

**COMPLIMENT RESPONSES USED BY JAVANESE EFL  
LEARNERS BASED ON TOPICS AND GENDER**

(A descriptive qualitative study at the sixth semester students of  
English Language Education Department of Walisongo State Islamic  
University (UIN) Semarang in the Academic Year of 2016/2017)

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Degree of Bachelor of Education  
in English Language Education



By

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had been tested in *munasqiyah* session by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be accepted as a partial requirement for the degree of Bachelor of Education in English Language Education.

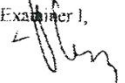
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## ABSTRACT

Title : **COMPLIMENT RESPONSES USED BY JAVENESE EFL LEARNERS BASED ON TOPICS AND GENDER**  
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This research is a socio-pragmatic research and aimed to find the compliment responses types used by Javanese EFL learners of English Language Education department students based on the given topics and to know the differences between male and female Javanese EFL learners in responding compliments. The data were collected by using discourse completion task (DCT) designed in eight situations from four compliment topics. The DCT were distributed to 70 students consisted of 15 male and 55 female. Then, the data from 560 compliment responses were analyzed using the framework offered by Tran (2007). The result showed that students employed the fourteen types of compliment responses from fifteen types of Tran's framework (2007). In compliment topics, most of students responded with appreciation token type for the topics of ability (14.63%) and appearance (13.03%). In the topics of character and possession, each of them was added with expressing gladness type (3.57%) and explanation/comment history type (4.82%) beside appreciation token type (3.75% in character topic and 3.03% in possession topic). Then, based on the data both of male and female students mostly used appreciation token types (36.95%) with three differences. The least common compliment responses used was agreement token type (0.35%). Besides, there were 29 compliment responses (5.17%) included into other responses. Towards academic institution, this research can be an additional reference for the compliment material in English subject of the tenth grade in Senior High School. Thus, English teachers can teach compliment material by using more variations of responses.

## **DEDICATION**

In the name of Allah, the Most Gracious and the Most Merciful, I dedicate this thesis to my beloved and the two greatest parents in the world (Alm. Achmad Daeromi and Isning Ma'unah) who never stop struggling and praying for their children's long journey and my lovely sister and brother (Nurul Hidayah and Muhammad Haniful Fariz), who always support me unconditionally whenever and wherever I am. For the last but not least, I also dedicate this thesis to my superb grandfather (Alm. Hasyim) for the unforgettable stories and memories we had drawn together.

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First and foremost, I would like to express my gratitude to Allah SWT, the Almighty God, for the blessing, kindness, and devotion in giving me the chance to accomplish this thesis. Shalawat and salutation are always given to the Prophet Muhammad SAW who has guided us from the darkness to the lightness.

I realize that I cannot completely accomplish this thesis without any help from others and it would be impossible to mention all of them. In this chance, I would like to express my deep appreciation to:

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2. Dr. H. Ikhrom, M. Ag, the Head of English Language Education Department.
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6. All my inspiring teachers from elementary school (SDN 07 Bulungcangkring), junior high school (SMPN 01 Jekulo) until

senior high school (MAN 02 Kudus) where I did not only learn school subjects but also learnt everything about life processes.

7. My friends in PBI A 2013, Pak Rohmat boarding house, Walisongo English Club and English Student Community (HMJ-PBI) where I can learn and share at the same time.
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Finally, I realize that this thesis is still far from perfection. Therefore, I will gladly accept all critics and suggestions in order to make it better. I hope that this thesis would be beneficial for everyone. Amen.

Semarang, 12 June 2017

The Writer,

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## MOTTO

وَلِكُلِّ وِجْهَةٌ هُوَ مُوَلِّيهَا ۖ فَاسْتَبِقُوا الْخَيْرَاتِ ۚ أَيْنَ مَا تَكُونُوا يَأْتِ بِكُمُ  
اللَّهُ جَمِيعًا ۚ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ



*“To each is a goal to which Allah turns him then strive together (as in a race) towards all that is good. Wheresoever ye are, Allah will bring you together. For Allah Hath power over all things.”*

(QS. Al-Baqarah: 148)<sup>1</sup>

*“Be thankful for what you have; you’ll end up having more. If you concentrate on what you don’t have, you will never, ever have enough.”—Oprah Winfrey<sup>2</sup>*

*“This world is surrounded by experience, take them some and create yours”—Siti Fatimah Shofarida inspired by PPAN 2014*

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<sup>1</sup>A. Yusuf Ali, *The Holy Qur'an: text, translation, and commentary*, (Lahore: Goodword Books, 1934), p. 10.

<sup>2</sup><http://quoteaddicts.com/topic/being-thankful-for-what-you-have/>  
Accessed on December 3, 2016 at 12.49 WIB.

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## LIST OF ABBREVIATION

ADC	: The Acceptance to Denial Continuum
Ag	: Agreement
AgT	: Agreement Token
ApT	: Appreciation Token
AvC	: The Avoidance Continuum
CCU	: Cross Cultural Understanding
CD	: Compliment Downgrade
CH	: Explanation/Comment History
CR	: Compliment Responses
CU	: Compliment Upgrade
DCT	: Discourse Completion Task
Ds	: Disagreement
DsT	: Disagreement Token
DQ	: Doubting Question
EFL	: English as a Foreign Language
EG	: Expressing Gladness
FUQ	: Follow Up Question
NIR	: Non Idiomatic Response
OO	: Opting Out
OR	: Other Responses
Rs	: Reassignment
Rt	: Return
S1, S2, etc.	: Situation 1, Situation 2, et cetera

# CHAPTER I

## INTRODUCTION

In the first chapter, I would like to discuss about background of the research, questions of the research, objectives of the research and pedagogical significance.

### **A. Background of the Research**

Language is an intimate part of social identity.<sup>1</sup> It is also a system of communication used by human to gain and to convey information. As a social creature, human will always need to communicate each other. Hence, communication within a particular community could be well-organized by how humans or people shape their social relationships.<sup>2</sup> Moreover, every particular country around the world has different speech communities. Each speech community has their own characteristics which differentiate them with other speech communities, included their ways of interaction. Even, in the Holy Koran, Allah SWT said that He created humans from various nations and tribes in order to have engagement each other to create a peaceful harmony. As it is stated in the Surah of Al-Hujuraat verse 13 below:

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<sup>1</sup>Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (New York: Cambridge University Press, 2012), p. 3.

<sup>2</sup>Mursid Saleh, *Sociolinguistics: Handout and Assignments*, (Semarang: Post-Graduate Program of State University of Semarang, 2012), p. 8.

يَتَّخِذُهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

*“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).” (QS Al-Hujuraat: 13)*<sup>3</sup>

Hockett (1958: 8) defined a speech community as the whole set of people who communicate each other, either directly or indirectly, through the common language.<sup>4</sup> This definition allows us to conclude that a speech community has the common or the same language to contact with one another. Another conclusion is this set of people has something in common linguistically—a language or dialect, interaction by means of speech, a given range of varieties and rules for using them, a given range of attitudes to varieties and items.

One thing that differentiates one speech community to other speech communities is their language behavior. Rules and norms always occur in language behavior. To understand the ways of interaction between one community with other communities, their rules and norms, we need a sociolinguistic study to understand and

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<sup>3</sup>A. Yusuf Ali, *The Holy Qur'an: text, translation, and commentary*, (Lahore: Goodword Books, 1934), p. 262.

<sup>4</sup>Mursid Saleh, *Sociolinguistics: Handout...*, p. 26.

comprehend communication, since cultural background has a big role in it. Wolfram (1991) stated that the basic idea related to sociolinguistics is language use symbolically represents fundamental dimensions of social behavior and human interaction.<sup>5</sup> However, the ways in which language reflects behavior are quite complex. Furthermore, the relationship between language and society affects a wide range of encounters. Sociolinguistics describes the difference of communication ways between one community and other communities, and also identifies the social function of language and how to use it. So that, a familiar quotation of “When you are in Rome, do what the Romans do” is totally right. Due to different cultural background of language behavior to communicate with others, someone has to adapt himself into the new rules and norms of another speech community he is facing with. These norms may occur when to speak or to interrupt others, how to compliment or thank someone, how to request something politely, and also the considerations of which language to use on what occasion and with whom.<sup>6</sup> All of these norms have to be adapted very well.

