

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provided the findings and discussions. The researcher presented an explanation based on the results of the data analysis that has been carried out, the writer presents research findings related to some questions that arise in the research problem. These questions include what types of strategies are used by participants or EFL learners in giving compliment and what structure is used by participants in giving compliments.

4.1 Findings

4.1.1 Topic of Compliment

TABLE 2. Topics of compliments in the DCT questionnaire

Holmes (1988) divided some topics that are often used in giving compliments. The result used by EFL Learners.

Context	Topics	Object of Compliment
1	That dress suits you, and you look more beautiful in that dress	Appearance
2.	Wow, I Hope I Could be Like You. Your presentation was Very Good.	Achievement
3.	Your laptop is very good. I would love to have a laptop like yours	Skills
4.	You look handsome with your hair like this.	Appearance
5.	You fixed it very quickly. You are great	Skills
6.	Your cell phone is cool. I like it. Where did you buy it?	Possession

7.	You look so beautiful wearing traditional clothes like this	Appearance
8.	Congratulation! You are great at passing this audition	Character and skills
9.	wow, you are great to have the highest GPA.	Character and skills
10.	Your game was really good, I like the way you kick. Can we practice together?	Character and skills

4.1.2 Types of Strategies in Giving Compliments by EFL Learners

Compliment strategies proposed by Yuan (2002) and Farenkia (2012).

1. Explicit Compliment

Explicit is the strategy most frequently used by respondents when giving compliments. An example of their explicit strategy can be seen as follows:

Situation 1: That's a nice dress

Situation 1: Wow, you are very beautiful wearing this dress suits you

Situation 1: That dress suits you, and you look more beautiful in that dress

Situation 4: You look nice with that haircut

Situation 4: your hairstyle looks cool

Situation 6: Cool. You chose a really good brand

Situation 6: That Is a Cool Cell Phone.

Situation 6: wow your new hand phone is very nice

Situation 10: You are very cool

Situation 5: you have good skills in repairing my laptop

Situation 3: Your new laptop is very good and has a lot of storage

Situation 4 :This haircut model makes you even more handsome

Situation 2: I like your presentation, how long you preparing it.

Situation 10: I'm on you, highly appreciated

Situation 7: Your clothes looked interesting, I want to have it

In the examples above, the words 'cool', 'good', 'nice', 'beautiful', and handsome' were explicitly coded as compliments because they are positive adjectives that carry positive values. Explicit compliments are found to be the most common type of compliment strategy used by the participants with 131 responses of complement

2. Implicit Compliment

In EFL Learners they do not use this type of compliment .

3. Explanation

Explanation is a frequently used strategy. In this method, explicit compliments are combined with extra statements that support the compliment provided. The implementation of this strategy can be viewed as follows:

Situation 3: Wow, your latest laptop with a large memory capacity is truly impressive! It will certainly help you with heavy tasks and enhance your gaming experience.

Situation 1: That dress suits you, and you look more beautiful in that dress

Situation 1: The clothes are cool if you wear them because they suit your posture

Situation 3: Your laptop is cool, the RAM is big, I like it. I also want a laptop like this.

Situation 7: Your friend looks stunning in traditional attire while participating in the modeling competition for the campus birthday. Truly impressive

Situation 8: Your English skills are very good and you are very suitable for work as a tour guide.

Situation 10: You played exceptionally well in the futsal match, with such agility that it could lead our study program to victory. Outstanding performance

The underlined sentence is an example of giving a compliment by adding an explanation to the recipient of the compliment

4. Information Question

This method consists of a series of clear praises followed by questions to elicit additional information about the thing being appreciated. The implementation of this strategy can be viewed as follows:

Situation 1: Hello friend you look beautiful today. Where did you buy this dress?

Situation 3: your laptop is super comfortable. Where do you buy them?

Situation 3: Nice Laptop. Can You Recommend The Place Where You Buy It?

Situation 4: You looked so handsome right now, whose man cuts your hair

Situation 5: You are very good at repairing broken laptops, where did you learn?

Situation 7: Your traditional clothes are very beautiful. Where do you come from? Very good.

