

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter will discuss theory/concept, review of previous studies, and conceptual framework.

#### **2.1 Compliment Theory**

In this sub-chapter, the writer discusses about meaning of a compliment, according to some experts. The topic of compliments, the function of compliments, types of strategy in giving compliments, and the structure of giving a compliment.

##### **2.1.2 Meaning of Compliment**

Compliment is a spoken act in which someone deliver a compliment or show admiration. (Holmes 1986) A compliment is a favorable judgment valued directly or implicitly given by the speaker to someone (addressee), usually for a good such as possession, behavior, ability, and so on, that's helpful in conserving solidarity. A compliment, in besides maintaining solidarity, is a speech act aimed to enhance or support the addressee's face in their contact (Goffman, 1976). It serves as a 'social lubricant' to oil the social wheels (Zhang 2013). The function of compliments is more emotive then referential. According to Al-Azzawi (2011), a compliment is a strategy utilized as a social lubricant to develop common ground, mutuality, or preserve social solidarity. A compliment is defined as a spoken act that shows or suggests respect for anyone besides the person who says it. It discusses several positive values or virtues that can be linked to abilities,

accomplishments, qualities, and assets in a variety of ways (Holmes 1988). Positive assessment use evaluative terms such as good, attractive, pretty, good, fantastic, and so on, and it also considers how interpersonal interactions relate to complement behavior. Complimenting is also a problem in the EFL environment since there aren't enough examples of native English in course books, and English learners receive inefficient instruction that exposes them to variances in English compliment

Complimenting is a cultural aspect because it involves a person's ability to use appropriate expressions to give and respond to attributive compliments. In terms of speech acts, complimenting is influenced by the native culture of the speaker as investigated (Kim, 2011).

Students may not realize that giving compliments as well as responding to compliments has a special purpose. Sometimes compliments met with silence or denial can lead to unpleasant misunderstandings especially when conversing with native speakers. Therefore, teaching students to give compliments as well as respond appropriately to compliments is akin to teaching complex.

(Creese, 1991) learning to use language in context must start with context and then learn more about language. Students with lower abilities have limited variation in their responses to compliments compared to students with higher abilities (Grossi, 2009) (Compliment responses also vary depending on the context and perception of the listener. In everyday conversation, most expressions of 'thank you' are given in response to a compliment. However, several cases give compliments to various responses as examined by Grossi (2009). This response

can be associated with the function of expressions such as softening a criticism or suggestion, as a rejection, or an expression of true admiration for both ability and appearance.

Compliment responses varied due to gender differences. A study on a corpus of 1,063 compliment events shows that men's compliments are more widely accepted by women, whereas compliments from women are filled with more diverse types such as mitigation (e.g. commenting on history, shifting credit, questioning, and returning compliments), rejects, and none. An acknowledgment or request for interpretation (such as "I'd love to give it to you as a gift"). This variety confirms that gender differences occur in the function and frequency of compliments as a speech act (Herbert, 1990).

Different cultures have their own system of giving compliments, which includes not only the formulation but also the frequency with which they are used, the context in which they are expected to be appropriate, the addressee's responses, how the utterance is recognized as a compliment, and the function of the speech act performed (Garcia, 2018). Compliments are often seen as positive politeness methods since they imply that the complimenter notices or attends to the addressee's facial wishes (Farenkia, 2012). The compliment's positive interpretation is determined by how flourishing the speaker weighs the unique context, linguistic and socio-cultural (gender, social, distance, power distance, setting, linguistic forms, topic, etc.). On the other hand, a compliment that has a hidden intention, is not sincere, exaggerated, represents an intrusion into the private sphere, or requires the addressee to share the complimented object with

the speaker may elicit a negative reaction (Farenkia, 2012). In line with this remark, (Zegarac, 2012) claims that a complement might readily threaten the addressee's unfavorable face. In some cultures, a complement on someone's goods is typically understood as an expression of the compliment's wish to have the hearer's complimented object, placing the hearer under a social obligation to give it to the speaker as a present.

In the 'speech act' theory put forward by (Austin, 1962), a compliment is interpreted as a "reaction to behavior or wealth of others, and also the expression of disclosure of the quality of others. He further stated that compliment is a tool to express sympathy with congratulations and such. In line with that, (Liu, 1997) included compliment as one part of a 'speech act' and described it as one expression/utterance that has a positive influence on the speaker and the interlocutors'. Several words can be chosen as a form of compliment, however Grammatical and lexical patterns that we can and often use in Communicating every day when complimenting are very limited.

