

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer would like to give some conclusions and suggestions dealing with the results obtained through the data analysis and discussion based on the title *The Strategies of Giving Compliment in English used by EFL Learners*.

5.1 Conclusions

In this research, the author used qualitative methods to obtain data and provide detailed analysis of the data collected. It was found that the most frequently used strategy was the explicit giving strategy, which was around 78.82%. Explicit strategies, for example: good, kind, beautiful, handsome, kind, and cool. and in EFL learners who do not use implicit strategies, implicit strategies are 0:0%, Explanations 7:4.11%, Question information 9:5.29%, Future references 5:2.94%, contrast 2:1.17% , Suggestion 11: 6.47%, request 2: 1.17%, non-compliment 1: 0.58, opt-out 3: 1.76%. Based on the results of the interview, the author clarified.

These findings corroborate Yuan's (2002) observation that people tend to make direct and positive statements when giving praise, explicit praise as a response that carries at least one positive semantic value. The author also explains the praise structure that EFL students usually use when expressing praise. in its structure. Based on the research results, respondents tend to use (very, very, so, and so on); Look is an abbreviation of connecting verbs other than be, including see, look, smell, feel, and so on); Like and love mean any verb like (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 clarified the respondents' answers based on interview data; it was found that the respondents did not use the Isn't NP ADJ structure, because by using negative sentences when giving compliment, sometimes the recipient of the compliment will feel insecure and not accept the compliment given, they will misinterpret it.

It can be concluded that EFL students use more explicit strategies. The author chose five people as participants as a result of clarification, namely that they were more likely to use explicit strategies because by giving praise directly, the recipient of the compliment will feel happy and this will be reflected directly in their facial expressions whether they like it or not, because giving praise directly has a positive impact. For the recipient of the compliment and it can be immediately seen from their facial expression whether the compliment is sincere or not. And they do not use explicit strategies in giving praise. Based on the analysis, the structure used by EFL students is NP is/looks (really) ADJ, but the structure they do not use is Isn't NP ADJ.

5.2 Suggestions

There are several suggestions that the writer makes after seeing the results of the research conducted, including those listed below:

- a) It is necessary to conduct further research related to the factors of education level, and gender, to find out how respondents respond when giving compliments.

b) It would be interesting to develop further similar research but with more in-depth research related to the "sociolinguistics" and "psycholinguistics" of each respondent.

c) For English language learners, it is not enough to build linguistic competence alone but they also need to build and develop their socio-cultural knowledge, thereby helping them understand social interaction patterns and politeness rules in the target language (in this case English). It is also important for English language learners to acquire knowledge about various types of linguistics and appropriate strategies and structures to convey implied meaning in different contexts and situations.