Situation 10: Your game was really good, I like the way you kick. Can we practice together?

Situation 10: your kicking is good. Can we practice together?

Situation 6: Your cell phone is cool. I like it. Where did you buy it?

Situation 6: Your new Cell phone is very nice. Where did you buy it? It looks very strong

Apart from explicit semantic formulations, the compliment giver asks for further information about the dress, phone, laptop, traditional clothing, and skills. Underlined sections were coded as well as information questions.

5. Future Reference

Future questions are a combination of explicit compliments accompanied by sentences that refers to what will occur in the future. The implementation of this strategy can be viewed as follows:

Situation 3: Your laptop is very good. I would love to have a laptop like yours

Situation 3: Wow, your latest laptop with a large memory capacity is truly impressive! It will certainly help you with heavy tasks and enhance your gaming experience.

Situation 10: Your futsal skills are very good and suitable to be the best player.

Situation 3: Your laptop is cool, the RAM is big, and I like it. I also want a laptop like this.

Situation 9: You are so great. You can get the highest GPA between study programs

An example of this compliment is a form of compliment using the Future Reference strategy. This is seen in the underlined sentence

6. Contrast

In this strategy, the compliment giver gives a compliment explicitly and combines it with comparative sentences. It can be seen in the example below:

Situation 5: Thank you so much for repairing this laptop, it looks better than before. You are so great.

Here the compliment giver seems to generalize greatness to the compliment recipient, it looks better than before. You are so great_which shows a comparison or contrast with other friends and the compliment giver provides a comparison with the work done by the compliment recipient.

7. Advice

This is a blend of a complement and an opinion or suggestion about what the other person should or should not. The implementation of this strategy can be viewed as follows:

Situation 1: The clothes are cool if you wear them because they suit your posture

Situation 8: Goodman, success for the next

Situation 8: Congratulations and success always

Situation 9: You have given your best, keep shining.

Situation 9: You did great. Keep it up.

Situation 10: Good Kick Friend. I hope that this can agile our Study Program.

Situation 10: You are great at playing Football, in the end, our study program can win

In the example above, the compliment giver gives a compliment along with suggestions to the recipient of the compliment

8. Request

In this method, in addition to providing a compliment, the presenter requests that the recipient do something. The implementation of this strategy can be viewed as follows:

Situation 10: Your game was really good, I like the way you kick. Can we practice together?

Situation 10: your kicking is good. Can we practice together?

In the context above, the compliment giver makes several requests to the compliment recipient.

9. Non-Compliment

In this research, some data is classified as non-complementary because it is not attached to an independent semantic formulation:

Situation 10: Spirit up.

This context above is non-compliment because this is an expression of support to the recipient of a compliment

10. Opt-Out

Situation 8: Kudos

Situation 6: That's popping

Situation 10: Gucci job

Here the informant chooses to opt-out, i.e., not to give any compliment when he/she is expected to.

4.1.3 Structure in Giving Compliment

Compliments have nine structures if we want to give to someone. A study of 'compliments' is that made by Manes and Wolfson (1981), the following syntactic formulas used by EFL Learners

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

For Example:

If your friend is wearing a new dress and it matches her appearance and you want to give him/her a compliment in English what do you want to say?

- It looks good on you,
- Wow, you look stunning in that dress,
- Wow, you are very beautiful wearing this dress suits you,
- Wow, you look so gorgeous in your new dress,

- Wow, your dress is so cool, I like it,
- You Look Wonderful In That New Dress,
- You are looking great,
- You look so beautiful wearing this dress,
- You look so beautiful,
- You look so perfect

When a guy friend cuts his hair in a trending style, and you want to give him/her a compliment in English. What do you want to say?

- You look so handsome,
- You look awesome with your new haircut,
- You look so handsome right now, whose man cuts your hair,
- You suit this hairstyle,
- You look handsome with your hair like this and
- You are looking cool on that.

