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A STUDY OF COMPLIMENT RESPONSES USED BY JAVANESE STUDENTS OF ENGLISH DEPARTMENT FACULTY OF LETTERS ACADEMIC YEAR 2013, JEMBER UNIVERSITY

THESIS

Presented to the English Department,
Faculty of Letters, Jember University,
as One of the Requirements to Obtain
the Award of Sarjana Sastra Degree
in English Studies

Written by

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DEDICATION

This thesis is highly dedicated to:

1. My beloved Father, Sukahar, who gives me love, support and freedom to be what I want to be, to choose what I am interested in, to learn what I think is necessary and to walk in a path that I am sure I know the way. Thank you very much for your understanding and affection;
2. My dearest Mom, Mutma'inah, who teaches me how to be an independent woman. Thank you very much for your endless prayer, patience and affectionate love;
3. My wonderful grandmother, who gives me advice and endless affection and prayer to be the best of me.
4. My lovely elder sisters and elder brothers, Siti Itma'anah, Muhammad Suhaini, Muhammad Mas'ud and Salbiyatur Rizki, who are always by my side and support me in all conditions.
5. My Alma Mater.

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MOTTO

"Politeness is half good manners and half good lying." (Mary Wilson Little)*[1]

*) http://www.brainyquote.com/quotes/keywords/politeness.html

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DECLARATION

I hereby reveal that the thesis entitled *A study of Compliment Responses Used by Javanese Students of English Department Faculty of Letters Academic Year 2013, Jember University* is an original piece of writing. I certify that the analysis and the research described in this thesis have not already been submitted for any other degree or any publications.

I certainly certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, December, 15th 2015

The Candidate,

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SUMMARY

A Study of Compliment Responses Used by Javanese Students of English Department Faculty of Letters Academic Year 2013, Jember University; Nihayatur Rohmah, 080110101023; 2015; 44 pages; English Department Faculty of Letters, Jember University.

This research investigates compliment response strategy produced by second language learners at English Department Faculty of Letters, Jember University academic years 2013. As second language learners, Javanese students might be influenced by Javanese or English culture while making compliment responses. Therefore, this research is aimed to classify the compliment response strategy and find the different type of strategies employed by male and female Javanese. Next, seeing the pragmatic transfer of Javanese culture politeness, whether or not Javanese culture politeness reflect to the way Javanese students produce compliment responses.

This research uses mixed methodologies between Quantitative and Qualitative research methodology. Discourse completion test (DCT) is used to collect the data. In collecting the data, the DCT given consists of ten scenarios consist of five situations to respond compliments and five situations to respond other types of speech acts. It is done in order to avoid the similarity of the data collected. The data gained are classified into Herbert's taxonomy (1986) of compliment response strategy. The theory applied in this research is politeness theory proposed by Brown & Levinson (1978). The result of the study shows that Agreement is the most frequent strategy employed by Javanese students in responding to compliment. Javanese and English politeness cultures are applied in

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the compliment strategies employed. This will lead to language acculturation in the bicultural communication. In this case, male and female participants produce the same strategy that is Agreement.

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CHAPTER I.INTRODUCTION

From many empirical studies conducted so far on speech act, it is clearly stated that the same speech act is much likely to be realized quite differently across different cultures. It can be seen from the result of a big scale survey held by Rong Chen (2010:94). He finds in speaking English countries (Europe and Western) complimenting others is a common thing and people love to be complimented and they will gladly accept the compliment to their appearance, or possession. But, Eastern, Middle East people, especially East Asian, tend to reject the compliment to be modest and to behave politely. These empirical studies give evidence that not understanding the sociolinguistics rules of the language that is used might lead into pragmatic failure. This pragmatics failure might turn into miscommunication.

1.1 The Background of The Study

Communication is the most fundamental aspect to maintain people relationship. A socialisation will get better if speaker and listener share the same idea to respond about something. Therefore, language becomes the most important way to help people to communicate, to express what they feel about something, what they think about something and to react about something.