Based on the opinion of Wolfson (1986), two-thirds of all compliments in English use adjectives such as, 'nice, good, beautiful, pretty, and great', and Ninety percent use the verb 'like and love'. On the other hand, Herbert (1986) states that the purpose of complimenting is to please the complimented and the right choice of words in complimenting can minimize misunderstandings in conversations.

Furthermore, in American English, compliments can be used for various reasons including expressing admiration or acknowledging someone's

performance or appearance, strengthening friendship bonds, as a substitute for greetings, thanks, apologies, and congratulations. Besides that, it is also a subtle expression of apology, 'request', and criticism, opening a conversation and as an expression of strengthening (to reinforce desired behavior). In addition, Knapp, Hopper, and Bell (1984) stated that most of the expressions of compliment were directed at people who tended to be the same in terms of their age and status.

Some experts conclude that compliments have six roles (Dirgeyasa, 2015). First, express admiration or approval for someone's work, taste, and beauty. When a speaker says "I like your mobile phone," he expresses admiration and compliment for the addressee's possession (Herbert, 1990). Second, build, affirm, or maintain solidarity. For example, when a stranger enters a gathering and says, "I like your dress," it can be seen as a communication approach or plan to develop rapport inside the group (Wolfson 1983). Third, it replaces appreciation, congrats, greetings, and apologies. When two friends meet, the remark "How nice you are today" can act as "How are you" (Wolfson). Fourth, soften a face-threatening carry out with apologies, requests, or criticisms. Apologies, requests, and criticism may result in a face-threatening act toward the recipient. To avoid a strong face-threatening the signal the speaker can offer compliments (Wolfson, 1983). Fifth, as a conversation strategy. A compliment can be used to initiate or carry on a conversation. From the sentence "Hi, your English is excellent; when did you begin to learn?" If the interlocutors are strangers, they can start the conversation with compliments (Wolfson, 1983). Sixth, reinforce the desired behavior. In addition to displaying appreciation, the speaker utilizes compliments to express his deep hope. For example, "How lovely your earrings are!" "Where did you

purchase them?" The speaker not only admires the earrings but also expresses a strong desire to own or purchase the same earrings (Maner, 1983).

## **2.2 Topic of Compliment**

Holmes (1988) divided some topics that are often used in giving compliments:

### **1. Appearance**

Compliment in this section relates to the general appearance of the people involved. Divided into: "general appearance" which is a general division because it involves the overall appearance of a person referring to the body or clothing, not complimenting a particular part of the person. Another subdivision is: "body", which involves whichever part of the body they find attractive and is complemented. For example: hair, and legs.

### **2. Characteristics and skills**

In this section, it deals with the general ability of every person to perform any activity or work. We can also compliment the nature, personality, abilities, and talents of a person. It is further subdivided into: "job well done" i.e. any activity well done at work and school. The other subsections are: "food or good taste" which is the ability to cook, and "skill/effort which shows the general ability of a person to do something.

### 3. Possession

In addition to what is inside a person, we can also compliment the things that belong to him. Concerning objects that the person uses on his body, it can be a house, car, cat, dog, etc. objects that are not recognized or visible on the person's body.

### 4. Achievements

One's achievements or accomplishments are also one of the things that often invite compliments.

#### 2.2.1 Table of Compliments

*Table 1. Topics in giving Compliment*

<b>NO</b>	<b>Example Of Compliment</b>	<b>Topic of compliment</b>
<b>1</b>	I like how your pink shirt suits well with your face tone	<b>Appearance</b>
<b>2</b>	Wow, you're so good at presenting the report	<b>Achievement</b>
<b>3</b>	I admire you for being so calm in this condition	<b>Character and skills</b>
<b>4</b>	That jacket suits you very well	<b>Appearance</b>
<b>5</b>	You're such an outstanding speaker	<b>Character and skills</b>
<b>6</b>	Perfect! You didn't make a single mistake	<b>Achievement</b>
<b>7</b>	Where did you get that lovely dress?	<b>Possession</b>
<b>8</b>	How wonderful you look today	<b>Appearance</b>

<b>9</b>	I have to admit that I am jealous of your cool car	<b>Possession</b>
<b>10</b>	Good grades all-A for you	<b>Achievement</b>

### 2.3. Structures in Giving Compliments

#### 1. Noun + is/look + (really) + Adjective

This structure is commonly used to compliment somebody's appearance, possession, or skills.

