

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

It cannot be ignored that language plays important roles in people's daily life as a means of communication. They need language for interaction in their community to transfer their ideas and it is impossible for people to interact each others without language. By language, people can express their feeling, opinion, ambitions, willing or intention etc. In other words; language is a means to express their idea relateing to their real life. When someone communicates with others, he/ she can measure the success of the communication from the response he/ she gets. The communication is considered successful, when the speaker is aware of what he/ she is doing with the language and the hearer is able to recognize the intended meaning what the speaker means.

One of the language phenomena that occurs in social is compliments. Compliments are commonly and widely used in general human society to greet, encourage, thank and praise in a conversation. Holmes (2003: 177) stated, a compliment is a speech act within explicitly and implicitly attributes credit to someone other than the speaker, usually the person addressed for some 'goods' (possession, , skill, characteristics etc) which is positively valued by the speaker and hearer. Furthermore, he affirmed that the primary function of a compliment is affective and social rather than referential or informative (1987: 101).

Compliment also can be viewed as an expression of positive evaluation. It commonly occurs in everyday conversation encounters among interlocutors of equal or higher status. A compliment may be used to open a conversation or to smooth conversation interaction by reinforcing the links of solidarity between the interlocutors. People often utter compliment qualities, such as personal belonging (clothes, hair, possessions), Physical appearance (beautiful, handsome , cool) and ability (skills or accomplishments). It can be a teacher who gives compliment to the student on his or her achievement. The expression of compliment such as “You’re great in English” shows that a teacher appreciates a student’s English ability in which it will encourage the student to keep on studying. People also express their compliments when they meet each other by saying “ You look so beautiful today” or give compliment on their new belonging “Your car is new.” These simple expressions of compliments can create good feeling between them.

Wolfson (in Wolfson and Judd, 1983) states that in general; compliment requires adjectives to express the speaker’s positive evaluation. The most frequent adjectives used in compliments are *beautiful*, *pretty*, and *great*. Compliment also frequently uses verbs to carry positive evaluation such as *like* and *love* as the frequent verbs that is applied in compliment. Meanwhile, in a few compliments which do not make use of an adjective or verb, positive evaluations are carried by noun (e.g. *genius*, *angel*, etc) or adverb *well* (Wolfson and Judd, 1983: 90).

Because compliment has some variations, it is very important for the people to know on what case people have to deliver compliment and how to respond it.

That is why this research is aimed to investigate compliment and compliment responses used by the English Teacher Association of Senior High School in Pacitan in the way teachers deliver compliment responses in the development of pragmatic study. The focus of this research is compliment and compliment responses used by the English MGMP since there are many unique interactions among the junior and senior teachers, between teachers and their leader to appreciate their appearance, skill and possession. This research is considered different than past research since this research focuses on English Teacher Association of Senior High School because writer has observed that the members of MGMP mostly come to the meeting with their different fashions every month. It means that they want to show their appearance as good as and as neat as possible. It happens mostly to the female teachers. It is a natural human characteristic that human beings like to be praised, and the writer believes that there will be various compliment and compliment responses uttered by the respondents, and it is very interesting to investigate these phenomenon.

Many studies have analyzed compliment responses, for example; compliment responses across gender among British and Spanish exchanges students (Lorenzo-Dus, 1999), compliment responses accross gender in Persian (Yousef, 2010), Arabic and English compliment responses (Nelson, 2011), compliment responses in naturally occuring exchanges in Turkish (Ruhi, 2006), compliment responses comparasion between German and American among families and friends (Galato, 2001), universality of face evidence from Chinese compliment responses behavior (Yu's, 2003), pragmatics transfer in compliment response strategies by Chinese learners of English (Bu, 2010), the

second language cross-cultural pragmatic awareness of complimenting of Chinese EFL learner (Duan, 2011), the compliment responses used by Thai EFL learners (Phoocharoensil, 2012), and the differences and similarities in the realization of compliments (on skills) in Cameroon and Canadian French (Farenkia, 2012).

Despite this, research on Indonesian EFL learners particularly English teachers has never been conducted. This research was meant to fill in this gap.

The present researcher is interested in analyzing the compliment and compliment responses in MGMP, English teacher of Senior High School in Pacitan, as their meeting often induces some unique interactions between junior and senior teachers such as complimenting their appearance. The compliment phenomenon is interesting as the junior teachers show their cares and attentions to their senior when they get achievement, or when they look elegant wearing their new fashion dress, and when they have lovely stuff. The researcher was interested to analyze the compliment strategies and their responses uttered by the English Teacher Association of Senior High School in Pacitan, in three compliment phenomena or situations they are; achievement (intellectual), appearance (physical) and possession. The thesis is entitled: **COMPLIMENTS AND COMPLIMENT RESPONSES USED BY ENGLISH TEACHER ASSOCIATION OF SENIOR HIGH SCHOOL IN PACITAN.**

**B. Problem Statement**

Based on the reasons above, this study focused on:

1. What are the compliment strategies uttered by the English Teacher Association of Senior High School in Pacitan?
2. What are the compliment response strategies uttered by English Teacher Association of Senior High School in Pacitan to respond to the compliment?
3. Are there any differences between male and female in giving and responding to compliment?

**C. Problem Limitation**

This study is done only to investigate the use of compliments and compliment responses uttered by the English Teacher Association of Senior High School in Pacitan.

**D. Research Objectives**

The main objectives of this study are:

1. To reveal compliment strategies uttered by English Teacher Association of Senior High School in Pacitan.
2. To reveal compliment responses applied by the English Teacher Association of Senior High School in Pacitan.
3. To explain the differences between male and female in giving and responding to compliment.

## **E. Benefit of the Study**

The researcher expects that this research will be useful to give some benefits in pragmatics study to enrich the study of compliments and compliment responses.

There are two kinds of benefits, they are theoretical and practical.

### **1. Theoretical benefit.**

Theoretically, the finding of this study is expected to enrich the study of compliments and compliment responses, particularly the pragmatics study. As has been observed, compliment response employed in daily life conversations. Therefore, it is expected to give contribution to pragmatics theory, specifically the way to respond the compliment proposed by Holmes to give compliment to the addressee for some 'goods' (possession, skill, characteristics etc) which is positively valued by the speaker and hearer."

### **2. Practical benefit.**

Practically, it is expected to help the learners of English Department to understand more about the idea of compliments and compliment responses from the various sample in this research and to apply each strategy in appropriate context situation. Since our knowledge about compliment responses can influence our linguistics behaviours, it enables us to have effective communication and to manage our relationship with people. The finding of this research will also be useful for the teacher and also the learner since it will give more informations about compliments and compliment responses. Moreover, this study can help the research to develop the pragmatics study.

## **F. Research Paper Organization**

Research paper is provided in order the reader is easily to understand the content of the thesis. In this case, this thesis is divided into five chapters in which each chapter consists of further division. This thesis reseach is arranged systematically as follows:

CHAPTER I. INTRODUCTION. This chapter discusses background of study, problem statement, problem limitation, research objectives, benefits of study and research paper organization.

CHAPTER II. REVIEW OF RELATED LITERATURE. This chapter covers previous study and underlying theory.

CHAPTER III. RESEARCH METHOD. This chapter describes types and design of research, setting of research, subject of research, data and source of data, technique of data collection and technique of data analysis.

CHAPTER IV. RESEARCH FINDING AND DISCUSSION. This chapter presents analysis of data, research finding and discussion of findings.

CHAPTER V. CONCLUSION. The last chapter consists of conclusion of the research and suggestion for other researcher.