To build a good communication we do not only need language but also the structures of the language. Language is bound by culture. Samovar, Porter, and McDaniel (cited in Tabari and Beuzeville, 2012:22) “looking at cultural values is important in all human interaction, but it is even more crucial in intercultural communication.” Language is part of culture because language is a product of human creativity. Language is owned by a speech community and granted from one

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generation to the other. Malinowski states (1961:37) "cultural tradition has to be transmitted from each generation to the next." According to Wei (cited in Farnia and Suleiman, 2009:242) "language has a dual character:both as a means of communication and a carrier of culture. Language without culture is unthinkable, so is human culture without language." Culture can be reflected from language. Brown (cited in Farnia and Suleiman, 2009:243) describes the relation between language and culture as follows: "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." It means that language and culture are two inseparable things.

To express what the speaker and the hearer need in communication, people do not only utter some words or sentences that consist of grammatical structures but also actions. These actions are known as speech act. Yule (1996:47) states speech acts, "actions perform via utterances are generally called speech act, and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request".

Compliment, as one of speech acts, is regularly used in daily basis communication. It can be uttered by anyone in any places, for example, to friends, colleagues, family when they meet at office, at the university, at home and many more. Manes and Wolfson (cited in Yousefvand, 2010:93) perform the basic function of compliment "the reinforcement and/or creation of solidarity" between complimenter and recipient. Meanwhile Holmes (1988) states, as cited in Dudas and Furko (2012:138), 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, she affirms that the primary function of a compliment is affective and social rather than referential or informative. Compliment has some variations, it is very important to be noted. For example, C (Complimenter)

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is waiting for R (Recipient) to have lunch together and while R is coming and he/she is wearing a nice shirt,

C: "you look smart in that shirt"

R: "thank you."

The compliment given by C shows solidarity to create intimate relationship between complimenter and the recipient.

Tabari and Beuzeville (2012:22) hold the view that "The Persian speaker has transferred her/his L1 pragmatic conventions in responding to the compliment given by a native English speaker, and the English speaker have responded in the way appropriate to their cultural background." The strategy to response to the compliment might be in a form of accepting, avoiding or rejecting given compliment depends on the cultural common sense.

Some researches have been conducted in some countries. Rong Chen (2010:94) finds in speaking English countries (Europe and Western) found complimenting others is a common thing and people love to be complimented and they will gladly accept the compliment to their appearance, or possession. But, Eastern, Middle East people, especially East Asian, tend to reject the compliment to be modest and to behave politely.

Accepting or rejecting strategy toward compliment is known as politeness strategy. Lakoff (as cited in Soekarno, 2010:60) defines "politeness as a system to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange." Brown and Levinson (1987) make some reference to compliment as positive politeness strategies which are directed at (1) approving of the hearer's appearance, personality, possession, and needs, as well as at (2) his or her desire of being treated as a member of a group rather than as a single individual. Some researches have been conducted in the topic of compliment responses. The research is aimed to find the underlying structures inside it because people respond to compliment differently. Pomerantz (1978), as cited in Yousefvand, 2010:92, in her empirical studies demonstrates that "speakers from different languages and languages

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varieties follow different patterns when responding to compliments." To support the research in finding some differences between cultures, it is also necessary to observe sexes difference to find gender variation to respond to compliment.

The writer is interested to analyse Javanese (one of Indonesian ethnic groups) students learning English at Faculty of Letters in Jember University because they speak Javanese as their mother tongue and they are also in the process of learning English as second language. Learning second language may have tendency of using the first language structure in uttering second language sentences. Lado (as cited in Bada, 2001:2) claims that "the grammatical structure of the native language tends to be transferred to the foreign language." Fries (in Bada, 2001:2), who is considered to be one of the most authoritative scholars in contrastive linguistics studies, writes that "the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." This is important to be researched in order to find out how well Javanese students learning English understand about culture between both languages. It is also necessary to know whether or not they use the second language culture structure in uttering compliment response or stay with the first language culture structure. Sex difference will also enrich the research by finding the type of the utterances produced by male and female Javanese students learning English at Faculty of Letters.

1.2 The Problem of the Study

The main problem in this study is the relation between cultural background and gender in responding to compliment responses. From this main problem there are three research questions came up:

1). What are compliment response strategies uttered by Javanese speakers learning English?

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2). Are there any differences between male and female Javanese speakers learning English in responding to compliment?

