CHAPTER I

INTRODUCTION

This chapter presents the background of the topic, research problem, objectives of the study, and significance of the study.

1.1 Background of the study

In everyday conversations, we often hear people using "speech act" utterances, either directly or indirectly, to convey their intentions. These utterances can be utterances of requests, utterances to apologize, or utterances to avoid or refuse. Besides that, we also often hear people say sentences that show politeness (positive politeness) such as thanks, greetings, flattery, or compliments, and utterances that express concern or concern for other people. Holmes (1988) states that expressions of compliment are included in "speech acts" and these expressions generate the attention, desire, need, and attention of the listener. We usually use expressions of compliment for various reasons such as to express admiration, or respect for the work or activities that have been carried out by others (Manes, 1983: Herbert, 1990), to maintain solidarity instead of greetings/respect, apologies, and congratulations (Wolfson, 1983). Furthermore, linguists state the various purposes of people expressing compliments, including diluting communication, opening communication with people they don't know, making people who are praised happy, and so on. According to Riyanto and Ibrahim (2000), complimenting is one of the functions of language that is often used to encourage or encourage the person being spoken to. Expressions of compliments are often said to show concern for a person's appearance or

performance so that the person being complimented feels happy or excited to hear it. Therefore, compliment is often given, for example, to people who wear nice clothes, or people who do a job well. Many studies on the structure and of strategies in giving compliments have been carried out and the results show a variety of strategies used by people in giving compliments.

English in the context of EFL (English as a Foreign Language) has a less vital function in people's daily lives and communication. It is only learned in class teaching without being used in everyday conversation. This condition causes EFL learners to experience several problems. Holmes (1986) explains that compliments can be used as a positive polite device when the speaker pays attention to the interests, needs, and desires of the listener. Thus, the writer examined strategies in giving compliments and the structure of giving compliment strategies, more specifically for WMCU English students.

One of the studies conducted by Dinda Hartina et.al (2019) examined the strategies most often used by a student in SMAN 2 Jember successful and less successful high school students and described the differences in the strategies used by them. With the title "Learning Strategies Used by EFL Students in Learning English". What distinguishes this research from research conducted by Dinda Hartina et.al is that previous studies focused on strategies for responding to compliments, especially those used by high school students, this research used the SILL (Strategy Inventory for Language Learning).questionnaire to observe their Language Learning Strategy (LLS) based on Oxford (1990), which includes six categories of strategies namely cognitive, metacognitive, related to memory, compensation, affective, and social.

This study examines strategies for giving compliments in English for semester nine English students using a qualitative method, online (or sent via WhatsApp and in person) So far, research that raises issues about the structure and strategies for giving compliments to EFL learners is still very limited.

To better understand the structure of giving Compliments and strategies for giving compliments, further research is needed. Therefore the writer raised this topic as research material because this research discusses the structure of giving compliments and of strategies used in giving compliments to EFL learners. In this study, the writer aimed to examine the strategies of giving compliments and the structure used by EFL learners.

This research is interesting to study because complimenting contains speech acts and structures that are not yet known by EFL learners. In compliments, English students are motivated to keep talking, because giving compliments will have a positive impact, as it is known that compliments make other people feel happy and excited when they hear it know what the strategies for giving compliments and know what are structure in giving compliment by EFL Learners.

1.2 Research Problem

The formulation of the problem in the study is as follows:

1. What are the strategies used by EFL learners in giving compliments?
2. What are the structures of using compliments in giving compliments?

1.3 Objectives of the study

The objective of this research is:

1. To identify the strategies used by EFL learners in giving compliments.

2 To identify the structure of compliments in English used by EFL learners.

1.4 Significance of the Study

This study is expected to provide theoretical, practical, and pedagogical meaning. Theoretically, this study aims to study the structure of giving compliments and the types of strategies in giving compliments used by EFL learners. Admiration is based on appearance and possession and is based on ability and achievement. The results of this study can provide a more comprehensive picture of the things that underlie the strategy and structures of giving compliments.

Practically and pedagogically, this study aims to add new knowledge for readers to know the types of strategies and structures of giving and responding to compliments, especially in English for EFL learners. In addition, readers can also find out what structures are the differences in giving compliments and what strategies are used to give compliments in various roles so that cross-cultural communication misunderstandings do not occur in compliment strategies. It is also hoped that it useful for future writers who are interested in the same field in analyzing resistance strategies and this research is a new general research and has never been analyzed before in the English Department.