Adaptation of language behavior is also learned in the study of foreign language, in this case is English. English learners in Indonesia, especially in Walisongo State Islamic University are taught Cross-Cultural Understanding in order to gain knowledge of other cultures, included western culture that is also the English native speakers

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<sup>5</sup>Mursid Saleh, *Sociolinguistics: Handout ...*, p. 8.

<sup>6</sup>McKay and Hornberger, *Sociolinguistics and ...*, p. 49.



culture. Besides, Sociolinguistics, Semantics (especially pragmatics) and Discourse Analysis are also taught. In short, learning English are followed by learning and understanding its cultures, rules, and norms. It aims, Indonesian students who are studying English, have a comprehensive communicative competence, so their first language and culture, in this case Indonesian culture does not clash with English norms and rules as their first foreign language. Indonesian students acquire English as their foreign language by learning and teaching process, including cultural understanding that influences their second language acquisition.

The ability of EFL learners in understanding the target language culture also requires them to understand the politeness strategies used in different culture. They have to recognize the interpretation differences that different culture make of certain kinds of behavior.<sup>7</sup> Then, which politeness strategy may be chosen in any context depends on many situational and cultural factors. Furthermore, EFL learners in Indonesia also need to learn to recognize many meanings that the same sentences can have in different situations. They have to acquire skills for interpreting requests, responding politely to compliments or apologies, recognizing humor, and managing conversations in order to decrease the difficulty in using the target language, in this case is English.<sup>8</sup>

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<sup>7</sup>Terence Odlin, *Language Transfer: Cross-linguistic influence in language learning*, (Melbourne: Cambridge University Press, 1997), p. 49.

<sup>8</sup>Patsy M. Lightbown and Nina Spada, *How Languages are Learned 3<sup>rd</sup> Edition*, (Oxford: Oxford University Press, 2006), p. 100.

However, Javanese students who are also part of Indonesian students that learn English as their foreign language do not fully applied their knowledge of English. Because they are in non-native environment and have different culture in communication, Javanese students tend to use Javanese conversation paradigm to communicate. Although they are learning English, they could not fully practice the conversation paradigm or language behavior that is common in English culture, included how to respond to compliment. They will use Javanese or Indonesian conversation paradigm in responding the compliment. We know that the culture of Indonesian people are not familiar with responding compliment by saying “*Thank you,*” or others as their culture representation. We are more familiar with “*Ah biasa saja*”, or “*Jangan berlebihan*” or “*Ah, masa?*” in responding all compliments which is completely different with English culture. This phenomenon is also happened among Javanese-English learners in this campus. They seem unconsciously respond compliment based on their common language behavior as Javanese or Indonesian. Moreover, since English is learnt from Elementary School, it seems difficult to find more language variations of compliment responses in English books which are commonly used in their daily life. The expressions tend to only accept the compliment by saying “thank you” and so forth. On the other hand, there are expressions of avoidance to respond compliment that are not familiar to be learnt, yet they are actually more familiar in their daily life.

Based on the phenomena above, I would like to investigate the language behavior in the ways of communication which occurs among Javanese EFL learners in English Language Education Department of Walisongo State Islamic University. However, the focus of this research is only observing what compliment responses types used based on topics and sex differences.

## **B. Questions of the Research**

Based on the background of the research above, I decide to list these following major questions. These research questions are aimed to guide this research. The questions are stated as follow:

1. What are compliment responses used by Javanese EFL learners of English Language Education Department of Walisongo State Islamic University based on the given topics?
2. What are the differences between male Javanese EFL learners and female Javanese EFL learners of English Language Education Department of Walisongo State Islamic University in responding compliments?

## **C. Objectives of the Research**

This research is intended to meet the following objectives:

1. To identify compliment responses used by Javanese EFL learners of English Language Education Department of Walisongo State Islamic University based on the given topics.
2. To analyze the differences between male Javanese EFL learners and female Javanese EFL learners of English Language

Education Department of Walisongo State Islamic University in responding compliments.

#### **D. Pedagogical Significance**

By using this research, there are some significance to the students, teachers, lecturers and other researchers. Here, I divide the significance into two different kinds below:

##### **1. Academically**

The result of this research can be used as:

- a. An additional reference for sociolinguistic subject in describing the existence of language variety among Javanese EFL learners in the way of communication, particularly the compliment responses which are commonly used by them.
- b. A beneficial information for improving an understanding about the Javanese EFL learners' culture in responding compliments.
- c. An additional information towards the development of language learning system with cultural-based especially in responding compliments.
- d. An additional reference for English teachers in English teaching and learning processes for the topic of compliment in Senior High School, especially in the tenth grade by applying more variations to respond to compliment.

2. Practically

This research can be useful as:

- a. An additional information of compliment responses for EFL learners and other researchers.
- b. A helpful reference for EFL learners to deepen their insight and knowledge about socio-pragmatic usage of compliment responses.
- c. An additional reference to improve English language teaching and learning process in English Language Education Department of Walisongo State Islamic University Semarang.

**CHAPTER II**  
**REVIEW OF RELATED LITERATURE**  
**COMPLIMENT RESPONSES USED BY EFL LEARNERS**  
**BASED ON TOPICS**

In this chapter, I provide the review of some literatures and previous studies related to the research. This chapter is divided into two parts namely literature review and previous research.

**A. Literature Review**

In order to explain the research in detail, the researcher finds some theories which are very essential to understand the frame of thinking of this research. One by one topic related to the study of compliment responses and so forth is included. The following are the explanations:

**1. Socio-pragmatics**

According to Kasper & Rose (2001: 2) as cited by Purnomo, socio-pragmatics is the interface of sociology and pragmatics. It refers to “the social perceptions underlying participants’ interpretation and performance of communicative action”. As Kasper and Roever (2005) state, socio-pragmatics encompasses the knowledge of the relationship between communicative action and power, social distance, imposition,

and the social conditions and consequences of what you do, when and to whom.<sup>9</sup>

## **2. Speech Act**

Speech act is a part of pragmatics study. It focuses on how to do something by saying utterance. It means that the speaker uses a language to get the hearer to do something and expects that the hearer will understand his/her communicative intention.

The term speech act was thought up by Austin (1962) and followed up by Searle (1969), Austin defines speech acts as acts performed in saying something. Austin (1962: 101) classifies three different levels of action beyond the utterance of act, they are:

### **a) Locutionary Act**

Locutionary act is roughly equivalent to uttering a certain utterance with certain sense and reference, which again is roughly equivalent to meaning in the traditional sense (Austin, 1962: 108). This act performs the acts of saying something. There are three patterns of locutionary act according to which English sentences are constructed. They are declarative if it tells something, imperative if it

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<sup>9</sup>Andi Pujian Purnomo, "Compliments and Compliment Responses Used by English Teacher Association of Senior High School in Pacitan", *Thesis* (Surakarta: Magister Program of Language Study Muhammadiyah University of Surakarta, 2015), p. 3.

gives an order, and interrogative if it asks a question (Austin, 1962: 108)

b) Illocutionary Act

Illocutionary act covers to informing, ordering, warning, undertaking, etc. Austin (1962: 108) states it as an utterance which has a certain (conventional) force. More importantly, Austin distinguishes five more general classes of utterance according to the illocutionary force. The detail is as follows: (1) Commisives, (2) Verdictives, (3) Behabitives, (4) Expositives, and (5) Exercitives.

c) Perlocutionary Act

Perlocutionary act is the effect of an utterance. It is what people bring about or achieve by saying something such as to get h to know, get h to do something, get h to expect something, show pleasant and pleasant feeling and praise (Austin, 1996: 108). For example, if someone shouts, “Fire!” and by that act causes people to exit a building which they believe to be on fire, they have performed the perlocutionary act of getting h to exit the building.<sup>10</sup>

### 3. Speech Communities

A speech community is defined as a community sharing a knowledge of the rules for the conduct and interpretation of

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<sup>10</sup>J. L. Austin, *How to Do Things with Words*, (Oxford: The Clarendon Press, 1962), p. 101-108.



speech. Such sharing consists of knowledge of at least one form of speech and knowledge also of its pattern of use. Bolinger (1975) points to a great diversity of speech communities: “There is no limit to the ways in which human beings league themselves together for self-identification, security, gain, amusement, worship, or any of the other purposes that are held in common; consequently there is no limit to the number and variety of speech communities that are to be found in society” (p. 333). The perspective of shifting, overlapping, intersecting, and complementing identities is particularly suited to the characterization of multilingual speech communities. In the case of monolinguals, the norms may establish when to speak or interrupt a speaker, how to compliment or thank someone, how to request something politely, and so on. In the case of multilinguals, the norms will include all above, plus considerations such as which language to use on what occasion and with whom.<sup>11</sup>

#### **4. Compliment**

Wolfson defines that compliment uses to reinforce desired behavior. Compliment is considered to be a spontaneous expression of admiration and or approval. Since spontaneity, it is usually thought of as somehow linked with originally expression (1983:85-87). According to Tsui,

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<sup>11</sup>Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (New York: Cambridge University Press, 2012), p. 49.

compliment is the second subclass of an assessment in which the speaker makes a positive evaluation of the addressee him/herself (1994:145).

