSITY OF PADANG IN
MINANGKABAU LANGUAGE**

Nama : SITI MARETA ULFAH

BP/NIM : 2006/72741

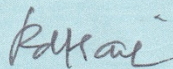
Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Desember 2010

Disetujui oleh:

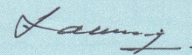
Pembimbing I



Prof.Drs.Rusdi,Grad.Dipl.,M.A.,Ph.D.

NIP. 19640702 198903 1002

Pembimbing II

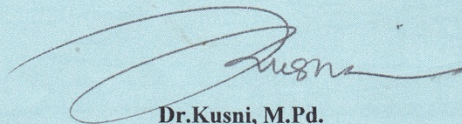


Drs. Saunir Saun, M.Pd.

NIP. 19541228 197903 1 002

Diketahui oleh:

Ketua Jurusan



Dr.Kusni, M.Pd.

NIP. 19620909 198803 1 004

HALAMAN PENGESAHAN

LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi

Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni

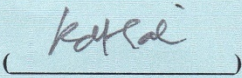
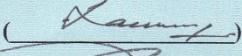
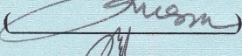
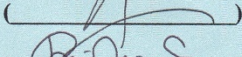
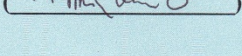
Universitas Negeri Padang

**TYPES OF COMPLIMENT RESPONSES MADE BY ENGLISH DEPARTMENT
STUDENTS OF STATE UNIVERSITY OF PADANG IN MINANGKABAU LANGUAGE**

Nama : SITI MARETA ULFAH
BP/NIM : 2006/72741
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Desember 2010

Tim Penguji

Nama	Tanda Tangan
1. Ketua : Prof. Drs. Rusdi, Grad., M.A., Ph.D.	()
2. Sekretaris : Drs. Saunir Saun, M.Pd.	()
3. Anggota : Dr. Kusni, M.Pd.	()
4. Anggota : Rusdi Noor Rosa, S.S., M.Hum.	()
5. Anggota : Rima Adriani Sari, S.Pd., M.Hum.	()

ABSTRAK

Ulfah, Siti Mareta. 2011. *Types of Compliment Responses Chosen by the English Department Students of State University of Padang in Minangkabau Language*. Skripsi. Padang: Universitas Negeri Padang.

Dua jenis budaya dalam basis komunikasi menurut Hall adalah berkomunikasi secara langsung, eksplisit atau tidak ambigu dan berkomunikasi secara tidak langsung. Jenis-jenis budaya ini mempengaruhi masyarakatnya dalam merespon pujian. Penelitian ini bertujuan untuk melihat jenis-jenis cara membalas pujian dalam bahasa Minangkabau yang dikemukakan oleh Herbert (1989). Penelitian ini juga membuktikan apakah mahasiswa jurusan bahasa Inggris dipengaruhi dari bahasa yang mereka pelajari dan bahasa yang mereka tuturkan dalam menanggapi pujian.

Data penelitian ini adalah respon yang diberikan oleh mahasiswa bahasa Inggris terhadap pujian. Responden dalam penelitian ini adalah mahasiswa jurusan bahasa Inggris Universitas Negeri Padang. Metode yang digunakan dalam melakukan penelitian ini adalah deskriptif, yaitu suatu metode yang berusaha menggambarkan dan menginterpretasikan tentang kondisi yang ada. Data dikumpulkan dari *Discourse Completion Test* berisi situasi-situasi yang menyebabkan timbulnya pujian dan tanggapan pujiannya dalam bahasa Minangkabau.

Hasil penelitian ini menunjukkan bahwa mahasiswa lebih memilih menerima pujian dan tidak menerima pujian secara langsung pada kalimat pujian melainkan dengan memberikan penjelasan-penjelasan tentang objek yang di puji. Berdasarkan hasil dari 1000 data yang terkumpul dalam *Discourse Completion Test* dalam bahasa Minangkabau menunjukkan bahwa 607 mahasiswa jurusan bahasa Inggris membalas pujian yang mana terdiri dari enam jenis-jenis dan dua dari jenis terdiri dari sub-jenis ; (Agreement) Acceptances: *Appreciation tokens*, *Comment acceptances*, *Praise upgrades*, *Comment history*, *Transfer: Reassignment*, *Return*. Dan hanya 393 mahasiswa yang membalas pujian yang dikategorikan kedalam lima jenis dan satu jenis terdiri dari sub-jenis; (Non-agreement) *Scale down*, *Non-acceptances: Disagreement*, *Qualification*, *Question response*, *No-acknowledge*. Begitu juga dengan data yang terkumpul pada *Spoken Recording Data* bahwa 31 mahasiswa jurusan bahasa Inggris yang membalas pujian pada jenis (Agreement) dari 50 responden. Untuk jenis (Non-agreement) 19 mahasiswa jurusan bahasa Inggris membalas pujian dalam bahasa Minangkabau.

