

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the author presents conclusions and suggestions based on the results of data analysis and discussion conducted in the study entitled "A Study on Giving and Responding to Compliments in English Used by EFL Learners." The following is a summary of the conclusions and suggestions that can be drawn from this study:

5.1 Conclusions

In this study, the author used qualitative method to obtain data and provide detailed analysis of the collected data. It was found that the most frequently used Polarization of Syntactic Patterns: The study found that the most frequently used syntactic patterns by both males and females were: NP looks/is (really) ADJ; You V (NP) (really) ADV; ADJ NP. These patterns show how compliments are delivered in EFL contexts and provide insight into the common structures accepted by English learners. structures were: Appearance, Performance/Skill/Ability is a compliment to express admiration for one's appearance and approval of others' performance, while giving ownership compliments and personality compliments given by EFL students were very close compared to giving compliments on appearance and performance/skill/ability. Appreciation token is a frequently used type of compliment response. Appreciation token is usually done to acknowledge the compliment given. With the word "thank you", using the word "thank you" is a good way to respond to compliments. Then, the less frequent types of compliment responses are informative comment, downgrading qualifying utterance, and Shift

credit. they mostly said "thank you" which is used to receive compliments as a response to the compliments given.

This study found that both males and females used all of the same compliment topics. However, this finding differs from a previous study by Janet Holmes (1995), which found that female students gave compliments more often than male students.

5.2 Suggestions

There are several suggestions that the writer conveys after seeing the results of the research conducted, including the following:

1. Language Education:

To improve the understanding and use of syntactic structures of compliments, teaching English to EFL learners can focus on practical exercises involving various syntactic patterns of compliments. This will help students master different ways of giving compliments that are appropriate to the context and purpose of communication.

2. Attention to Gender Differences:

Teaching approaches can take into account the differences in how men and women use compliments. Understanding these differences can help in designing more inclusive and effective teaching materials for different genders. Besides that, the researcher suggests that future researchers conduct research that investigates differences in responses to compliments and compliments based on gender with different ages, relationships, and status.

3. Emphasis on Cultural Context:

Since compliments and their responses can vary based on cultural context, researchers and educators should pay attention to cultural differences in compliments and their responses. This can increase students' cultural sensitivity and enhance their ability to communicate effectively in English.

4. Compliment Response Skills Development:

This study suggests that some advanced learners have difficulty in using certain compliment structures. Therefore, it is important to develop exercises and strategies that can help students respond to compliments in a more natural and appropriate manner.

By implementing these suggestions, it is hoped that it will improve the effectiveness of communication in English among EFL learners and enrich their understanding of the use of compliments in social and professional contexts.