In general compliments are divided into two parts, namely; Head Act (HA) is the nucleus of the utterance which determines compliment, and Supportive Moves (SM), is an utterance which initiates and ends a compliment. A core of utterance (HA) is the minimal unit used to directly express compliment. In the corpus, the head act also appear either as a single head act, multiple head act and even triple head act. Supportive moves that initiate compliments usually consists of interjections such as (wow, wonderful, oh, etc), greeting (hi, hello, etc), address terms (sir, my dear, bro, etc), exclamatory/ surprise, questioning and so on. While supportive moves which ends compliment can be in the form of comment/ positive opinion, expression of surprise, etc.<sup>12</sup>

## **5. Compliment Topics**

According to Wolfson (1983: 90), the topics of compliments are divided into two major categories. They are topics of appearance and ability. On the other hand, the more recent research on compliment conducted by Sorahi and Nazemi (2013), stated that there are four topics or four

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<sup>12</sup>Andi Pujian Purnomo, "Compliments and Compliment Responses Used by English Teacher Association of Senior High School in Pacitan", *Thesis* (Surakarta: Post-Graduate Program of Muhammadiyah University of Surakarta, 2015), p. 5.

situational settings in compliment. They are appearance, possession, ability and character.<sup>13</sup> The explanations of each topic are as follow:

a. Topic of appearance

The topic of appearance usually deals with apparel, physical appearance. Moreover according to Cambridge Advanced Learner's Dictionary 3<sup>rd</sup> Edition (2008), it is also about the way a person or thing looks to other people. Here is the example:

Mark: Hi! You look great. I can't believe that's you.

Yuni: Thank you.<sup>14</sup>

b. Topic of possession

The topic of possession usually deals with material possessions. It focuses on something that owned or being carried by someone at any time. The example is as follows:

A: What a nice dress!

B: Thank you very much.<sup>15</sup>

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<sup>13</sup>Mohammad Amin Sorahi and Tahereh Beigom Nazemi, "A Cross-Cultural Study of the Use of Compliment Strategies among English and Persian Speakers", *Middle-East Journal of Scientific Research*, (Vol. 16, No. 9, 2013), p. 1293-1294.

<sup>14</sup>The Authors, *Buku Ajar Bahasa Inggris untuk SMA/SMK/MA/MAK 1A Kurikulum 2013*, (Jakarta: Kemendikbud, 2016), p. 21.

<sup>15</sup>E-book: The Authors, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1*, (Jakarta: Kemendikbud, 2014), p. 21.

c. Topic of ability

The topic of ability usually refers to skill, talent, personal qualities and taste. This topic is included general and specific-act ability. It is also defined in Cambridge Advanced Learner's Dictionary 3<sup>rd</sup> Edition (2008) as the physical or mental power or skill needed to do something. Below is the example:

Shinta: You sing like a singer. I'm sure you will get a very big applause.

Nuri: Thank you. That's very nice of you.<sup>16</sup>

d. Topic of character

The topic of character is synonymous with quality. It is the particular combination of qualities in a person that makes them different from others. The example is:

F: That was a great dinner. You must have spent all day cooking.

Y: Thanks. But it really only took an hour.<sup>17</sup>

In addition to those compliment topics, I also find that there are some functions of complimenting someone. The first function (Manes, 1983; Herbert, 1990) is to express admiration or approval of someone's work/ appearance/ taste. The second one is to establish/

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<sup>16</sup>The Authors, *Buku Ajar...*, p. 30.

<sup>17</sup>Bruce Tillitt and Mary Newton Bruder, *Speaking Naturally: Communication Skills in American English*, (New York: Cambridge University Press, 1999), p. 69.

confirm/ maintain solidarity (Manes&Wolfson, 1981; Wolfson, 1989). Then, complimenting someone is also aimed to soften replace greetings/ gratitude/ apologies/ congratulations (Wolfson, 1983, 1989). Moreover, its function is to soften face threatening act such as apologies, requests and criticism(Brown &Levinson, 1978; Wolfson, 1983). The last two functions of complimenting are to open and sustain conversation/ conversation strategy (Wolfson,1983; Billmyer, 1990; Dunham, 1992) and to reinforce desired behavior (Manes, 1983).<sup>18</sup>

## **6. Compliment Responses**

The main theory of compliment responses I used is from the framework of Tran (2007: 8). However, before Tran, there are previous researchers conducting the same study about compliment responses. In the next paragraph, I provide a brief description of compliment responses strategies from Pomerantz (1978), Herbert (1989) and Holmes (1986) compare to Tran's framework (2007).

Among the four researchers above, Pomerantz (1978) is the oldest. Pomerantz investigates the compliment responses in American English. It is almost similar with Herbert that

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<sup>18</sup>Andi Pujian Purnomo, "Compliments and Compliment Responses Used by English Teacher Association of Senior High School in Pacitan", *Thesis* (Surakarta: Post-Graduate Program of Muhammadiyah University of Surakarta, 2015), p. 8.

concerns on an observation of compliment responses types based on American and South African ethnographic data.<sup>19</sup> Compared to Tran's framework, Pomerantz's result study lies "in between-ness" of acceptances and agreements on the one hand and rejections and disagreements on the other hand. Pomerantz stated that American face two dilemma when responding compliments: they have to agree with the speaker or they have to avoid self-praise.<sup>20</sup> Thus, to capture this "in between-ness", Tran provides the best way in the form of continua which is connected each other and not separated. Tran's also focuses to investigate compliment responses between Australian English and Vietnamese.<sup>21</sup> However, I preferred to choose Tran's framework in my research certainly because of the closeness of the research object. Vietnamese is the same with Indonesian (include Javanese) that are located in South-East Asia. From the cultural side, Vietnam and Indonesia are influenced by eastern culture. Besides, Pomerantz (1978), Holmes (1986) and Herbert (1989) do not provide compliment responses types as Tran's framework does. Tran provides more

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<sup>19</sup>Andrea Golato, *Compliment and Compliment Responses: Grammatical Structure and Sequential Organization*, (Philadelphia: John Benjamins Publishing Company, 2005), p.169.

<sup>20</sup>Deuis Sugaryamah, "The Study of Compliment Responses of Indonesian Young Adults and Teenagers", *Al-Tsaqafa Journal*, (Vol. 10, No. 1, 2013), p. 2.

<sup>21</sup>Giao Quynh Tran, "Replying to Compliments in English and Vietnamese", *The International Journal of Language Society and Culture*, (No. 30, 2010), p. 104-108, Available at: <http://www.educ.utas.edu.au/users/tle/JOURNAL/>.

variations in compliment responses types. Moreover, Tran's framework of compliment responses is the most recent study among others. That is why I totally believe that Tran's framework is the most suitable framework for my own research.

In his framework, Tran distinguishes 15 types of compliment responses which are divided into two kinds of continua they are the acceptance to denial continuum and the avoidance continuum.<sup>22</sup> These 15 types are paraphrased as follow:

1. The acceptance to denial continuum

a) Compliment upgrade

The complementee agrees with and increases the complimentary force/praise force/compliment assertion.

Chandra: That's a very beautiful handicraft. I'm sure you will win the national competition.