ACKNOWLEDGEMENTS

Alhamdullilahirabbil'aalamin, praise to Allah SWT for blessing me to finish this final project which entitled *Types of Compliment Responses Chosen by English Department Students of State University of Padang in Minangkabau Language*. I also want to send *shalawat* and *Salam* to my inspirational figure, Prophet Muhammad SAW.

I would like to express my special thanks to my advisors, Prof. Drs. Rusdi, Grad.Dipl., M.A.,Ph.D. and Drs. Saunir Saun, M.Pd. who had given their time, valuable advice and guidance during the writing of this thesis. Besides, I also would to express their attitude to all of lecturers and staffs at English Department of State University of Padang.

My deepest gratitude goes to my beloved mother, Hj. Astuti and my beloved father, H. Armen., who always work hard for their children happiness. I want to thank them for every spirit, advice and prayer. Finally, my deepest gratitude is addressed to my family members.

Special thanks are also delivered to my special best friends - Nanda, Yeni, Silvie, Tessa, Adek, and Kiky. I want to say thanks very much for all of their advices and positive support. A deepest gratitude is also addressed to every person who had helped me in finishing this paper that cannot be mentioned one by one.

January 10, 2011

Siti Mareta Ulfah

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
LIST OF APPENDICES.....	iii
CHAPTER I INTRODUCTION	1
1.1 Background of the Problem.....	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Problem	4
1.4 Formulation of the Problem.....	4
1.5 Research Questions	5
1.6 Puspose of the Problem	6
1.7 Significance of the Study	6
1.8 Definition of the KeyTerms.....	6
 CHAPTER II REVIEW OF RELATED LITERATURE	 8
2.1 Pragmatics	8
2.2 Speech Acts	9
a. Representatives.....	10
b. Directives.....	10
c. Commisives	11
d. Expressives	11
e. Declarations	11
2.2.1 Compliment	12

2.2.2	Types of Compliment Response	13
2.2.3	Functions of Compliment	17
2.2.4	Related Findings	18
2.2.5	Conceptual Framework.....	21
 CHAPTER III THE RESEARCH METHODS		22
3.1	Research Design	22
3.2	Source of Data	23
3.3	Instrumentation.....	23
3.4	Technique of Data Collection.....	24
3.5	Technique of Data Analysis	25
 CHAPTER 1V FINDINGS AND DISCUSSION		27
4.1	Data Description.....	27
4.4.1	Compliment Response Types Based on	
4.4.2	Discourse Completion Test.....	27
4.4.3	Compliment Response Types Based on	
4.4.4	Spoken Recorrding Data.....	29
4.2	Data Analysis.....	31
4.2.1.	Analysis of Compliment Response types	
	Based on Discourse Completion Test.....	32
A.	Analysis Agreement of Compliment	
	Responses Type Based on Discourse	

Completion Test	33
B. Analysis Non-agreement of Compliment Responses Type Based on Discourse Completion Test	39
4.2.2. Analysis of Compliment Response Types Based on Spoken Recording Data	44
a. Analysis Agreement of Compliment Responses Type Based on Spoken Recording Data.....	46
b. Analysis Non-agreement of Compliment Responses Type Based on Spoken Recording Data.....	52
4.3 Findings	56
4.3.1.Finding of Compliment Response Types Based on Discourse Compliment Test	57
4.3.2.Finding of Compliment Response Types Based on Spoken Recording Data	57
4.4 Discussion	59
CHAPTER V CONCLUSION AND SUGGESTION	61
5.1. Conclusion.....	61
5.2. Suggestion	62
REFERENCES.....	63

LIST OF APPENDICES

1. Test Melengkapi Wacana ‘Discourse Completion Test’	65
2. Six samples of ‘Discourse Completion Test’	71
3. Transcription of ‘Spoken Recording Data’	108
4. Table 5 types compliment responses based on ‘Discourse Completion Test’	139
5. Table 6 types compliment responses based on ‘Spoken Recording Data’ ...	140

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

In the process of social interaction, language plays a crucial role. Kentjono (1997:20) says that language is a system of arbitrary vocal symbol which is used by group of social people to cooperate, communication and identify themselves. By using language people can express any ideas, emotions, information and also knowledge each other in human affair. Human's beings usually communicate each other to show their respect in social interaction. It means that language and society influence one another and cannot be separated.