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

For Example

- I like Your New Hair Style.
- I like your cut bro, that is suit you

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

For Example:

- That dress suits you, and you look more beautiful in that dress
- That's a nice dress
- That is amazing
- That's awesome
- That Is a Cool Cell Phone

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

For Example:

- You did very well
- You did great
- You did great. Keep it up.
- You did it
- you did a good job

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

For Example:

- You fixed it very quickly. You are great
- You played exceptionally well in the futsal match, with such agility that it could lead our study program to victory. Outstanding performance

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

For Example:

- you have good skills repairing my laptop
- You have given your best, keep shining

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

For Example:

- What a presentation, keep up the good work.
- What a nice phone!
- What a nice laptop that you have!

8. Adjective + Noun Phrase!

For Example:

- Great Friend. You Are a Good Student.
- Success always man
- Spirit up.
- Goodman, success for the next
- Nice Clothes. I Like It. Very Suitable If You Use It.
- Cool. You chose a really good brand
- Highly appreciate you did well
- Nice Laptop. Can You Recommend The Place Where You Buy It?
- Nice choice.
- Nice Laptop. Can You Recommend The Place Where You Buy It?
- Good job friend, You presenting a very good

9. Isn't + Noun Phrase + Adjective!

In EFL Learners don't use this structure in giving a compliment

4.2 Clarification Results Based on Interviews

According to the first participant, the strategy that is often used in giving a compliment is explicitly or directly because by giving a compliment directly, the recipient of the compliment will feel satisfied with what he or she hears and the recipient of the compliment will feel happy, which is why the participant did not use the Isn't structure. t + Noun Phrase + Adjective because when we give a compliment using a negative form of question, the recipients of the compliment will not understand what we mean, and the reason participants use the words thank you and congratulation is because using the word thank you before complimenting will make the recipient of the compliment feel happy because you appreciate the results of the work you do.

According to the second participant, the strategy she often uses is explicit because when we give compliments directly they will remember the compliment we gave and they feel happy, then the reason why the participant doesn't use structure. Isn't + Noun Phrase + Adjective, because to make the recipient of the compliment feel happy it is better not to use the word isn't, and participants tend to use the words Thank you and congratulations when giving compliments because by using the word thank you other people will be happy.

According to the third participant, the strategy that she often uses is directly giving compliments. The recipient of the compliment will clearly see the

expression on the face of the compliment giver and will make the recipient of the compliment feel satisfied and the participant will feel happy, then the reason why the participant doesn't use structure. Isn't + Noun Phrase + Adjective because people rarely use this sentence when giving a compliment, and participants tend to use the words Thank you and congratulations when giving a compliment because by using the word thank you they will be happy and continue to remember and practice it with others

According to the fourth participant, the strategy she often uses is complementing and asking where the place is or asking if we can practice together because when we compliment and ask for the place or ask questions asking for help, they will be happy because their choice is by other friends, so the participant's reason is not using the structure Isn't + Noun Phrase + Adjective because the recipient of the compliment will be confused and not understand the real meaning even though the compliment sentence is contained, and participants tend to use the words Thank you and congratulations in giving compliment because by using the word thank you, friends will feel happy because they appreciate the results of their work.

According to the fifth participants, the strategy she often uses is request. because she wants to be like the recipient of a compliment and yes they are happy and accept requests for help then the reason participants do not use the structure Isn't + Noun Phrase + Adjective is because the recipient of a compliment will be confused even though it emphasizes the positive aspects of something or someone, and participants tend to use the words Thank you and congratulations

when giving compliment because Use the word thank you for contributing to repairs.

It can be concluded that EFL students use more direct compliment strategies compared to other strategies and EFL students do not use the isn't NP ADJ structure because the recipient of the compliment will be confused and not understand the real meaning even though the compliment sentence is contained,

4.3. Discussion

The type of compliment strategy is illustrated below with examples from the data showing that there are types of strategies used by EFL students. There are types of strategies: explicit, implicit, explanation, information question, future reference, contrast, advice, request, non-compliment, and opt-out. Apart from that, there are syntactic structures used by EFL students based on questionnaire data. There are 9 syntactic structures according to previous research such as Manes and Wolfson (1981). However, EFL students tend to often use 8 structures and do not use the isn't + Noun Phrase + Adjective! structure. They use the. Noun Phrase + is/look + (really) + Adjective,. I + (really) + like/love + Noun Phrase, Pronoun + is + (a/an) + (really) + Adjective + Noun Phrase, You + Verb + (a/an) + (really) + Adjective + Noun Phrase! You + Verb + Noun Phrase + (really) + Adverb, You have + (a/an) + (really) + Adjective + Noun Phrase. What + (a/an) + Adjective + Noun Phrase! And Adjective + Noun Phrase.