Rania: Thank you. I hope so too.<sup>23</sup>

b) Agreement

The complementee agrees with the complimentary force/praise force/compliment assertion probably by providing a response which

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<sup>22</sup>Giao Quynh Tran, "Replying to Compliments in English and Vietnamese", *The International Journal of Language Society and Culture*, (No. 30, 2010), p. 108, Available at: <http://www.educ.utas.edu.au/users/tle/JOURNAL/>.

<sup>23</sup>The Authors, *Buku Ajar* ..., p. 30.

is “semantically fitted to the compliment” (Herbert, 1989: 12).

A: Hey you’re looking really well today.

B: Yeah, I’m happy to say that that’s correct.Heh heh heh.

c) Agreement token

The complimentee may agree with the compliment assertion with a simple “Yes” or “Yeah”. An agreement token is classified as an agreement whether it occurs in a full agreement (e.g. “Yes, I think so, too”) or in isolation (e.g. “Yes” occurring by itself in a Compliment Responses).

A: It’s really stylish.

B: Yeah.

d) Appreciation token

The complimentee recognizes the status of the other speaker’s previous utterance as a compliment and shows appreciation for it. The agreement token itself is not “semantically fitted to the specifics of that compliment” (Pomerantz, 1978: 83).

Marry : Your garden is beautiful, Donna.

Donna : Thank you.<sup>24</sup>

e) Return

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<sup>24</sup>Tillitt and Bruder, *Speaking Naturally...*, p. 67.



The complimentee reciprocates the act of complimenting by paying back the compliment to the complimenter.

Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

Rahmi : Thanks a lot. You've inspired me to do this.

f) Explanation/ Comment History

The complimentee impersonalizes the complimentary force/ compliment assertion by giving further information, which may frequently be irrelevant, about the object of the compliment.

Rahmi: Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta: Thanks a lot. My sister bought it for me last month.<sup>25</sup>

g) Reassignment

The complimentee redirects the praise offered by the complimenter to some third person or to something else (referent/credit shift).

A: You look good today.

B: Oh, thanks. It must be the jacket.

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<sup>25</sup>E-book: The Authors, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1*, (Jakarta: Kemendikbud, 2014), p. 19.

#### h) Non Idiomatic Response

The complimentee implies or would like to express that he/she does not agree with the compliment assertion. But this is done through the use of non-target-like responses.

A: I like your car. Cute looking car.

B: Uh. That's OK. (Intended meaning: It's just OK. Nothing special)

#### i) Compliment downgrade

The complimentee qualifies the praise force/compliment assertion, or downplays the object of the compliment.

Friend : Wow, this is really a nice place!

You : Aw, thanks, but it's really nothing great.<sup>26</sup>

#### j) Disagreement

The complimentee directly disagrees with the praise force/ compliment assertion. He/she asserts that the praise within the compliment is overdone or undue.

A: You're looking radiant.

B: Oh. No, I don't think so.

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<sup>26</sup>Tillitt and Bruder, *Speaking Naturally...*, p. 69.

k) Disagreement Token

The complimentee may disagree with the compliment assertion with a simple “No”. A disagreement token is classified as a disagreement whether it occurs in a full disagreement (e.g. “No, I don’t think so”) or in isolation (e.g. “No” occurring by itself).

A: Oh you’re looking well.

B: Uhm. No.

2. The avoidance continuum

a) Expressing gladness

The complimentee does not address the compliment assertion itself, which makes the response a type of avoidance, but expresses his/her gladness that the complimenter likes the object of the compliment.

M: Great job!

A: I’m glad you like it!<sup>27</sup>

b) Follow up question

The complimentee responds to the compliment with a question which elaborates the compliment assertion. It is equivocal whether this question is meant to fish for more compliments, or to gain

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<sup>27</sup>E-book: The Authors, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1*, (Jakarta: Kemendikbud, 2014), p. 21.

specific information about the worthiness of the object being complimented. In the data for this research project, the latter seems to be the case.

Alice : I just love your hair that way! Did you do it yourself?

Juanita : Oh, thanks. Yes, I did. Isn't yours a new cut, too?<sup>28</sup>

c) (Doubting) question

The complimentee responds to the compliment with a question which corresponds to the request for repetition and/or expansion of the compliment assertion. The question is ambiguous in terms of whether the complimentee intends it to provide repetition/expansion of the original assertion or to question the sincerity/motives of the complimenter.

A: (Referring to B's article published last week)  
Fantastic actually.

B: Really?

d) Opting out

*Opting out with laughter:* The complimentee responds to the compliment with mere laughter.

A: Oh, that's nice. How lovely! It's my favorite color. I wanna buy a blue car one day.

B: Heh heh.

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<sup>28</sup>Tillitt and Bruder, *Speaking Naturally...*, p. 69.

*Opting out with filler(s):* The complimentee just utters (some) filler(s) in response to the compliment.

A: I was just reading your paper, that paper you submitted to the journal the other day. It was really good.

B: Uhm.

*Opting out without anything / No Acknowledgement:* The complimentee does not respond to the compliment at all verbally or nonverbally probably because he/she does not hear the other speaker's previous utterance or is occupied with something else.

A: I read your article the other day, too. It was really good.

B: (Silence)

*Opting out with topic change:* The complimentee provides a response which cannot be understood as being linked to the compliment. He/she does not respond to the compliment itself but changes the topic to something else.

A: I like your lovely dress.

B: I heard that you (were) not well last time. So do you feel well now?

## 7. Language, Gender and Javanese Politeness

Related to language and gender, pragmatic stances, discourse markers and morphology will vary across gender. One of pragmatic domains which will arise many kinds of social distinctions is politeness. Brown (1980) explained that politeness is a special way of treating people, saying and doing things in such a way as to take into account the other's feelings. Brown and Levinson (1983) once noted that there is no special and easiest way to understand and quantify politeness. There are some devices and strategies which constitute politeness in particular culture. They are particles, intonation, irony, address forms, discourse strategies and so forth.<sup>29</sup>

Among the Javanese as the largest ethnic group in Indonesia and exist almost half of Indonesia's population, the politeness system will be found complicated and elaborate, with every utterance being marked for respect as it would be understood to control others and express authority (Smith-Hefner, 1988). In the Javanese society, men are considered to be more adept and skillful at using politeness forms. Meanwhile Javanese women are seen by men as less skillful in using politeness. Men argued that it is because they are too polite. In situations in which it is unclear which politeness forms to be applied, women tend to speak (choosing the more polite forms)

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<sup>29</sup>McKay and Hornberger, *Sociolinguistics and ...*, p. 251.

and men choose to be silent.<sup>30</sup> It is undeniable to see also that in responding to compliments, Javanese are influenced by socio-cultural context based on their cultural concepts (*andhap-asor*, *tata krama* and *tanggap ing sasmita*). Based on his research, Sukarno (2015: 92-95) stated that Javanese usually deliver compliments to their interlocutors to make the conversation more harmonious and to respond to compliments they often use self-denigration which is different with American who tends to avoid to be humble or doing such self-denigration. Finally, the notion of politeness plays essential role in the realization of speech acts (utterances and verbal communication) among Javanese, included responding to compliments.<sup>31</sup>

## **B. Previous Research**

This research is focused on speech act behavior in responding compliments. There are some thesis and journals from other researchers which were relevant to my research. The focuses are varies based on each topics. Deciding to choose them is not only because of the similarities but also because of some differences on them compared to my own research. The main research thesis is written by Al Fatah (2011) that studied compliment responses used by students of English Department of Semarang State University. This research aimed to find out how the students of English Department

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<sup>30</sup>McKay and Hornberger, *Sociolinguistics and...*, p. 252.

<sup>31</sup>Sukarno, "Politeness Strategies in Responding to Compliments in Javanese", *Indonesian Journal of Applied Linguistics*, (Vol. 4, No. 2, 2015), p. 91-95.

respond to compliment, and to find out how their responses to compliment are realized. The data were collected by giving Discourse Completion Test (DCT) with 10 scenarios or questions inside to the students of English Department of Semarang State University. The writer categorized the students into three groups from 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> semesters. All of scenarios were designed in English and participants were expected to respond also in English. The writer used Compliment Response Framework by Tran (2007) to identify the classification of compliment responses. The result showed that there were no two types of compliment responses offered by Tran's framework which were realized by participants, they were non idiomatic response and disagreement token. Most participants responded compliment with the expression of "Thank you", "Thanks a lot", "Thanks so much", "Thanks a million", "Thanks a bunch", etc.<sup>32</sup> The similarity to the research above, I also concerned on compliment responses used by EFL learners. But specifically, I focused on Javanese EFL learners of only sixth semester students of English Language Education in my campus.