In daily communication, people tend to give compliment each other. By giving compliment people can make a relationship in the social interaction. It is also supported by Wierbicka (in Sylvia: 2004), who says that compliment can also be addressed to someone which has a relationship to the addressee. It means that compliment can create a good relationship between a speaker and a hearer tied in the social interaction. By giving compliment and compliment response are also used as an opener in conversation will allow social interaction.

Since compliment and compliment response are very effective to make the speech act to express solidarity between speakers and listeners, it also aims to give social harmony. Compliment can also make peoples life more rewarding and happier. By realizing of giving compliment and compliment response cannot be separated by social aspect and cultural aspect. In fact, it cannot be rejected that

compliment responses are always used by human in their social interaction because with compliment people can express their feelings or emotions.

Considering there are many ethnics in Indonesia. Minangkabau is one of ethnic of province in Sumatera Island where the people use Minangkabau language as a tool of communication. State University of Padang is one of University in west Sumatera. State University of Padang has several faculties one of them is faculty of Languages and arts which has English Department. Most of English Department students use Minangkabau language in their communication. English Department students have variety of ways in expressing their respond to compliment in the Minangkabau language. Because of that variety, types of compliment responses that are commonly used by English Department especially in State University of Padang can be found. Students of English Department also have strategies of giving compliment and compliment response to communicate with other. For example, Eta said: *Ondeh, manih bana Tessa pakai jilbab pink tu* 'Tessa, you're very beautiful wearing pink veil'. Tessa answered: *Hwee... jilbab ko murah nyo mah* 'Well, this veil was pretty cheap'.

Everyone has rule in groups which is the rule is arranged in Minangkabau ethnic. Then their activities and behavior include how to speak. There are some factors that can influence how a number of words are uttered by speakers such as sex, age, social status, personal relationship of locution speakers. They must know roles and status whether he/she older or younger than the speaker.

There are five main reasons why this topic is important to be studied. First, it will be expected to provide significant contribution to the enrichment of

linguistic studies of compliment and compliment response especially in Minangkabu Department students. Second, few of people are interested in study about speech act especially about compliment and compliment response. Third, by knowing the ways which are usually used by English Department in responding to compliment, hopefully types of compliment responses made by English Department students can be explored. Fourth, people should be aware that the most appropriate ways when giving compliment to be used in a certain situation because if people do not understand the use of compliment, communication will have a problem. Thus, different perception might cause misunderstanding. Fifth, since Minangkabau language is their mother tongue, students can be more expressive in responding to compliment in different ways. These phenomena attract an interest of the writer to conduct the research of observing and analyzing about types of compliment responses made by English Department student's languages.

1.2 Identification of the Problem

This research was classified into the study of pragmatics, which is defined as subfield of linguistic which studies the ways in which context plays a vital role in the use and understanding of language. Language as an action has become the key concept in what is currently understood as linguistic pragmatics. It means that language also to perform an action that known as speech acts. Based on illocutionary kind of speech acts, speech acts consist of several acts such as compliments, requests, apologies, refusals asserting and promising.

Compliment is an interesting phenomenon to be studied because in communication people usually respond to compliment in different ways, which are influenced by sex, age, status, relationship, etc. Compliment could be categorized into two: agreement and non-agreement. Agreement are categories into three types, comment acceptance (appreciation token, comment acceptance, praise upgrades), comment history, and transfer (reassignment and return). And for non-agreement is categories into four types scale down, non-acceptance, (disagreement and qualification), question response, no acknowledge.

1.3 Limitation of the Problem

This research analyzed the types of compliment responses choosen by English department students of State University of Padang in the Minangkabau language. The compliment responses are limited to the topics of clothes, ability and work achievement, personal features, accessories and also the situation might be in campus (inside and outside) such as cafeteria, class room, library, on the way to class room or to office, in front of English Department, and office.

1.4 Formulation of the Problem

The formulation of the problem of this research is stated as follows:

What types of compliment responses were chosen by English department students of State University of Padang in the Minangkabau language?

1.5 Research Questions:

Research questions are group into two categories which consists of their own types:

1. What types of *Agreements* are commonly used by English Department Students in the Minangkabau language?
2. What types of *Non-agreements* are commonly used by English Department Students in the Minangkabau language?

1.6 Purpose of the Study

The purpose of this research is:

To find out the types of compliment responses are chosen by English Department Students in the Minangkabau language.

1.7 Significance of the study

The way of responding to the compliment utterance was varied in different ways. By doing this research on responses to the compliment in Minangkabau language, the researcher hoped that it could give a description about the way of English Department students respond to the compliment utterance. The results of this research were expected to provide significant contribution to the enrichment of linguistic studies of compliment and compliment response especially for English Department students. So that it could help English Department students in understanding and analyzing of compliment responses in English Department.