3). Are Javanese speakers learning English respond to compliment affected by cultural norms?

1.3 The Scope of the Study

This study falls in the scope of Pragmatics. This study focuses on the speech act of compliment responses that are related with cultural background and gender. The writer limits the subjects by taking one specific culture, Javanese, which is represented by university students of English Department, Faculty of Letters academic years 2013 in Jember University to respond to compliment.

1.4 The Goal of the Study

The purpose of this study is to find out the compliment responses strategies of Javanese speakers learning English at Faculty of Letters in Jember University in relation with culture and gender difference.

1.5 The Significances of the Study

The study is expected to give understanding that learning language cannot be separated from learning the culture to avoid misinterpretation with other speakers who possess different cultural background knowledge. The occurrence of misinterpretation in intercultural interaction often happens. Therefore, this is crucial to be studied. This study is aimed to give contribution to the field of pragmatics and psycholinguistics to help learners of second language to be more careful in the occurrence of misinterpretation or miscommunication in interaction and to possess successful interaction with second language speaking community.

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1.6 The Organization of the Thesis

This study is divided into five chapters. Chapter one is introduction. It consists of the background of the study, the problem of the study, the scope of the study, the goal of the study, the significant of the study and the organization of the study. Theoretical framework and literature review are in chapter two. The theoretical framework provides a description of supporting theories used in the previous research, whereas literature review offers an illustration of some relevant research in previous time. Type of research, type of data, data collection, and type of analysis will be involved in research methodology in chapter three. Discussion will be in chapter four. It contains the analysis, the description of relevant data of the study and also discussion based on the theories used. The last is conclusion of the discussion is in chapter five.

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CHAPTER II. LITERATURE AND THEORETICAL FRAMEWORK

2.1 Literature Framework

2.1.1 Previous Researches

Several speech act studies about compliment and compliment responses have been conducted. Manes and Wolfson (1981) are the first who study syntactic structure of compliment and compliment responses in American English. They showed that in American English, the majority of the syntax and lexicon that had been stated by various speakers in many different speech situations were remarkably similar. In their research they found three syntactic patterns accounted for almost all the data. They also found that the majority compliments of American English speaker fall into two major categories. They are adjectival and the verbal.

Pomerantz (1978) was the first researcher that conducted comprehensive study on compliment responses from perspective of pragmatic. In her study of compliment responses of American, she presented those recipients of compliment experience difficult situations in responding to compliment, whether to accept the compliment or avoiding self-praise. To deal with these tight situations recipients try to use some strategies to responds to it. In her study responding to compliment responses of American behaviour, she proposes that complimentee faces a hard situation in responding to complimentary force, whether to accept the compliment while avoiding self self-praise. In order to cope with this hard point, compliment recipient use various strategies to minimize the situation: Acceptance, Rejection, and Self-praise avoidance.

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The study of compliments develops and it brings to further study conducted by Holmes (1986, 1988). She develops three main categories of compliment responses. They are Accept, Reject and Deflect/ Evade. From this three macro categories Holmes divides them into 12 micro categories. They are, Agreeing Token, Agreeing Utterance, Downgrading/Qualifying Utterance, Return, Disagreeing Utterance, Question Accuracy, Challenge Sincerity, Shift Credit, Informative Comment, Ignore, Legitimate Evasion, Request Reassurance/ Repetition. Her study further develops to examine the gender role in accepting compliment.

Pomerantz study has brought Herbert (1986) to conduct further research about compliment responses. Over three years the corpus that he collected are 1.062 compliment responses. The data collected from American students of the State University of New York. In his study he revised Pomerantz's taxonomy and suggested a three-category, twelve type taxonomy of compliment responses that are useful toward the development of compliment responses study. The three categories of compliment responses based on Herbert study are, Agreement, Non-agreement, and Other interpretation. Those three macro categories are followed by twelve micro categories. They are, Appreciation Token, Comment Acceptance, Praise Upgrade, Comment History, Reassignment, Return, Scale Down, Question, Non-acceptance, Disagreement, Qualification, No Acknowledgement, and Request.