Another research journal entitled "*Politeness Strategies in Responding to Compliments in Javanese*" written by Sukarno had an aim to investigate the politeness strategy employed by Javanese to respond to compliments. The concepts of Javanese culture (*andhap*

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<sup>32</sup>Muhammad Husin Al Fatah, "Compliment Responses Used by Students of English Department of Semarang State University", *Thesis* (Semarang: Undergraduate Program of Semarang State University, 2011), p. 19-43.



*asor* and *tanggap ing sasmita*) were used as the must-reference to measure the politeness. Moreover, Soekarno examined how politeness was manifested and conveyed within the major framework of the Javanese culture among students-teachers and students-students which then showed the different social status among the interlocutors. He conducted his research by recording and note taking in order to elicit data. There were two types of data, formal dialogue and informal (casual) one. About 50 pairs of sentences were appeared in the dialogues. Then, the writer did analysis in every sentences contained delivering and responding to compliments only. Finally, based on the selection, there were only fifteen pairs of sentences from totally fifty pairs of sentences to be analyzed. The data gained also being transcribed and translated into English. To support the research, the writer used the politeness theory of Brown and Levinson (1987) and Grice (1981).<sup>33</sup> The similarity to the research above, I also concerned on the Javanese participants to respond compliments although in different part of Java. Yet, the focus of the research is different. The research above was mainly focused on the politeness strategy while Javanese were delivering and responding compliments in Javanese language. However I focused on the use of compliment responses among EFL learners in State Islamic University of Walisongo Semarang. So the used theory also became different. The main theory

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<sup>33</sup>Sukarno, "Politeness Strategies in Responding to Compliments in Javanese", *Indonesian Journal of Applied Linguistics*, (Vol. 4 No. 2, 2015), p. 91-101.

of Compliment Responses strategy offered by Tran was used in my research.

More comparisons also come from a research journal written by Sorahi and Nazemi in 2013. This journal aimed to find the strategies used in compliment responses employed by native English and Persian speakers. This research was conducted through a comparison between the data the researcher gained from Persian speakers and the data proposed by Tang and Zhang (2009) that had done a contrastive study among Australian English and Mandarin Chinese speakers. It purposed to investigate the similarities and differences among the speakers of Australian English and Persian. A series of written discourse completion task with four situational settings (appearance, character, ability and possession) was given to 26 Iranian Persian university students. Then it was compared to 30 Australian English native speakers taken from Tang and Zhang's research. The existence of cultural differences in responding compliment then was being analyzed through the Holmes' taxonomy. Finally there were some differences although not significant found in these two speakers' Compliment Strategies.<sup>34</sup> Compared to their research, the similarity was found in concerning the compliment responses through the written DCT in the four topics. The object of my research was the same with the above research that is university students. However, I

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<sup>34</sup>Mohammad Amin Sorahi and Tahereh Beigom Nazemi, "A Cross-Cultural Study of the Use of Compliment Strategies among English and Persian Speakers", *Middle-East Journal of Scientific Research*, (Vol. 16, No. 9, 2013), p. 1292-1296.

focused on the English Language Education Department students only. The difference appeared in the research design which was comparative study versus descriptive qualitative study. Besides, the use of Tran's framework of Compliment Responses also became different with the use of Holmes' taxonomy in the above research.

The last research journal written by Tran (2007) is used to mainly understand Tran's research method and her framework in compliment responses as the result of the research. This Tran's research was a cross-cultural pragmatics research. Moreover it was a comparative study of compliment responses between Australian English and Vietnamese. There were two distinctive parts to conduct the research. They were in Australia and directly in Vietnam. The new methodology in eliciting data offered in this research. It was called Naturalized Role-Play by Tran. By using that new methodology, Tran divided the participants into role-play informants and role-play conductors. All naturalized role-plays were designed in two related situations and were audio-recorded. In data analysis, Tran analyzed both qualitatively and quantitatively. In qualitative analysis, Tran successfully resulted a new framework of Compliment Responses strategies. The framework consisted of two continua of Compliment Responses strategies: a continuum from acceptance to denial strategies and a continuum of avoidance strategies.<sup>35</sup> This Tran's research has a

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<sup>35</sup>Giao Quynh Tran, "Replying to Compliments in English and Vietnamese", *The International Journal of Language Society and Culture*, (No. 30, 2010), p. 104-130, Available at: <http://www.educ.utas.edu.au/users/tle/JOURNAL/>.

similarity in the use of the new framework of Compliment Responses strategies. Besides, I also concerned on compliment responses used by particular speakers from the home country which is Javanese. However it only focuses on EFL learners in State Islamic University of Walisongo Semarang. The differences found in the research design and the use of instruments in methodology. I conducted research in the form of qualitative descriptive study without conducting comparative study with English native speakers. The naturalized role-play created by Tran was not used in collecting data. Therefore, Discourse Completion Task was used to elicit data.

## CHAPTER III

### METHOD OF THE RESEARCH

In this third chapter, it is mainly concerned on research methodology which discusses the research approach, setting and time, source of data, scope of the study, data instrument, technique of data collection, validity and technique of data analysis.

#### **A. Research Approach**

This research concerns on responding compliments among Javanese EFL learners. Thus, to analyze the data of compliment responses employed by them, this research was designed in the form of descriptive qualitative study. Maxwell stated that the strength of qualitative research occurs primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather than the numbers.<sup>36</sup> Moreover, descriptive qualitative research mostly points out an interpretation, a clarity and a meaning given from an event and an object in order to keep a research on its track.<sup>37</sup> In accomplishing this research, the data were collected from the students of English Language Education then all responses toward the given compliments were classified in a table. To analyze the compliment responses, the researcher carefully identified them to Tran's Compliment Responses Framework. At last, description and interpretation were conducted.

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<sup>36</sup>Joseph Maxwell Alex, *Qualitative Research Design*, (London: SAGE Publication, 1996), p. 17.

<sup>37</sup>Sarbiran, *Metodologi Penelitian Kualitatif*, (Yogyakarta: MSI, 2001), p. 12.

## **B. Setting**

### **1. Place**

The direct source of data in natural environment is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. Selecting the right place is important because it would affect the result of the research. Thus the research was conducted in Sociolinguistics class of English Language Education in Walisongo State Islamic University (UIN) Semarang. It is located in Jl. Prof. Dr. Hamka km. 2 in campus 2, Ngaliyan, Semarang.

### **2. Time**

This research was conducted on April 2017 for three days in three classes. The students got Sociolinguistics subject at the time of the research. The first day was on Thursday, April 13 in A class. The second was on Monday, April 18 in B class and on Tuesday, April 19 was the last day for C class.

## **C. Source of Data**

The object of this research was the sixth semester students of English Language Education Department of Walisongo State Islamic University (UIN) Semarang in the academic year of 2016/2017. There were three classes of A, B, and C. The researcher entered to all three classes when the students had Sociolinguistics subject and gave the instrument data to be filled out. Because of the population of this research were 70 students, so all of them were the sample also.

#### **D. Scope of the Study**

The focus of this research is the use of compliment responses employed by Javanese EFL learners in State Islamic University (UIN) of Walisongo Semarang based on the given topics and gender.

#### **E. Instrument**

Discourse Completion Task was used as the research instrument in this research. It is a written role-play questionnaire consisted of a prompt and space for a response.<sup>38</sup> An instrument in the research influences the data which are obtained. Instrument means equipments for collecting the data using a method.<sup>39</sup> The DCT distributed to all three classes was provided in English. Participants were expected to give the written responses in English. There were eight scenarios in the DCT based on different situations and compliments which it would be responded by participants as they would say in the real situation. Before writing the responses, an instruction for participants to write their identities, such as name, age, gender and address was delivered. An address column was added in order to classify Javanese and Non-Javanese students.