1.8 Definition of the key terms

In order to avoid misunderstanding, the key terms in the research are defined:

1. Compliment: The person addressed for some good possession, characteristic, skills etc which is positively valued by the speaker and the hearer.
2. Compliment responses: Someone's response to the complements or statement of absolute value that expresses cognitive perception, judgment to make the addressee feel good.
3. Campus: An area in the faculty of languages, literatures, arts, especially at English Department such as in class room, library, cafeteria, on the way to class room, office and in front of English Department.

CHAPTER II

REVIEW OF RELATED LITRATURE

2.1 Basic concept of Pragmatics

A number of studies had been studied by different researchers related to pragmatics. Levinson (1983) defines pragmatics as the study of relation between language and context that are encoded in the structure of language. The others ideas supported by Richard *et al* (1985: 225) says that pragmatics is the study of the language use in communication in relationship between sentences and the context and situation in which they are used. They maintain that pragmatics includes the study of how the interpretation and the use of utterances depends on knowledge of the real world and how speaker use to understand speech acts and how the structure of sentence influenced by the relationship between the speaker and hearer.

According to Yule (1996: 3) states that pragmatics is a type of study necessarily involves the interpretation of what people means in particular context influences what is said. It means that pragmatics is the study of the relationship between language and context that are relevant to the writer of grammars and also needs a consideration of the speaker's way to organize what they want to say.

Pragmatics has aspects of the meaning of utterance which cannot be accounted for by straight forward reference to the truth conditions. Mey (1997: 42) also defines that pragmatics is the study about science of language focus on the language use in human communication. This is about the study of the

conditions of human language use by the context of the society. It means that the language use for various purposes is determined by the context in communication. By understanding the explanation above, people know and realize where, when and with whom they speak to. Someone can figure out and understand what speaker says, can express his feeling, emotion, and ideas through language.

Therefore, it can be concluded that pragmatics can be seen as the study of language related to its context. From those various definitions above, it might be conclude that the language with different context as the undetectable part of the pragmatics plays an important role in interpreting what the speaker wants to convey to his listener and determining the function of language those differences enrich that language and make it unique.

2.2 Speech acts

Talking about speech acts means talking about action after speaking. Speech acts are influenced by context or situation. According to Yule (1996) actions performed via utterances are generally called speech acts such as apology, compliment, complaint, invitation, promise and request.

According to Bach (2003), speech acts can be defined as acts of communication that corresponds to the type of attitude being expressed. In communicating with others, speaker must perform a certain attitude in order to deliver or to convey what occurs in the speaker's mind. Bach (2003) also states that some speech acts, however not primarily acts of communication are and have the function not of communicating but of affecting institutional states of affairs. It

means that speech acts here are defined as the facts of actions in a certain circumstances. He also says that people had more than what they say in conveying information. It might be conclude that the action done by the speaker is more than words can say.

According to (Austin in Levinson (1983:236) states that there are three types of act that are produced by the speaker. They are locutionary act, illocutionary act, and perlocutionary act. Locutionary act is an act of saying something. In other words, the speaker only informs something to the hearer. Illocutionary act is an act refers to the intention of the speaker while speaking. Perlocutionary act is the effect what the speaker says on the hearer.

Searle in (Levinson, 1983: 240) states that there are five types of illocutionary acts, they are:

a. Representatives

Representatives are the kinds of speech acts that state what the speaker believes to be the case or not, statement of fact, assertion, conclusions and description are illustrated, for example, *The ear is flat* or *it was a warm sunny day*, in using representatives the speaker makes words fit the word of belief.

b. Directives

Directives are kinds of speech acts that the speaker use to get some else to do something. They express what the speaker wants. They are command, orders, request and suggestion are illustrated in example below, *Could you lend me a pen, please?* Or *Don't touch that!*, in using a directives, the speaker attempts to make the word fit the word via the hearer.

c. Commisives

Commisives are the kinds of speech acts that the speaker uses to commit themselves to some future action. They express what the speaker intends. They are: promises, threats, refusal, and pledges. For example, *We will not do that*, in using a commissives, the speaker undertakes to make the words fits the word via the speaker.

d. Expressives

Expressives are the kinds of speech acts that state what the speaker feels. They express psychological states and can be statement of pleasure, pain, likes, dislikes, joy or sorrow. This class includes acts of apologizes, compliment, congratulations, greets, thanks, and condolences, as example, *Oh, yes, great!*, in using an expressive, the speaker makes words fit the word of feeling.

e. Declarations

Declarations are the kinds of speech acts that change the word via their utterance. It is successful in bringing the correspondence between the propositional content and reality. It can be shown in the act for marrying, resigning, dismissing, naming. For example, *I pronounce you guilty* (the judge decides criminal guilt in the court). After saying this sentence, the world changes for the defendant. He/she has to do punishment in the jail. In short, in using declarations the world is changed via words in substantial ways.