Yousefvand (2010) studies compliment speech act realization pattern across gender in Persian. The main purpose of his study is to extract and to categorize the range of the strategies that are used in responding to compliment in Persian. The study is also aimed to examine compliment responses across gender among Persian speakers. He took a group of thirty undergraduate students, both male and female, majoring in English-Persian translation from Islamic Azad University, Khorasgan Branch, Iran and State University of Isfahan, Iran. The average age of the participants is 24. A Discourse Completion Test (DCT) is used to gain the strategies employed in responding to compliments by Persian speakers.

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The corpus used in this analysis consists of five hundred and forty (540) compliment responses and he analysed the corpus using Herbert's (1989, 1990) taxonomy. This study found two findings, first, the tendency of accepting compliment responses among Persian speakers to show modesty. Modesty has deeply rooted in their culture. Second, there is significant effect of gender on compliment responses. The researcher found that male tended to reject a compliment by using a set of formulaic expression and to scale down the given compliment. Whereas, females tended to respond with acceptance or surprise to given compliment.

In the effects of exposure to a new speech community Tabari and Beuzeville (2012) investigate whether Persians who have been exposed to Austalian culture are still influenced by their cultural norms in responding to compliments in intercultural communication. There are 30 people to study, five males and five females in each group. The groups consist of Persian speakers in Iran, Persian speakers in Australia, and Anglo-Australians speakers. The corpuses used in this study consist of six hundred and sixty six (666) compliment responses.

Compliment responses were gained from DCT and analysed using Herbert's (1986) taxonomy. They analyse the corpus using macro and micro analysis of compliment responses to find agreement or disagreement. This study found that there are some differences even some similarities in the choice of compliment responses types by Australians and Persian living in Australia. Persian speakers in Iran tend to use disagreement strategy than those speakers in Australia. However, the two groups are preferred to use agreement rather than other strategy. Persian speakers in Australia used comment acceptance more often than those in Iran, while Persian speakers in Iran more often returned the compliment to their complimenter than Persian staying in Australia. However the two groups of Persians showed more similarly one to another compare to Anglo Australian. This research is aimed to contribute knowledge of potential areas for

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misinterpretation in intercultural communication so that will increase the way of teaching and learning second language.

A research study on compliment responses of Korean females in Korean interaction and in English interaction has been conducted by Han (1992). In her study there are two speech communities that are being investigated; they are Korean interacting with native of English and Korean interacting among Korean. The study is aimed to see the compliment responses in both speech communities. In her study Han finds that Korean tend to use Agreement strategies when they are interacting with the native speaker, but they tend to use rejection when they have to give response to Korean speech community.

In this study she finds that Korean respond to compliment tend to use the combination of some compliment response strategies to show agreement. It is aimed to give some information to the complimenter about the object of compliment when their respond to native English. While interacting to the same Korean they prefer to reject the compliment.

Han (1992) states there are some factors that influence the different responses among Korean and Native English. Most of the Korean has been exposure to the English culture from the English textbooks they have learned at school from the media they watch and hear. Those bring influence to their production of compliment responses that make them become more careful to select which type of response strategy they should use by seeing the communication partner.

2.2 Theoretical Framework

2.2.1 Politeness Theory and the Concept of Face

There are a lot of researches have been studying politeness theory. Brown & Levinson dominated the research about “face work” and it is most influential. Brown & Levinson (1978: 66) define face as “the public self-image that every

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member wants for himself." There are two kinds of face: positive face and negative face. Positive face involves the desire of every member of a culture that his/her wants be desirable to at least some others Cutrone (2011: 51). It means the speaker has a desire that his ideas are accepted or approved by others. While negative face refers to the desire of every competent adult member of a culture that his/her actions be unimpeded by others Cutrone (2011: 51). It means that the speaker has a desire that his ideas or behaviours will not be unobstructed by others.

Another useful concept in understanding how face and politeness are connected and inseparable according to Brown and Levinson call a face-threatening act (FTA). This appears in social interactions which threaten the face of the speaker (S) or hearer (H), for example when somebody makes a request, complain, compliment, etc. The occurrence of a FTA is determined by many factors, they are: the social distance (D) of the S and the H; the relative power (P) of S and H; and the absolute ranking (R) of imposition in a particular culture.