#### **F. Technique of Data Collection**

This study of compliment responses is included into speech act studies. In collecting data either primary or supporting data, there are some methods or techniques that will be very important toward the

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<sup>38</sup>Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (New York: Cambridge University Press, 2012), p. 390.

<sup>39</sup>Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 227.

result of the research. According to Suharsimi Arikunto, there are five methods in data collection; interview, observation, test, questionnaire, and documentation.<sup>40</sup> Meanwhile, speech act studies also have various methods to collect the data. They are naturally occurring data, role play, discourse completion tasks, and verbal report interviews.<sup>41</sup> In this research, the data were collected through discourse completion task (DCT). The reason for choosing this instrument is that DCT is an effective device in gathering a large amount of data in a short time.<sup>42</sup> To support this research, the field research was conducted in order to gain a lot of information and data that are relevant with this study. In collecting data, these are the following steps:

1. Collecting data from the ELT Department students from the sixth semester. They were varied from A class, B class and C class. They were having a sociolinguistics class when this research was conducted. They were expected to write all compliment responses in and English.
2. Classifying data between male and female students.
3. Classifying data between Javanese and non-Javanese students based on the written address.
4. Identifying the compliment responses employed by students based on Tran's framework of Compliment Responses strategies.

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<sup>40</sup>Suharsimi Arikunto, *Prosedur Penelitian...*, p. 150.

<sup>41</sup>McKay and Hornberger, *Sociolinguistics and...*, p. 389.

<sup>42</sup>McKay and Hornberger, *Sociolinguistics and...*, p. 394.



5. Transferring data into table description.
6. Analyzing and interpreting data.

## **G. Validity**

This research was designed into a qualitative descriptive study. Most researchers of qualitative research use triangulation to check the validity of the collected data. Thus this research also used triangulation. Triangulation itself is included in the type of credibility instead of transferability, dependability and confirming ability.<sup>43</sup> Data credibility will be intended to prove data collected appropriately.

Besides triangulation, firstly the researcher increased the perseverance. Other ways to get credibility are prolong, checking member or peer discussion, checking the sufficient references, checking and crosschecking description against theoretical interpretations, and member check.

### **a. Increasing perseverance**

In this way, the researcher conducted this research accurately and continuously. By this way, data validity could be got definitely and systematically. In this case, the researcher checked, identified and analyzed the data. The researcher also read some references, research result, and documentation that concerned with this research. Then, it can be used to check the data whether it is true/believable or not.

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<sup>43</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 1991), p.108.

b. Triangulation

Triangulation of source was used in this research. There are four types of triangulation. They are triangulation of source, triangulation of method, triangulation of theory and triangulation of researcher (Lincoln & Guba, 1985; Patton, 1980).<sup>44</sup> The researcher chose to use triangulation from two kinds of sources. They came from four Javanese EFL learners and an overseas student from Indonesia who are conducting a post-graduate degree in Australia. Thus, the triangulation used was the combination of triangulation of source and triangulation of method. It provided various data sources based on the complexity of this research objectives. In this research, in-depth interviews with those two different sources was conducted. Some questions related to the research objectives were arranged.

**H. Technique of Data Analysis**

In this technique, the researcher analyzed the data gained from the provided DCT which had been distributed to the students of the sixth semester of English Language Education by using descriptive

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<sup>44</sup>Riyadi Santosa, "Metodologi Penelitian Linguistik/Pragmatik", *Prasasti (Pragmatik: Sastra dan Linguistik) National Seminar*, (Surakarta: Universitas Negeri Sebelas Maret, 2016), p. 26.

qualitative analysis. To analyze all data, the data analysis process offered by Seidel (1998) as quoted by Al Fatah (2011: 26) was used.<sup>45</sup>

Here are the steps included in Seidel data analysis process as follow:

**Step one : Noticing.** In this step, the researcher noticed all the results from the observation. Noticing here means also gathering documents. A note for every compliment responses from English Language Education students was made as well.

**Step two : Collecting.** In the collecting step, the data of compliment responses were sorted and shifted based on the classification of the eight scenarios in the DCT form.

**Step three : Thinking.** Through this step, the researcher examined all the results of the data collected. It is to know the compliment responses types employed by Javanese EFL learners based on Tran's framework (2007) and to analyze the differences between compliment responses employed by male students and another one from female students. In short, some descriptions and interpretations were done in this step.

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<sup>45</sup>Al Fatah, "Compliment Responses Used by Students of English Department of Semarang State University", *Thesis* (Semarang: Undergraduate Program of Semarang State University, 2011), p. 40-42.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, it is focused to analyze the data in order to answer the research questions. As stated in the first chapter, there are two goals of conducting this research. The first one is to find out types of compliment responses employed among Javanese EFL learners of English Language Education in Walisongo State Islamic University (UIN) based on the given topics. While the second goal is to understand the differences between male and female Javanese EFL learners in responding compliments. After collecting all the instrument data in the form of Discourse Completion Task (DCT) which were consisted of eight different situations, the researcher classified the compliment responses based on Tran's Compliment Responses Framework (2007) and discussed it in a description.

#### **A. Types of Compliment Responses Based on Topics**

Tran's Compliment Responses Framework (2007) divides compliment responses into fifteen types with two kinds of continua, the acceptance to denial continuum and the avoidance continuum. Here, in this research, most of students of English Language Education employed the compliment responses in line with Tran's framework. There was only one type of compliment responses which was not used by them. It was disagreement token. There were also 29 other responses which were not included in Tran's framework. Their responses were collected and distributed into the table of classification below based on each situation. There were eight situations with four

different topics (appearance, possession, ability and character). Thus, I designed each topic in two situations that commonly happened in college life.

**Table 4.1**  
**Classification of Compliment Responses**

<b>Types of CR</b>	<b>CR Employed by Students Based on Situations</b>								<b>Total</b>
	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>	<b>S8</b>	
1. CU		8	14	3	9	8	6	3	51 (9.10 %)
2. Ag	2	1	1	1	1	2	8	8	24 (4.28 %)
3. AgT				1				1	2(0.35 %)
4. ApT	58	24	21	1	39	34	17	13	207 (36.96 %)
5. Rt	4	5	17		6	6	1	1	40 (7.14 %)
6. CH		1			3	2	12	27	45 (8.03 %)
7. Rs					1	4	2		7(1.25 %)
8. NIR	1	6	8	12	1	3		2	33

									(5.89 %)
9. CD	3	11	3	12	1	2	3	6	41 (7.32 %)
10. Ds	1	3			3	1	1	5	14 (2.50 %)
11.DsT	-	-	-	-	-	-	-	-	-
<b>B. AvC</b>									
12. EG	1	6	2	20	3	5	5	2	44 (7.85 %)
13.FUQ			2	1	1		3		7(1.25 %)
14. DQ		2				1	2		5(0.89 %)
15. OO		1		1	1	2	4	2	11 (1.96 %)
<b>C. OR</b>		2	2	18	1		6		29 (5.17 %)
<b>Total</b>	70	70	70	70	70	70	70	70	560 (100 %)

Based on the eight situations provided in the DCT, there were 560 compliment responses from 70 Javanese EFL learners of English Language Education. They varied from Central Java Province (Semarang, Demak, Kendal, Batang, Kudus, Pati, Jepara, Rembang, Blora, Grobogan, Magelang, Sragen, Pemalang, Tegal, Barjarnegara, Wonosobo, Brebes) to East Java Province (Tuban). They had to write down their hometown or the place where they were from to conclude whether they were Javanese or non-Javanese. Meanwhile, the total female Javanese students who participated in this research were 55 students and 15 students for male. From them, a classification data shown in the table above was made. The most used continuum was found in the acceptance to denial continuum that there were 464 responses totally. Meanwhile the avoidance continuum contained 67 responses totally. The rest of 29 responses were included in other responses. The frequency of the result of each type was shown on the table above. To make a balance, there were two situations with specific compliments for each topic. The situations number 1 and 2 (S1 & S2) were for compliments about ability. The topic about character was placed on the situations number 3 and 4 (S3 & S4). Situations number 5 and 6 (S5 & S6) were about appearance and the seventh and the eighth situations (S7 & S8) were for topic of possession. The variation of compliment types for each topic is different with similar amount.