So, these are the categories of illocutionary acts based on its function in performing act through utterances that people used in communication. According to Searle's classifications of illocutionary acts, compliment is placed under the

category of expressive, which refers to acts that express the speaker's attitudes and emotions towards the proposition. In using of expressive the speaker makes utterances fit the world of feeling. Since it is the focus of this research, it is explained below.

2.2.1 Compliments

In daily lives, people generally exchange compliments as an effort to keep relationships solid. In other words, compliments are supposed to be for rapport instead of report and cooperation instead of competition. Holmes (in Matsuoka, 2003) says that compliments is a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually that person addressed, for some 'good' (possession, characteristic, skill, etc) which is positively valued by the speaker and hearer.

Regarding this definition, Kodama (in Matsuoka, 2003) claims that the part of "the person other than the speaker" entails the person not present. Kodama (in Matsuoka, 2003) maintains that compliment is an intricate combination of positive evaluation, displayed good feeling, implicit friendliness, and half-admitted desire to please.

Based on the interpretation above, it seems feasible to regard compliment as interpersonal and interactive speech acts; whereas acts, "praise" can be considered a statement of absolute value with or without interpersonal and interactive functions. Therefore, all the compliments are considered praise' however, some instances of praise are not categorized as compliment.

2.2.2 Types of Compliment Responses

In the study of speech event of complementing examine not only what and how to pay to compliments. They also look at how to respond to compliment appropriately in a given situation. According to Schenkein (1978: 81) there are two types of compliment responses; accepting and rejecting prior compliment. He also adds that acceptance and rejection are alternatives subsequent to a number of supportive actions.

One of experts, Chen (2002), American compliment responses can be divided into acceptances, rejection, agreement, and disagreement. It is also supported by Ishihara (2003) defines that compliment response types can be divided into four categories; self-praise avoidance strategies (downgrading the compliment, questioning the compliment, shifting the credit and returning to a compliment) as types of responses that deflect compliment.

The other idea stated by Matsuoka (2003), says that there are possible compliment responses, which are expressed by nine Japanese college students in her project study are: (1) responding by non-verbal (smile, gesture, touch, etc), (2)commenting e.g. I could never give such good report, (3)by indirectly referring to the quality or act e.g. could we talk about your ideas a little more?, (4) simply the quality or act e.g. “You must have done a lot of work”, (5) praising in kidding or sarcastic way e.g. “Since when did you become so smart?”, (6) praising in a modest or subtle way e.g. “I like you report”, (7) praising frankly and enthusiastically e.g. “that was excellent! “Great”. It might be conclude from some ideas in general in speaking, when speaker give the compliment so his/her

response to the compliment can be classified into acceptance and non-acceptation (rejecting).

Herbert (1989) divides response to the compliment into two broad categories; Agreement and Non-agreement. Then, these two broad categories are divided into seven sub types; (agreement) acceptance, comment history and transfer, (non-agreement) scale down, non-acceptance, question response and no-acknowledge. Some of these sub categories are also divided into ten types; appreciation tokens, comment acceptances, praise upgrades (for acceptance sub type), reassignment and return (for transfer sub type), disagreement and qualification (for non-acceptance sub type).

Agreements

1. Acceptances

a. Appreciation Tokens: Responses that recognize the status of a previous utterance as a compliment without being semantically fitted to the specifics of that compliment are known as appreciation tokens (Pomerantz 1978) in Herbert (1989), e.g. *Thanks, Thank you, as well as smiles, nods, etc.*

b. Comment Acceptances: A response in which a responder accepts the complimentary force of complimenter's utterance by a response semantically fitted to the compliment.

e.g.: A: I like your jacket

B: Yeah, it's cool

c. Praise Upgrades: The constrain is to avoid self-praise may be violated directly in an acceptance compliment response by a speaker increasing the complimentary force of a previous utterance.

e.g.: A: I like that shirt you're wearing.

B: You're not the first and you're not the last.

2. Comment history

This category is agreeing with the complimentary force but it does not accept the praise personally. The responder impersonalizes the complimentary force by giving (frequently irrelevant) impersonal details and these responses may be quite long.

e.g.: A: That's a cute shirt

B: Every time I wash it, the sleeves get more and more stretched out.

3. Transfer

a. Reassignment: This type of compliment response directs the praise offered by complimenter to some third person or less often to the object complimented itself.

e.g.: A: That's is beautiful sweater

B: My brother gave it to me.

b. Return: This type of response redirects the praise intended in the compliment to the complimenter.

e.g.: A: Nice legs, sexy.

B: Yours aren't so bad yourself.