> Positive face is each person's want that his or her own desires be desirable to others- that others want for him or her to have such things as health, self esteem, and successful professional practice. A threat to a teacher's positive face occurs when the teacher perceives criticism or insult (or disapproval, complaint, disagreement, contradiction, out of control emotion, irreverence the bringing of bad news, non cooperation, interruption, non sequiturs, intention) from a supervisors. Negative face is each person's want to be free from imposition and distraction. In instructional conferences, a threat to a teacher's negative face occurs when a supervisor's directive or request (suggestion, advice, reminder, threat, warning, dare, offer, and promise to help, compliment showing envy or admiration, expression on strong negative emotion) is perceived as an intrusion.

Politeness is a rational behaviour used by people to maintain their faces. To act politely means to reduce the face-threatening act. In social communication, people should respect another people's positive face as well as take care of another people's negative face.

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Politeness concept cannot be taken generally. Culture is unique, varies and different from one to others. Politeness concept depends on the cultural value and norms that are implemented in each culture. Therefore, politeness cannot be specifically generalize and applied in each culture since polite is subjective matter to be seen in the point of view of each culture specific.

2.2.2 Pragmatics

According to Yule (1996: 3) pragmatics is the study of the relationship between linguistics forms and the users of those forms. Studying pragmatics help people to understand what one's intended to say. There are meanings lay beneath the utterances. Trough pragmatics people can get better understanding in saying about people's intended meanings, their assumptions, their purposes in communication. Pragmatics also notes some kind of actions that people performs during the moment of speaking. Yule (1996) in Purnomo, unpublished research finished in 2015, defines pragmatics into four, they are:

1). Pragmatics is the study of speaker meaning.
2). Pragmatics is the study of contextual meaning.
3). Pragmatics is the study of how the people become more communicative.
4). Pragmatics is the study of the expression of relative distance.

2.2.3 Speech Acts

Speech acts is a part of pragmatics study that focuses on how to do something by saying utterance. It means that the speaker performs utterance to make the hearer performs action. Yule (cited in, Purwanti, 2013:1) stated "actions perform via utterances are generally called speech act, and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request".

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a. Definition of Speech Acts

Yule defines speech act as performing action via utterances (1996: 47). It means when one produces utterance it is not only accounted as intended meaning but it is also stimulant to the hearer to perform an action through the utterance. Austin (1969) defines speech acts as acts performed in saying something. He identifies three different levels of actions beyond the utterance of act. He categorises the act of saying something on what one does in saying it, and what one does by saying it, and names these as locutionary, an illocutionary, and a perlocutionary act.

b.The Parts of Speech Acts

1). Locutionary Acts

A locutionary is the act of saying something in full normal sense (Austin, 1969: 94). It means that the speaker has no other intended meaning in the act of speaking. For example, in utterance "I have just had my hair cut", there is no reference in saying this utterance to be interpreted. The meaning lays beneath the utterance is declaring information that the speaker just got a haircut.

2). Illocutionary Acts

Austin (1962: 108) defines an illucotionary act as an utterance which has a certain (conventional) force. It has some purposes such as, ordering, warning, undertaking, etc. Yule (1996: 48) defines an illocutionary act as the act of performing the communicative purpose of utterance, or how the speaker forms an utterance with some kind of function in mind. It means that speaker has something to do with the utterance. For example, in utterance "I have just had my hair cut" a speaker might utter the utterance to get a compliment from the hearer.

3). Perlocutionary Acts

Perlocutionary act is the act of performing something that produces certain consequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of the person (Austin, 1962: 101). Perlocutionary act refers to the

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effect of illocutionary act that affect the hearer's attitude, believe or behaviour whether it is expected since the first time or not. For example, in the utterance "I have just had my hair cut" the utterance can produce perlocutionary act on the hearer. The hearer might respond the utterance such as compliment the speaker on the speaker hair performance.