In order to show some of compliment responses types employed by students from fourteen types in line with Tran's framework and one

type of other response, the researcher had written some examples of compliment responses and described them briefly. The responses are in the italic words. The italic and underlined words are the focus point. A represents complimenter and B represents complimentee.

a. Compliment Upgrade

A: Hi! I couldn't stand during your incredible speech. Your pronunciation is the best. I wonder if you are a true native.

B: *I'm sorry but I'm lucky than you.*

In this example, the complimentee answered the above compliment by increasing the compliment assertion. The words *I'm lucky than you* indicated that the complimentee deserved to gain a compliment because he believed he was luckier (intended meaning=better) than the complimenter. Thus, the above response is included in the compliment upgrade type.

b. Agreement

A: Your presentation was really good. Well done! Make it better!

B: *Yes, thank you. I will be better.*

The complimenter said a compliment due to the complimentee's nice presentation. After saying a compliment, the complimenter also suggested the complimentee to be better in the next presentation. So that, to respond such compliment, the complimentee directly accepted the compliment with an agreement to be better in the next presentation. That is why this response is concluded to be the agreement type.



c. Agreement Token

A: Thank you very much. It's lighter now.

B: Yes, Mom.

This response was obviously included into the agreement token type. It is because the complimentee directly agreed with the compliment without giving another detail response.

d. Appreciation Token

A: Hmm.. You're great! Your study runs smoothly. Indeed you have an online shop. You will soon become a successful person. I'm sure!

B: Thank you so much.

The researcher directly included this response into the appreciation token type. The complimentee accepted the compliment by saying a gratitude that indicated an appreciation for the compliment given.

e. Return

A: Wow, you look so stunning today! Hmm..so fragrant!

B: *Thank you. You look beautiful too.*

The complimenter was amazed to see the amazing appearance of the complimentee. An appreciation token type was delivered as the first response to that compliment. But, the focus point came after that. The complimentee stated her/his compliment to the complimenter which means that she/he paid a compliment back. Thus return type is the most suitable response type.

f. Explanation/Comment History

A: Is it new? Wow, beautiful! It must be expensive.

B: *Thank you. This is from my relative. He gave me as a birthday gift.*

Different with the previous response type, in this response the complimentee told some things related to the object of the compliment which was a new hand watch. The complimentee explained where she/he got the hand watch and the reason why someone gave her/him the hand watch. The explanation/comment history type certainly becomes the most suitable response type.

g. Reassignment

A: Very cool! Unbelievable! You really did it!

B: *Yeah, it is because of our great teamwork. I love you, guys.*

In this response, the complimentee redirected the compliment given to a third person who helped her before and after the performance. *Our great teamwork* means that the complimentee surely wanted to thank them for the cooperation. Because of that redirection, I put this response into the reassignment type.

h. Non Idiomatic Response

A: Thank you very much. It's lighter now.

B: *It's OK, Mom.*

The complimentee of the above response actually wanted to say "It's OK. Nothing special." In short it was suitable with the non idiomatic response type.

i. Compliment Downgrade

A: This is the most sophisticated smartphone. I love the camera very much!

B: *Oh thank you. It's just a camera of a smartphone, not the original camera.*

The complimentee once accepted the compliment. But, he/she said an argument about the camera of the smartphone which was different from the original camera. So this response is included into the compliment downgrade type.

j. Disagreement

A: Wow, you look so stunning today! Hmm...so fragrant!

B: *Oh, I don't think so! I just feel like usual.*

This response was clearly included into disagreement type. The words *I don't think so* can directly indicate which type it was.

k. Expressing Gladness

A: Thank you very much. It's lighter now.

B: *Anytime, Ma'am. I'm glad to help you.*

The complimentee stated a gladness feeling toward the complimenter. Thus this response is included into expressing gladness type.

l. Follow Up Question

A: This is the most sophisticated smartphone. I love the camera very much!

B: *Do you want to buy it? So, you love selfie. Would you like to take a picture with me?*

In order to elaborate the compliment assertion, the complimentee expressed her/his response with saying question to the complimenter. This question is also part of compliment responses. So follow up question is the type of the above response.

m.     Doubting Question

A: This is the most sophisticated smartphone. I love the camera very much!

B: *Are you sure?*

The complimentee responded to compliment with a question which stated his/her uncertainty. The complimentee doubted the compliment given by the complimenter. Thus it is included in the type of doubting question.

n.     Opting Out

A: Hi! I couldn't stand during your incredible speech. Your pronunciation is the best. I wonder if you are a true native.

B: *Thank you for coming here today.*

Since there are some forms of opting out type, the response included in this type could be different between one another. In the above response, the opting out type is in the form of topic change. Because the complimentee didn't exactly accept the compliment but more gave an expression of another response which was not in line with the compliment.

o. Other Response

A: This is the most sophisticated smartphone. I love the camera very much!

B: Yes, so do I, but it's better if my smartphone is not only for selfie.

The above response was included into other responses type. Although the complimentee expressed an agreement in the beginning of the response, he/she then gave another response with *it's better if my smartphone is not only for selfie*. This response could be a suggestion toward the complimenter for not doing selfie anymore.

**1. Compliment Responses Used for the Topic of Ability**

The topic of ability was placed into the first and the second situations with two blank spaces for compliment responses that had to be filled out by students. In this topic, I arranged two conversations with different interlocutors. The first compliment was uttered by a Cross Cultural Understanding (CCU) lecturer. He paid a compliment to the students' presentation. Then, students were expected to encounter the suit responses. Then the second compliment I set between them as a friend. The situation was a friend of them delivered a compliment about their amazing pronunciation when they were joining an English speech contest. They had to answer the fit responses. Here are the two situations with the compliments given (S1 is the abbreviation of Situation 1, S2 is the

abbreviation of Situation 2, C is for Compliment and R is a space for Response):

**S1.**

You have completed a presentation in Cross Cultural Understanding class. Your lecture amazed to see your impressive performance. He then gives you a compliment.

C: Your presentation was really good. Well done! Make it better!

R: .....

**S2.**

You are joining an English speech contest held by a student community in your campus. After having performance on stage, a friend of yours is walking closer to you and says that your pronunciation is a native-like.

C: Hi! I couldn't stand during your incredible speech.

Your pronunciation is the best. I wonder I you are a true native.

R: .....

From those situations, it was found that there were 7 types of compliment responses in the first situation. On the other hand, I found 11 types with 2 other responses in the second situation. Both of two situations in the topic of ability, employed appreciation token as the most-used responses. It means that most students expressed their acceptance to those

kinds of compliments. The following table can explain the frequency of compliment responses types based on ability topic.

**Table 4.2**  
**Types of Compliment Responses for the Topic of Ability**

<b>TOPIC 1: ABILITY</b>			
<b>S1</b>		<b>S2</b>	
<b>CR Types</b>	<b>Total</b>	<b>CR Types</b>	<b>Total</b>
ApT	58 (10.35 %)	ApT	24 (4.28 %)
Rt	4 (0.71 %)	CD	11 (1.96 %)
CD	3 (0.53 %)	CU	8 (1.42 %)
Ag	2 (0.35 %)	NIR	6 (1.07 %)
NIR	1 (0.17 %)	EG	6 (1.07 %)
Ds	1 (0.17 %)	Rt	5 (0.89 %)
EG	1 (0.17 %)	Ds	3 (0.53 %)
		DQ	2 (0.35 %)
		Other Responses	2 (0.35 %)
		Ag	1 (0.17 %)

		CH	1 (0.17 %)
		OO	1 (0.17 %)

In order to make it clearer, the researcher tried to describe some examples of compliment responses in the S1 and S2 about ability which needed to be explained more. The responses are written in the italic words. The italic and underlined words are the focus point. A represents complimenter and B represents complimentee.

#### Situation 1

A: Your presentation was really good. Well done! Make it better!

B: *I just learn from the best, Sir. I still need to improve it.*  
*Thanks a lot, Sir.*

As a student, it is common for Javanese to add “..., Sir” or “..., Mom” to their teacher, in this case is their lecturer. That kind of addition is to show politeness to elder people, included lecturer. Moreover, the complimentee above used the compliment downgrade type. The complimentee first said that she learns from the best. It means that she can do an amazing presentation not only because her smartness but she also sees another who is better than her. Or she may have experience before that encourage her to do better. And it is convinced with the expression of *I still need to improve it* which means she downplays the compliment to her presentation.