Non-agreements

1. Scale down:

The praise of compliment may be scale down by responder, thereby minimizing the force of the compliment.

e.g.: A: Your hair looks good today.

B: Oh, it's just the same old thing.

2. Non-acceptance

a) Disagreement: The characteristic of this type of response is that the responder directly disagrees with complimenter assertion.

e.g.: A: Your haircut looks good.

B: It's too short.

b) Qualification: Responder may not accept the full complimentary force offered by qualifying that praise, usually employing though, but, yet.

e.g.: A: You must be smart. You did well on that last linguistics test.

B: Not really, you did better.

3. Question response

It responses are frequently ambiguous in terms of whether responder intended to provide an expansion or upgrade of the original assertion or to question the sincerity or motives of the complimenter.

e.g.: A: Nice sweater.

B: What's wrong with it?

4. No-acknowledgement

This compliment response incorporates two distinct subtypes. First, be certain that the responder does not hear the utterance of the complimenter because the conversation of complimenting is turn offered after the compliment is given. Second, subtypes involve an utterance which cannot be understood as being linked to the previous utterance, then the responder shift the topic of conversation.

e.g.: A: That's a beautiful sweater.

B: Did you finish the assignment for today?

Sometimes responder treats the complimenter compliment as something other than a compliment. They interpret this compliment as which cannot be

understood as being linked to the previous utterance, then the responder shift the topic of conversation.

e.g.: A: That's a beautiful sweater.

B: Did you finish the assignment for today?

Sometimes responder treats the complimenter compliment as something other than a compliment. They interpret this compliment as request. Herbert (1989) does not classify such response tokens as a compliment response, because the responder looks like giving an indirect request rather than a compliment.

e.g.: A: I like those pants.

B: Well, you can borrow them anytime.

2.2.3 Functions of Compliment

There are several functions of complimenting in communication. Holmes (1988) says that compliments can be to express sarcasm or disapproval, to insult, and to manipulate. As positive affective speech acts the most obvious functions they serve to oil social wheels, paying attention to positive face wants and thus increasing or consolidating solidarity between people.

Other sides, Compliments are positive expression or evaluation, which are directed explicit or implicitly to someone for something valued positively by the speaker and the hearer, and even the whole speech community (Holmes, 1996, Ye, 1995 in Sylvia 2004) say that it seems that major function of compliments is to establish and maintain social rapport" and smoothness between participants.

Relating to the functions of compliment above, David (1999) He defines that compliment are primary aimed at "maintaining, enhancing or supporting the

addressee's face. He also adds that compliment giving and responding behavior are used to negotiate social identities. The same idea stated by Chen (2002) points out that the primary function of compliment is "the reinforcement and/or creation of solidarity between the speaker and addressee.

Moreover, Johnson (in Syilvia, 2004) viewed two primary function of complimenting as two folds: (1) Ideational- to express cognitive perceptions and judgments and (2) Interpersonal- to make the addressee feel good. Compliments are in relationship which is likely to continue and in which the maintenance of harmony is desirable (Wolfson, 1982) in Syilvia (2004).

In addition, Ishihara (2003) says the functions of compliment that to interest in speech act. That can be done as the final question in greeting, thanking, requesting, congratulating, offering condolences, addressing people etc. He also adds that compliment also has a function to establish friendship that ties of solidarity and as important social strategy as an opener for a conversation.

Based on the explanations above, it can be conclude that there are some functions of compliments. The functions of complimenting are varied: to praise someone feeling to make a good friendship, to make a joke, to critic, to open the conversation, etc. it can be concluded that compliment can be used to create of solidarity to be a basic function of compliment in society.

2.3 Related Findings

Several studies on responses to compliment have been conducted. Cedar (2006) also conducted a study about compliment response entitled "*Thai and*

American Responses to Compliments in English". He found that paying a compliment and responding to it can be a challenge for non-native speakers whose social values and norms are different from those in the target language culture. He mentioned that the English learners responded differently from the native speakers. The learners used the patterns that were not commonly recognized by the Americans. The result also showed a significant effect of gender on compliment responses in both groups. Based on the explanation above, He found that compliment responses consist of seven types: acceptance, positive elaboration, neutral elaboration, negative elaboration, denial, smiling, and no response.