For example:

- When you meet your co-worker at the office and she is wearing a stylish new dress, you can say to her: "Your dress is beautiful." or "You look wonderful in that new dress."
- Or your friend has just bought a brand new Mercedes. You may tell him: "Wow! Your car looks amazing!"
- To add more extremity to the compliment, you can add "very" or use strong adjectives such as "spectacular", "amazing", "wonderful", "phenomenal", etc.

#### 2. I + (really) + like/love + Noun

The second structure tends to showcase your feelings and emotions more than the first one. The use of emotional verbs such as "like" and "love" tells others how fond you are of their appearance, belonging, skills or performance.

For example:

- I like your dress.
- I love your new apartment.
- I like the way you play the guitar.
- I love how you can paint such a nice painting.

### **3. Pronoun + is + (a/an) + (really) + Adjective + Noun Phrase**

If you are looking for a way to compliment someone's appearance or something he/she owns, this is one option for you. Remember to choose the proper pronoun to suit the quantity of the object.

For example:

- That's a nice rug.
- That's a great-looking car.
- Those are delicious dishes.
- These shoes are super comfortable. Where do you get them?

### **4. You + Verb + (a/an) + (really) + Adjective + Noun Phrase!**

To complement a person's performance or skills, this is the perfect structure. This is usually used by employers, bosses in offices, or teachers at school.

For example:

- You did a good job!
- You cooked a really tasty meal!
- You made an impressive speech up there! Congratulation!

### **5. You + Verb + Noun Phrase + (really) + Adverb**

This structure can be used in place of structure number 4 above. However, we should pay attention to using adverbs correctly. Some commonly used adverbs in this structure are "well", "nicely", "perfectly", etc.

For example:

- You sang that song well!
- You cooked the beef perfectly!

### **6. You have + (a/an) + (really) + Adjective + Noun Phrase**

When you want to say nice words about something that belongs to a person or about their appearance, keep in mind that you can always use this structure.

For example:

- You have a beautiful living room.
- She has lovely eyes.
- They have an amazing kitchen packed with modern cooking supplies and ingredients.

### **7. What + (a/an) + Adjective + Noun Phrase!**

This familiar expression is very useful in the case of complimenting. With the use of some positive adjectives, we can easily create compliments that can apply in all situations.

For example:

- What a beautiful picture!
- What a lovely baby you have!
- What an elegant dress!
- What a great job you have done with this project!

### **8. Adjective + Noun Phrase!**

What if you want to give short and to-the-point compliments? Note down the sentences below:

For example:

- Nice game!
- Good shot!
- Great show!
- Wonderful trip!

### **9. Isn't + Noun Phrase + Adjective!**

Using the negative question form, we emphasize the positive aspect of something or someone.

For example:

- Isn't she lovely!
- Isn't your ring beautiful?
- Isn't tonight memorable?
- How to reply to compliments

## **2.4. Types of Strategies in Giving Compliment**

Compliment strategies proposed by Yuan (2002) and Farenkia (2012). In compliment have 10 types strategy if want to give a compliment

### **1. Explicit Compliment**

Example:

- That is a cool cell phone.
  
- Nice dress. In the above examples, cool and nice

### **2. Implicit Compliment**

Example:

- Your phone is so cool. I wish that I could buy a phone like that.
  
- I wish I had an aunt like yours, hehe. Lucky you!

### **3. Explanation**

Example: Tina, I saw you distribute and deliver relief goods for the victims at Ondoy. I also heard you donated 2000 pesos. That's quite thoughtful and generous of you.

### **4. Information Question**

Example:

- What a beautiful dress! Where did your aunt buy it?
  
- Nice cell phone! Where did you buy it?

In addition to the explicit semantic formula, the complimenter asks for more information about the dress and the cell phone. The underlined part was coded as an information question.

### **5. Future Reference**

Example: Thank you very much, David, you're a lifesaver. You have a future in fixing laptops.

### **6. Contrast**

Example: "wow"! I hope I can be like you. I'm sure your parents are as generous as you

### **7. Advice**

Example:

- That's a nice phone you got there. Take care of it.
- Is it the latest model? Cool. Don't lose it.

### **8. Request**

Example:

- Oh my God! That was so brilliant. You did very well. Can you help me with my presentation too? It would be nice to have a presentation to be as good as this.
- Nice laptop you've got there. Can I borrow it?