The express complement method has the highest proportion when compared to the other strategies. It appears that EFL learners prefer to express compliments publicly and openly to convey their respect in every situation to their

interlocutors rather than saying it implicitly. The findings of this study on complement tactics appear to be consistent with Yuan (2002), who said that explicit compliments are the most frequently employed strategy and appear in combination with implicit compliments. This study's findings are also pertinent to research conducted by Lili Ariani et al (2021), who discovered that students employed explicit methods the most frequently. Furthermore, a single explicit technique emerges more frequently than any other method in DCT. This means that students prefer to provide compliments immediately and simply. One approach for providing compliments stems from classification, specifically congratulations tied to an independent semantic formulation. According to multiple researches, students' most common complement style is direct and explicit.

The strategy used by EFL Learners that is most often used is the explicit giving strategy, where participants express more openly what they see, including around 78.82%. Explicit strategy, for example: nice, well, beautiful, handsome, good and cool. implicit 0:0%, Explanation 7: 4,11%, information Question 9: 5,29 %, Future reference 5: 2,94%, contrast 2: 1,17%, Advice 11: 6,47%, request 2: 1,17%, non- compliment 1: 0,58, opt-out 3: 1,76% compliment tokens researcher earned through DCT. Based on the results of interviews that the writer clarified. The writer chose five people as participants as a result of clarification, namely that they were more likely to use explicit strategies because by giving a compliment directly the recipient of the compliment will feel happy and it will be reflected directly from the expression on their face whether the recipient of the compliment likes it or not. These findings corroborate Yuan's (2002) observation that people

tend to make direct and positive statements when they give compliments. Yuan's (2002) explicit compliment is defined as a response that carries at least one positive semantic value. Meanwhile, other compliment givers give general compliments, for example by using compliments with the words congratulation and thank you. This may be because respondents were unable to differentiate between expressions of thanks and expressions of congratulations in expressions of compliment.

Table 3 Structure in Giving Compliments by EFL Learners

Structure in giving the compliment	Example structure in EFL Learners
1. NP is/looks (really) ADJ	you look so beautiful wearing this dress
2. I (really) like/love NP	I like Your New Hairstyle.
3 PRO is (really) (a) ADJ NP	That Is a Cool Cell Phone
4. You V (a) (really) ADJ NP	You did great. Keep it up.
5. You V(NP) (really) ADJ NP	You fixed it very quickly. you are great
6. You have (a) (really) ADJ NP!	You have good skills repairing my laptop
7. What (a) ADJ NP!	What a presentation, keep up the good work
8. ADJ NP	Cool. You chose a really good brand
9. Isn't NP ADJ	

Table 4. List of Abbreviations for the Structure of Giving Compliment

Abbreviation	Definition
NP	Noun Phrase
ADJ	Adjective

PRO	Pronoun
ADJ NP	Adjective Noun Phrase
V	Verb

Based on the results studied, respondents tend to use (really, very, so, etc.); Look is an abbreviation of any linking verb other than be, including see, seem, smell, feel, etc.); Like and love mean any verb that likes (like, love, admire, enjoy, etc.) ADJ means a semantically positive adjective. NP is an abbreviation of a noun phrase that does not contain a semantically positive adjective. PRO stands for you, this and that. The writer clarifies the respondent's answer based on interview data, finding that the respondent does not use the Isn't NP ADJ structure, because by using negative sentences when giving a compliment, sometimes the recipient of the compliment will feel insecure and not accept the compliment given, they will misinterpret it.