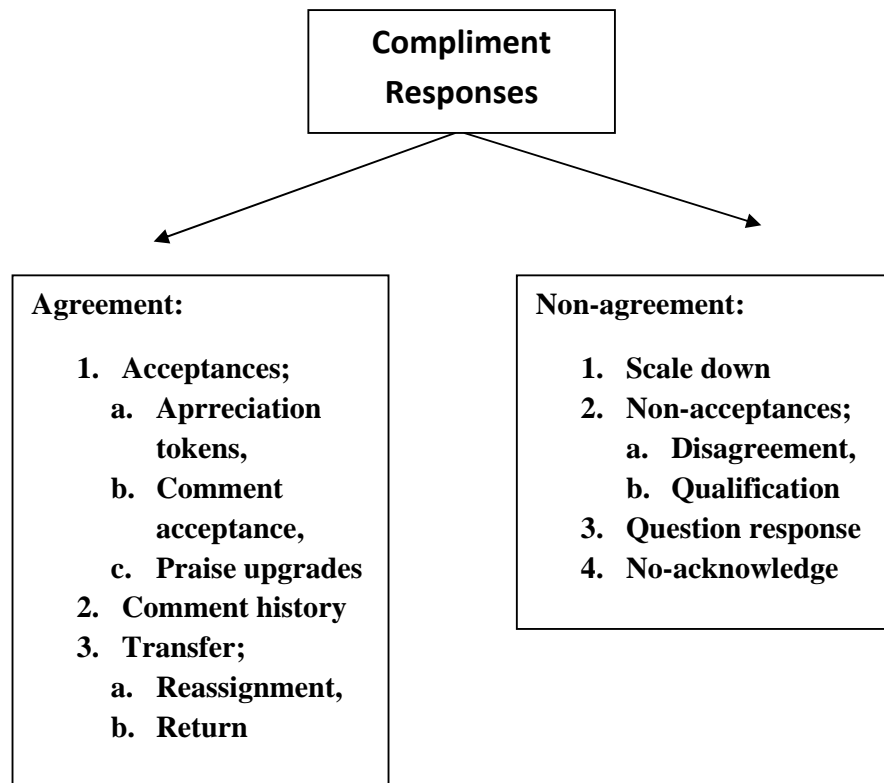
Then, Grossi (2009) studied about compliment and compliment responses entitled "*Teaching Pragmatic Competence: Compliments and Compliment Responses in the ESL Classroom*". In the research has described one teaching approach that aimed to increase pragmatic awareness using naturally occurring examples of possible compliments and compliment responses and film data in order to address the aspect of language learning in an adult immigrant classroom. When learners ask, 'What do you say in Australia when ...', it is worth recalling Hymes (1972 in Kramsch 1993: 34), who said, 'The key to understanding language in context is to start not with language, but with context'.

Furthermore, Bu (2010) conducted a study on responses to compliment. The title of the research is "*A Study of Pragmatic Transfer in Compliment Response Strategies by Chinese Learners of English*". The research has concluded that the strategies which have the statistically significant differences in term on

compliment response strategy use between the Chinese learner of English and native English groups are those strategies which have the close similarities in the respect of compliment response strategy use between the Chinese learner of English and native Chinese groups. The studies also include responses given by the recipients to the compliments. Bu found six types of compliment response that are commonly used by Chinese Learners English: appreciation, agreement, compliments Downgrade, disagreement, return, and compliment upgrade.

All of the researchers above discussed about compliments and compliment responses. In this research, they try to find out the types of compliment responses made by English Department students in the Minangkabau language. Because Minangkabau language has a rule arranged by Minangkabau ethnic which most of English students are comes from Minangkabau ethnic. Here, compliment responses could be categorized into two: agreement and non-agreement.

2.4 Conceptual Framework



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In making the conclusion, the researcher would clarify the research questions. There is one research question that has guided the researcher in doing the research. The research question is about what types of compliment responses are commonly used by English Department students in Minangkabau language. Types of compliment responses occurred in Minangkabau language. As far as compliment responses are concerned in the Minangkabau language agree to the complements.

In Discourse Completion Test the highest number of compliment response types is praise upgrades, and the lowest type of compliment response is no-acknowledge. Otherwise, in tape recording data the highest numbers of compliment response types is appreciation tokens in a group of agreement, and the lowest are reassignment also in a group of agreement. Most of the students agree to the compliments. There are three types of compliment responses and each of types has subtypes; *Agreement*; appreciation token, comment acceptance, praise upgrades, *Comment history*, *Transfer*; reassignment, return. When the students reject the complements, it is also divided into four types and one of the type has subtypes; *Scale down*, *Non-acceptances*; disagreements, qualification, *Question response*, and *Acknowledgment*. In relation to the types of compliments, students used expression such as; *ondeh rancaknyo*. *gagah nyo*, *kameknyo*, *manihnyo*, to

the topic of clothes. To the complement ability and work achievement student used expression such as; *santiang nyo*, *rajin nyo*. For personal features topic usually used the words such as; *manihnyo*, *rancak*, and *rancak nyo*. And the last, compliment accessories topic usually used the word such as; *rancak nyo*, *segehnyo*.