2.2.4 Speech Acts of Compliment and Compliment Response

Compliment is an utterance that expresses polite behaviour and conveys to interlocutors (usually friends, partners, and acquaintances) how much their ideas are valued: complimenting is therefore, crucial to the formation of mutual solidarity. Dudas and Furko (2012: 1338). Hobbs (2003) proposes that "a compliment is a speech act which explicitly bestows credit upon the addressee." Dudas and Furko (2012: 1338). Wolfson (1981) defines compliments is, by nature, speech act that is usually welcomed. As such they are regarded by many scholars as a social lubricant to maintain solidarity (as cited in Tabari and Beuzeville, 2012: 25). Holmes defines a compliment as " a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some "good" (possession, characteristic, skill, etc.) which positively valued by the speaker and the hearer (cited in Han, 1992: 18). She provides this example:

R's school friend is visiting and comments on one of the children's manners.

C (complimenter): What a polite child!

R (recipient): Thank you. We do our best.

The compliment utterance given is to praise the recipient about having a great job in raising and educating the kid. It is also aimed to maintain solidarity. However, compliment can negatively affect social interaction. Many factors will influence the effect of compliments to be taken as face-threatening acts or face-saving acts behaviour, such as, complimenter intention, cultural norms, etc. Golato (2005) argues, "it is the position of a compliment turn within the larger interactional and sequential context that determines its functions" cited in Tabari and Beuzeville

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(2012: 25). She believes that compliments can function as performing action other than complimenting. For example, criticizing, reproaching, and interrupting which cannot be described as appealing to the hearer's positive face. For example, somebody will take compliment as a flattery when it is used insincerely.

Further compliments may also be used sarcastically to attack hearer positive face. For example, one might give a sarcastic comment to a friend who sings terribly by saying, "Oh dear, you have a good sense of music." Compliment can also be embarrassing according to cultural differences. Chinese speakers tend to response compliment by self-negating to avoid embarrassment.

For all reasons, Brown and Levinson (1987) states that, compliments are multi-faceted speech act with various types and features, and the acts can be regarded as either face-saving behaviour or face threatening.(Cited in Tabari and Beuzeville, 2012: 26).

Furko and Dudas (2012) state the topic of complimenting strategies are, for the most part, focus on the following areas: appearance, possession, performance, ability, and skills. According to Brown and Levinson there are three things to be complimented "approving of the hearer's appearance, personality, possessions" (as cited in Furko and Dudas, 2012: 138). According to Wolfson and Manes (1983) as in Furko and Dudas (2012), in American English there are generally two topics that are used in daily conversation. They are, those having to do with appearance and those which comment on ability. Difference researchers may have preference to utilize different terms such as appearance, possession, performance, skill, ability, work, personality and friendship; these topics can be grouped into two broad categories, namely appearance and performance.

The first compliment responses conducted by Pomerantz (1978) in American English found three categories. First is Acceptance, second is Rejection, and third is Self-praise Avoidance. This researched is revised by Herbert (1989, 1990) after conducting a great scale analysis of compliment

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responses by speakers of American English. In his researched he found three categories and twelve-type taxonomy.

Herbert's (1986) Taxonomy of Compliment Responses adopted from Furko and Dudas (2012). There are three Macro Compliment responses strategies propose by Herbert, Agreement, Nonagreement and Request Interpretation as illustrated below on the table:

Table 1: Herbert's (1986) Taxonomy of Compliment Responses

Agreement	
Types	**Example**
Appreciation Token: a verbal or non-verbal acceptance of the compliment.	Thank you! [nod]
Comment acceptance: addressee accepts the compliment and offers a relevant comment on the appreciated topic.	Yeah, this is my favourite, too!
Praise Upgrade: addressee accepts the compliment and contributes to the force of the compliment.	Really brings out the blue in my eyes, doesn't it?
Comment History: addressee offers a comment on the object of the compliment, usually some information about how she/ he has acquired it.	I bought it for the trip to Arizona.
Reassignment: addressee agrees with the compliment, but the complimentary force is transferred to some third person.	My mother gave it to me.
Return: the praise is shifted or returned to the addressee.	So is yours.

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Non-agreement	
Types	**Example**
Scale Down: addressee disagree with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated.	It is really quite old.
Question: addressee questions the sincerity or the appropriateness of the compliment.	Do you really think so?
Disagreement: addressee asserts that the object of the compliment is not praiseworthy.	I hate it
Qualification: **a**ddressee merely qualifies the original assertion, usually with *though, but, well, etc*.	Well, it's right but Kim's is nicer.
No Acknowledgement: addressee give no indication of having heard the compliment. The addressee either responds with an irrelevant comment or gives no response.	Topic shifted/ no response

Request Interpretation	
Addressee interprets the utterance as a request rather than a simple compliment.	You wanna borrow it?