### **9. Non-Compliment**

Example:

-Sorry, I am telling all this to you. But thanks very much! This was coded as non-compliment because this is an expression of apology and thanks. No compliment can be inferred from the utterance.

### **10. Opt-Out**

Example: I would not say anything Here the informant chooses to opt out, i.e., not to give any compliment when he/she is expected to.

### **2.5 Compliment as one of Speech Acts**

France (1992) states that the word 'compliment' has its roots in the Italian *complimento*. *Complimento* refers to an action done on one hand by obligation and, on the other hand to a sentiment of gratitude which comes from the heart and reflects the truth and sincerity of the soul". *Complimento*, in turn, is borrowed from the Spanish *complimiento* (which itself is derived from the Latin *Comolere*). Le Robert (1992), cited in France (1992: 44), sets the date at which 'compliment' was borrowed from the Italian as 1604. From the seventeenth century onwards, the notion of 'compliment' represents a word or an action codified by politeness towards others. (Chick, 1996 cited in Yousif, 2003:4) Different definitions of the speech act of 'compliment' have been provided according to different viewpoints.

Manes (1983:97) for example, defines it concerning culture. Compliment' acts are similar to a window through which society as a whole or an individual, in particular, can view what is valued by a relevant culture.

Cohen (1991:25) and Holmes (1994), cited in Smadi (1999:15), use 'compliments' to function as socializing devices. "It is the most appropriate way of expressing solidarity ".Kasper and Schmidt (1996:446-448) provide, however, the following definition concerning the particular relation between the speaker(S) and the hearer (H)(Whether it explicitly or implicitly attributes credit to the person addressed for her / his good (characteristic, skill, possession, etc) is valued positively by the S and the H as a ' compliment' speech act). The writer is going to adopt the following definition stated by Searle and Vanderveken (1985:215) since she finds it the most appropriate one in her analysis of the pragmatic aspects of this speech act in general and her formulation of the felicity conditions in particular.' Compliments' are used to "express approval of the hearer for something ". Such acts "presuppose that the thing the hearer is complimented for is good, though it need not necessarily be good for him. An example of this is to compliment the H on his/her heroic and self-sacrificing behavior.

### **2.5.1 Situation Aspects of Speech**

The speech situation has five components (Leech, 1983), and these five aspects are described in the following description:

#### **1. Address and addressee**

The speaker and the recipient of the speech can be distinguished into two. The first one is the speaker who becomes the person who will receive the message from the speaker's speech. The second one is the recipient of the speech who becomes the person who will receive the message from the speaker's speech, such

as a passer-by who hears the speaker's speech while the conversation is in progress.

## **2. Context of an utterance**

The physical aspect or social background is significant to the discourse covered by the context in a speech. Context is general information held and advised by the speaker that affects the understanding of the speaker's advice.

## **3. The goal of an utterance**

The speaker's speech has a specific goal and aim in mind. When communicating the same intent, different kinds of speech can be utilized. On the contrary, a comparable speech conveys a wide range of objectives.

## **4. Utterance as a form of act or activity: a speech act**

When language structure treats language elements as abstract entities, such as sentences in syntax and propositions in semantics, pragmatics deals with verbal acts specific to a circumstance. Pragmatics deals with language at a higher level than language structure in this situation.

## **5. Utterance as a product of a verbal act**

Speech is the outcome of a specific activity. Human activities can be divided into two categories: verbal and nonverbal. Acts of expressing anything with words or language are known as verbal acts. Because it is made up of linguistic acts, speech is regarded as a product of verbal acts.

## **2.6 Review of Previous Studies**

In this section, the writer would like to review some similar studies having been conducted by other researchers.

### **2.6.1 Review of Previous of the Study**

Many previous studies have analyzed the use of compliments, there are several studies that the writer uses as a source of how to respond to compliments used by students majoring in English and foreign languages. Has enough effect on the communication competency of a person's response in this case the English learner.

Aisyah, and SobrotulImtikhanah (2015).''Transfer Pragmatik: Strategi Merespon Pujian Yang Digunakan Mahasiswa Jurusan Bahasa Inggris Dan Mahasiswa Asing (English Native Speakers) ".The subject of the research was: English students and foreign students. The results of this study will be expected to be input for lecturers in English, especially linguistic lecturers about the right material for Improving student communication skills in English. Especially as one of the references in making the right teaching and syllabus plans on pragmatic material. The special target of the proposed research is that students can use the "speech act" communication pattern, especially when responding to compliments correctly. In addition, the findings in this study are expected to be a reference for English major students to understand the culture, social values, functions, and use of language in certain communities.