According to the analysis in chapter IV, it shows that the English Department students almost maximize to the compliment. And few of them use redirects and interpret the compliment to complimenter as request. From the explanation above, it can be concluded that the students tend to maximize the compliment itself.

5.2 Suggestion

This study suggests some implication for other students who are interested in investigating in the Minangkabau language compliments. They should be aware that the use of compliment can be separated into topics of compliment and gender participant. In addition, the students can investigate compliment and compliment response in other ethnics.

In daily conversation, compliment and compliment response are not only in used in Minangkabau ethic, but also used in other ethnics. By realizing this study further suggests that compliment is culturally specific.

In this research, the researcher hopes this thesis will give contribution in the development of traditional language in Indonesia especially in the Minangkabau language. Because language is something needed and can not be separated from our life.

REFERENCES

- Arnold, Jennifer. 1996. *Sociolinguistic Variation, Data, Theory and Analysis*. California: Csl Publication.
- Bach, Kent. 2003. *Speech Acts*. Retrieved on July 10, 2010 from <http://online.sfsu.edu/~kbach/spchacts.html>.
- Brown, P., & Levinson, S.C. (1987). *Politeness: Some universals in language use*. Cambridge, England: Cambridge University Press.
- Bu, Jiemin. 2010. *A Study of Pragmatic Transfer in Compliment Response Strategies by Chinese Learners of English*. Retrieved on September 16, 2010 <http://ojs.academypublisher.com/index.php/jltr/article/viewFile/0102121129/1654>.
- Cedar, Payung. 2006. *Thai and American Responses to Compliments in English*. Retrieved on September 16, 2010 http://www.linguistics-journal.com/June2006_pc.phpthai.
- Gay, I. R. 1987. *Educational Research*. London: Merrill Publishing Company.
- Grossi, Vittoria. 2009. *Teaching Pragmatic Competence: Compliments and Compliment Responses in the ESL Classroom*. Retrieved on September 16, 2010 http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_24_no_2/Vittoria_Grossi.pdf.
- Holmes, J. 1988. *Paying Compliment: A Sex Preferential Politeness Strategy in Peer-Review Texts*. *Journal of Pragmatics* 12; 445-556.
- Herbert, Robert K. 1989. *The Ethnography of English Compliment and Compliment Responses: A Contrastive sketch*. In Oleksy, weslaw *Contrastive Pragmatics*. Amsterdam: John Benjamins publishing company.
- Ishihara. 2003. *Complimenting Successfully; Negotiating Redness in Service Encounters* Retrieved May, 7, 2010.
- Koike, H. 200. "Home" eno hentauni kansuru fukuji buntateki hikaku: Taijin kankei betsu, seibetsu, seidaikan. Retrieved on July 10, 2010, from <http://www.jalt.org/pansig/2003/HTML/Matsuoka.htm>.
- Leech, Geoffrey. 1983. *Principles of Pragmatics*. New York: Longman Inc.
- Levinson, C. Stephe. 1983. *Pragmatics*. London. Cambridge University Press.
- Matsuoka. 2003. *Gender Variation in Explicitness of Proffering Compliment*.

Retrieved on May 2, 2010 from
<http://www.jait.org/pnsig/2003/html/matsuaka.htm>.

McCarthy, Michael. 1998. *Discourse Analysis for Language Teachers*. United Kingdom: Cambridge University Press.

Mey, Siti. 2008. "The request expressions used by the employers to the employees and the employees to the employers based on social status and gender" (Unpublished Thesis). Surabaya: Petra Christian University. Retrieved from [http://dewey.petra.ac.id/jiunkpe_dt\)10296.html](http://dewey.petra.ac.id/jiunkpe_dt)10296.html). on July 10, 2010.

Ming, S, K, 1997. *Compliments in conversational sequences; An analysis of Compliments and their responses in Cantonese Radio Programmes*. Retrieved on July 23, 2010, from <http://www.hku.hk/linguist/stu/kwansm.htm/>

Oleksy. 1989. *Contractive Pragmatics*. Amsterdam: Philadelphia Company.

Pomerantz, A. (1978). *Compliment responses: Notes on the cooperation of multiple constraints*.

Richards, Jack., J, Platt, and H, Weber. 1985. *Longman Dictionary of Applied Linguistics I*. London: Longman.

Schenkein. 1978. *Students in the Organization of Conversational Interaction*. New York: Harbour Brace Company.

Sudaryo. 1988. *Metode Linguistik Bagian Pertama ke Arah Memahami Metode Linguistik*. Yogyakarta: Gadjah Mada University Press.

Tillitt, Bruce. 1993. *Speaking Naturally*. Cambridge: Cambridge University Press.

Yule, George. 1996. *Pragmatics*. USA: Oxford University Press.