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2.2.5 Female and Male Speech

Penelope Eckert and Sally McConnell (2003: 10) described gender is not something we are born with, and not something we *have*, but something we *do* (West and Zimmerman 1987). Coates (1986: 23) defined that speech is an act of identity: when we speak one of the things we do is identity ourselves as male or female (cited in Purwanti, 2013: 10).

Herbert's (1998) and Holmes' (1988) investigations pointed out that women are more likely to give and receive more compliments than men and they employed compliments as ways to build good solidarity among other and the opposite way men employ compliments as face threatening acts.

Holmes (1988) found the following gender-based differences in the perception and production of compliment exchanges:

a). Women compliment each other more often than they compliment men or than men compliment each other,

b). Women strengthen the positive force of the compliment more than men,

c). Men attenuate or hedge the force of the compliment more often than woman,

d). Women compliment each other on appearance more often than on any other topic,

e). Women of higher status are more likely to receive compliments than higher status men,

f). Men evasive compliment responses take the form of marked avoidance strategies more often than women's evasive compliment responses do. Holmes 1988 as cited in Furko, Dudas 2012.

Tannen (1990) explains this phenomenon with reference to the notion of framing. By framing an utterance, speakers send meta-messages about their reactions to what others say and do and imply closeness or status difference as well. For example, a man is giving a woman a seat in a public transport will send a meta-message that women have lower power than men. Men experience face threatening acts receiving compliment. Compliments might cause embarrassment feeling because they are dominant and superior so it supposed to be uttered to

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women rather than to men. It is generally found that women complimented more often on their appearance than men and women receive more compliments on appearance and ability than man. Women's compliment to appearance is considered as solidarity but appearance compliment between men is interpreted as homosexual, Holmes (1998).

According to Holmes (1992) women tend to favour more polite and less direct forms of directives than man. For example, in a study of doctors' directives to patients, male doctors typically used imperatives (like Eat more fruit), while female doctors used less direct forms (like Maybe you could try fresh fruit for dessert). Holmes (1988) states that women tended to employ personal focus than men. For example, women more likely say "I like your hair" and men more likely say "Nice haircut".

> Haas (1979) Women's speech is said to contain more euphemisms, politeness forms, apology, laughter, crying, and unfinished sentences. They are reputed to talk more about home and family and to be more emotional and positively evaluative. Further, women's speech is stereotyped as nonassertive, tentative, and supportive. Women are also said to talk more than men. Men, on the other hand, are reputed to use more slang, profanity, and obscenity and to talk more about sports, money, and business. They are reputed to make more hostile judgments and to use language to lecture, argue, debate, assert, and command.

Department of Speech Communication (1979) states aspects of form, topic, content and use of spoken language have been identified as sex associated. Bloom and Lahey (1978) performs, males and females utterence form can be describe in terms of their acoustic, phonetic shape.... in terms of the units of sound, the unit of morphology, and syntax. Lakoff (1973) observes that men use stronger expletives such as *shit* and *damn*, whereas women use weaker of softer profanity such as oh dear, goodness, or jugde. Ritti (1973) states that most teachers in the sixth grade are well aware that young girls' language form is more expressive than the boys in the class.

In the aspect of topic males' topic, male's speech tends to choose to talk about authority on business, politics, sport, human relation and females' speech

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more likely in the topic of social life, book, food and drink. Komarovsky (1967) states, women reported that they enjoyed talking about the family and social problem.

In the aspect of content Lakoff (1975) states, list of female adjectives includes adorable, charming, lovely, and divine. Male adjectives are great, terrific and neat. Hartman (1976) tested and supported Lakoff hypothesis that women use evaluative adjective more than men.

In the aspect of the use of the language, Lakoff (1975) observed that women state request and men issue commands. Mann (1956) women were antagonistic or offensive half as often as men.