Lili Ariani, Indah Tri Purwanti, Eliwarti (2021). "Compliment Strategies Produced by EFL Learners of English Study Program in Riau, Indonesia". The subject of research was: university students. The findings revealed that students utilized a variety of ways to give compliments. Students used the explicit technique the most. Furthermore, the single explicit approach occurred the most frequently among the overall strategies found in the DCT. This implied that the students prefer to offer direct and simple compliments. One approach for providing praises emerged from the classification: congratulations attached to an unbound semantic formula.

Dinda Hartina Mega Sartika, Asih Santihastuti, Eka Wahjuningsih (2019). "The Learning Strategies Used By EFL Students In Learning English". The subject of study was the students of SMAN 2 Jember. This research aimed to focus on the most frequently used strategies by successful and unsuccessful senior high school students and describe the differences in strategies used by them. This was a survey design with a questionnaire as the instrument.

Dr. Maysa'a Kadhim Jibreen (2008). "The Speech Act of Compliment: A Theoretical View". The subject of the research was: the College of Education / University of Al-Qadisiya. The study of expressive speech acts has received a great deal of attention from linguists, philosophers, and researchers since they reflect the psychological states of the speaker specified in the propositional contents. Each speaker may find himself /herself tending to express approbation many times daily about the hearer's appearance, behavior, skill...etc. ' Compliments ' are common features of everyday discourses due to the great number offered and received.

Devi Nur Hafidah, Wisasongko, Dewianti Khazanah (2016). "Interlanguage Pragmatics: Different Strategies of Compliment Responses by Madurese EFL Learners in English and Madurese". The subject was the English Department Faculty of Letters, Jember University. This study aims to investigate the way Madurese EFL learners respond to compliments in English and Madurese to see whether they are influenced by their L1 or not. The data are collected through the Discourse Completion Task (DCT) which are distributed to 20 Madurese EFL learners.

Rohmani Nur Indah (2017) .Compliments across Gender and Power Relation among Indonesian EFL Learners. The subjects of research in this study are EFL learners at the State Islamic University of Maulana Malik Ibrahim, Indonesia. The purpose of this research is to investigate the complexities of compliments faced by English as a foreign language (EFL) learners. It covers several aspects such as how interpersonal relationships relate to complimenting behavior. In addition, it examines how the culture of complimenting is relevant to some conditions such as power relations, and gender. The significance of the study is to explore the cultural transfer that might appear in complimenting

For that, the writer chose a topic entitled "The Strategies of Compliment in English used by EFL Learners". The subjects of the research were University Students. According to the writer, this topic is very challenging but interesting. It is said to be interesting because it discusses the granting of compliments in English even though the writer is not the original speaker of the English language.

## 2.7 Conceptual Framework

Compliment is defined as 'a reaction to the behavior or wealth of others', and also 'an expression of disclosure of the qualities of others. He further stated that compliment is a tool to express sympathy with congratulations and the like. Likewise, Liu (1997) includes compliment as a part of the 'speech act' and describes it as 'an expression that has a positive influence on both the speaker and the interlocutor'. Several words can be chosen as a form of compliment, but the grammatical and lexical patterns that we can and often use in everyday Communication when complimenting are very limited. According to Wolfson (1986), two-thirds of all compliments in English use adjectives such as, 'nice, good, beautiful, pretty, and great', and ninety percent use the verb 'like and love'. On the other hand, Herbert (1986) stated that the purpose of complimenting is to please the person who is being complimented and that the right choice of words in a compliment can minimize misunderstandings in conversation.

Regarding the classification of Compliment categories, Manes and Wolfson (1989) classify compliments into two categories; based on appearance and possession (possession), and based on ability and achievement. Generally, a compliment is given more often for the first reason. Most Americans feel free to offer compliments for a new hairdo or car. But when it comes to ability or achievement, usually people who have a higher position or status feel more comfortable offering compliments to encourage people who have a status or position below them. Wolfson's research results also show that in middle-class American society, women tend to receive compliments more often, especially

because of their appearance or possessions regardless of their status. On the other hand, men especially those with higher status rarely receive compliments related to ability or performance, as well as appearance.

*Below are Figures of the Conceptual Framework*

