

CHAPTER I

INTRODUCTION

1.1 Background of the Research

According to Holmes (1995), one of the most popular methods to demonstrate positive politeness is by offering compliments, which convey warmth. According to Holmes, a complement is a statement made by the speaker that either directly or indirectly acknowledges another individual. He goes on to say that compliments usually highlight an individual's assets, abilities, and good traits that are appreciated by both the giver and the recipient.

English in the context of EFL is impossible to ignore the significance of language as a means of communication in everyday life. In order to communicate their ideas, they require language for community interaction; conversing without language is impossible. People are able to communicate their feelings, opinions, goals, intentions, and so on through language. Stated differently, language serves as a tool for them to express ideas about their real lives. The response one receives from others might provide insight into the effectiveness of their speech. When the speaker is aware of what he or she is doing with the language and the listener is able to understand what the speaker is trying to say, the communication is considered successful. According to Holmes (1986), when the speaker pays attention to the listener's interests, needs, and desires, a compliment can be used as a positive polite device. In light of the foregoing, the researcher's goal is to ascertain

whether the English student is able to offer and receive compliments, as well as what kind of compliments they can give and how to respond to them.

A study conducted by Saifi & Sultani, (2017) in Kunduz University, Kunduz Afghanistan with the title “Compliment and Compliment Reactions: A Comparative Consider between Dari and English Local Speakers” stated that communication with other people is an important aspect of people's lives. Sometimes responds compliment are across cultures. Saifi & Sultani (2017) research is different from Bahman & Amizaden’s (2011) in Azerbaijan Shahid Madani University. Bahman & Amizaden’s focused on finding whether American and Afghan performers on TV talent programs react differently to compliments.

This study used the SILL questionnaire to observe their language learning types (LLS) based on Oxford (1990), comprising six categories of strategies namely cognitive, metacognitive, memory related, compensatory, affective, and social. So far, research that raises issues about gender differences in compliment responses and types of compliment responses to English learners is still very limited. Therefore, the author chose this topic because this study focuses on gender differences in giving compliments and the types of compliments used in responding to compliments among English study program students at a private university. The purpose of this study is to explore gender differences in giving compliments and the types of compliments applied by English study program students at the university. This research is interesting to study because compliment contains speech acts and types and gender differences in giving compliment which are not yet known by EFL students, especially at a private university English students. In praising, English students can be motivated to keep talking, because giving

compliment will have a positive impact, as it is known that compliment can make other people feel happy and excited when they hear it.

1.2 Research Problems

Thus the research question was designed as follows:

1. What are the structure of giving compliment used by the EFL learners?
2. What are the types of responding to compliments used by the EFL learners?
3. What are the differences in the context of gender in giving and responding to compliment?

1.3 Research Objectives

The following are the objectives of the current study:

1. To find out what are the structure of giving compliment used by EFL learners.
2. To find out what are the types of responding to compliment used by the EFL learners.
3. To find out what are the differences in the context of gender in giving and responding to compliment

1.4 Significance of the Research

1. Theoretical Significance

The theoretical goal of this study is to serve as a reference for readers. Additionally, it is hoped that the research findings will help educators and students learn more about the teaching-learning process.

2. Practical Significance.

The purpose of this study is to learn more about compliment giving and compliment response. It is hoped that readers of this research will be able

to incorporate compliment giving and responses into their English conversations.

1.5 Scope

Various types of speech acts can be seen every day. However, the author concentrates on examining the use of language in certain contexts, specifically the speech acts performed by EFL students enrolled in the English Program at Widya Mandira Catholic University when giving and receiving compliments.