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CHAPTER III. RESEARCH METHOD

To complete the requirements of a scientific research, a method plays a very important role. A method is a set of scientific procedure that aims to systemize the research and furthermore acquire as objective result as possible. This Chapter contains type of research, population of research, data collection, and data analysis which are elaborated as follows.

3.1 The Type of Research

The type of this research is mixed method research that combines quantitative research and qualitative research. "Quantitative research is associated with numbers as the unit of analysis" (Denscombe, 2003: 232). Denscombe (2007:254) further explains "they are associated primarily with strategies of research such as surveys and experiments, and with research methods such as questionnaires and observation". It means can be concluded that Quantitative research is the process of collecting data from field research and number is being important thing to be seen.

Mackey and Gass (2005:162) describe qualitative research as "research that is based on descriptive data that does not make use of statistical procedures". Whereas, Blaxter, Hughes and Thigh (2006: 64) explain that "qualitative research, concerns with collecting and analyzing information in as many forms, chiefly non-numeric, as possible". "The qualitative researcher doesn't want to verify or prove theories; what she/he attempts is to observe without bias or narrow perspectives" (Chaudron, as cited in Mackey and Gass, 2005:166).

Mixed method research according to Creswell et.al (2003) as cited in Zoltan Dornyei (2007) is:

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> "research have been reffering to studies that combine qualitative and quantitative methods under a variety by names, such as multitrait-multimethod research, interelating qualitative and quantitative data methodological triangulation, multi methodological research, mixed model studies and mixed methods research."

3.2 The Population of Research

The population in this research is fifth semester students of English Department in Faculty of Letters, Jember University or students in 2013 academic year of study or in the fifth semester. The total number of students in the fifth semester is 135 students with average age are 21. The fifth semester students are chosen because they have finished their English basic classes such as writing, speaking, reading, listening, and grammar and structure, so that they are considered to have enough comprehension to English language. However, although they have enough comprehension to English language, there is still possible tendency for them to still using first language pattern and structure in uttering English utterances.

This research uses Javanese ethnics group of English Department in Faculty of Letters, Jember University as the participants because Javanese language is one of the most frequent languages in Faculty of Letters, Jember University environment.

3.3 The Data Collection

In doing research data can be collected from any sources such as documentation, observation, library research or many more. In this study the data is collected from conducting DCT. DCT stands for Discourse Completion Test. The first step to conduct a research using DCT is preparing some situation to be responding. In this study the researchers will provide ten situations in English. The situations will be about responding to speech act strategies not merely compliment strategy to avoid participant making the same response to compliment

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in the whole situation given in DCT. Second, DCT will be given inside the class and there will be no time limitation to fill up the DCT. No time limitation has some purposes. The first purpose to make the participants feel relax and not bound by time. Second, to get natural data when they fully understand the situations and do not feel rush to complete the DCT. Those steps are chosen to be done in order to get more natural data by not arising consciousness of the participants to respond to compliments.

3.3 The Data Analysis

The data in this research are examined descriptively and interpretatively. The descriptive method is used to test the data collection by applying some compliment response strategies proposed by Herbert (1986) on compliment responses collected from DCT.

There are several steps in analyzing the data, first shorting some compliment responses produce by male and female. Second, distribute them into a table of taxonomy. Third, classify the compliment responses into macro type of strategies and micro type of strategies. The writer analyzed which compliment response strategy used by Javanese students in every situation provided in DCT. The compliment response utterances will be classified based on Herbert's taxonomy (1986) on Macro category; Agreement, Nonagreement, and other Interpretation. After that classify the data into micro type of strategies; Appreciation Token, Comment Acceptance, Praise Upgrade, Comment History, Reassignment, Return, Scale Down, Question, Disagreement, No Acknowledgement, Request, Agreement Combination and Disagreement Combination. These steps will also illustrate the compliment responses strategies and explain how each compliment response belongs to specific type of strategy.

After all the description of the data are done, the interpretative methods is used to analyze the data and see the cultural influences trough their compliment responses stated using some Javanese cultural concept of living. The compliment responses will be investigated thoroughly to find the linguistic transfers. Here the

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writer examined the occurrence of each compliment responses and see the difference and justify the differences compliment responses production made by males and females participant.