### Situation 1

A: Your presentation was really good. Well done! Make it better!

B: *Thank you, I tried to do the best for my performance.*

In this second response, I included it into non idiomatic response type. Although there is an expression of appreciation token type, the next sentence is the center point. The complimentee responds with *I tried to do the best for my performance.* It means that her presentation is just OK, nothing special, because she had tried to do her best.

### Situation 2

A: Hi! I couldn't stand during your incredible speech.

Your pronunciation is the best. I wonder I you are a true native.

B: *Wkwkwk. Are you serious? Thank you in advance.*

Actually, there are three types that can be explained from the above response. The words of "Wkwkwk" is the same with "hehehe" in the opting out with smile type. "Are you serious?" is included in the doubting question type. But, both of them are beaten by the point of appreciation token in the end of the response. It's commonly happened around Javanese environment to have such kind of platitude (in Bahasa Indonesia is "*basabasi*") in a conversation. However, the complimentee actually accepts the compliment.

### Situation 2

A: Hi! I couldn't stand during your incredible speech.

Your pronunciation is the best. I wonder if you are a true native.

B: *Thanks a lot. We can do it if we have good preparation and spirit.*

In this response, complimentee expresses appreciation token at first. Yet the center point comes after that. He states that *We can do it if we have good preparation and spirit.* It means that what he has done in his speech is because he prepared it well and he also has spirit. His speech is just okay because of his effort. Thus, I included this response into non idiomatic response type.

## **2. Compliment Responses Used for the Topic of Character**

The second topic was about character. In the DCT, I also set this topic into two situations. I placed them into situation number 3 and situation number 4. This third compliment was delivered by a friend of students in campus. She/he complimented them because of their hard work in managing their study and running an online shop very well. Meanwhile, I arranged the fourth compliment in a situation of a lecturer of students was walking into their class bringing some books and looked heavy. They were expected to answer the compliments from her because they had helped her. (Note: S3= Situation 3, S4= Situation 4, C= Compliment and R= Response)

### **S3.**

Besides having a series of classes in campus, you are the owner of an online shop. Your wholehearted work makes it greater. You're really capable of managing your time without bothering your classes.

C: Hmm.. You're great! Your study runs smoothly.

Indeed you have an online shop. You will soon become a successful person. I'm sure!

R: .....

#### **S4.**

Your lecturer is walking to your class. She is bringing a lot of books and a big rucksack. While you are looking at her, your sympathy can't lie yourself. Then you help her to bring the books. Finally, she gives you a compliment.

C: Thank you. It's lighter now.

R: .....

From the above situations, I found 8 and 9 types for each. But, the situation number four was added with 18 other responses. And situation number three was added with only two other responses. The most commonly compliment responses used was appreciation token in the situation number 3. Yet in situation number 4, the students preferred to use the type of expressing gladness.

**Table 4.3**  
**Types of Compliment Responses for the Topic of Character**

<b>TOPIC 2: CHARACTER</b>			
<b>S3</b>		<b>S4</b>	
<b>CR Types</b>	<b>Total</b>	<b>CR Types</b>	<b>Total</b>
ApT	21 (3.75 %)	EG	20 (3.57 %)
Rt	17 (3.03 %)	Other Responses	18 (3.21 %)
CU	14 (2.50 %)	NIR	12 (2.14 %)
NIR	8 (1.42 %)	CD	12 (2.14 %)
CD	3 (0.53 %)	CU	3 (0.53 %)
EG	2 (0.35 %)	Ag	1 (0.17 %)
FUQ	2 (0.35 %)	AgT	1 (0.17 %)
Other Responses	2 (0.35 %)	ApT	1 (0.17 %)
Ag	1 (0.17 %)	FUQ	1 (0.17 %)
		OO	1 (0.17 %)

Here, I try to describe some of the responses. The responses are in the italic words. The italic and underlined words are the focus point. A represents complimenter and B represents complimentee.

Situation 3

A: Hmm.. You're great! Your study runs smoothly.

Indeed you have an online shop. You will soon become a successful person. I'm sure!

B: *Thank you, I am sure you will become a successful person too.*

In the beginning of the response, the complimentee says appreciation token type by saying thank you to the complimenter. But it was followed by a returning expression. This kind of paying compliment back from complimenter to the complimentee then included in return type. In conclusion, the response was in the type of return.

Situation 3

A: Hmm.. You're great! Your study runs smoothly.

Indeed you have an online shop. You will soon become a successful person. I'm sure!

B: *Amin Ya Allah! (= Amen)*

The above response was included in other responses type. I decided to conclude so because it totally didn't fit to Tran's framework. Such response may happen to respond to the hope from the complimenter by saying that the complimentee will

become a successful person. Moreover, in Javanese culture, it is common to say *Amen* to respond to something good in the future.

Situation 4

A: Thank you. It's lighter now.

B: *Don't mention it, Ma'am. It's my pleasure to help you.*

This response means that the complimentee expressed his gladness after the complimenter who was a lecturer, showed a compliment. There also occurred an addition of *Ma'am* which used to respect to his female lecturer. Thus, the above response was placed into expressing gladness type.

Situation 4

A: Thank you. It's lighter now.

B: *Yes, Ma'am. Glad to help you. Where will you go, Ma'am?*

Actually there also occurred the expression of gladness in the above response. It was shown with *(I'm) glad to help you*. But the focus point came after that. There was a question which followed it up. This question elaborated the given compliment. Then, the above response should be in follow up question type.

### **3. Compliment Responses Used for the Topic of Appearance**

The situation number 5 and number 6 were set also with 2 interlocutors, a lecturer and a friend. They were about appearance. The fifth situation is about a compliment uttered by a friend of students. Their friend told them that they looked

stunning with a dress or clothe they were wearing. Moreover, I made the number six situation between them and their speaking class lecturer. He/she made a compliment to their beautiful performance in a drama. Students were asked to fill out what they would say to response those compliments. I present the situation number 5 and number 6 below:

**S5.**

You look very well-dressed today. It makes you more beautiful (F=Female) / cooler (M= Male).

C: Wow, you look so stunning today! Hmm..so fragrant!

R: .....

**S6.**

In a speaking class, your lecturer asks you to perform a drama in a group. Your performance is amazing with a sweet make-up and a suitable outfit.

C: Very cool! Unbelievable! You really did it!

R: .....

I got more types in these two situations. There were 12 types for each of them. Furthermore, there was one more other response in the situation number 5. The very common compliment response employed by students was appreciation token, it occurred in both of S5 and S6. It is shown by a table in the following:

**Table 4.4**  
**Types of Compliment Responses**  
**for the Topic of Appearance**

<b>TOPIC 3: APPEARANCE</b>			
<b>S5</b>		<b>S6</b>	
<b>CR Types</b>	<b>Total</b>	<b>CR Types</b>	<b>Total</b>
ApT	39 (6.96 %)	ApT	34 (6.07 %)
CU	9 (1.60 %)	CU	8 (1.42%)
Rt	6 (1.07 %)	Rt	6 (1.07 %)
CH	3 (0.53 %)	EG	5 (0.89 %)
Ds	3 (0.53 %)	Rs	4 (0.71 %)
EG	3 (0.53 %)	NIR	3 (0.53 %)
Ag	1 (0.17 %)	Ag	2 (0.35 %)
Rs	1 (0.17 %)	CH	2 (0.35 %)
NIR	1 (0.17 %)	CD	2 (0.35 %)
CD	1 (0.17 %)	OO	2 (0.35 %)
FUQ	1 (0.17 %)	Ds	1 (0.17 %)



OO	1 (0.17 %)	DQ	1 (0.17 %)
Other Responses	1 (0.17 %)		

I try to give more description for some responses employed by students. I make the responses in the italic words. The italic and underlined words are the focus point. A represents complimenter and B represents complimentee. Here are the details for each situation in the topic of appearance.

#### Situation 5

A: Wow, you look so stunning today! Hmm..so fragrant!

B: *Of course. I spent 1 hour to dress up myself.*

Being someone more beautiful or cooler for particular moments could make others pay their compliment. It is also commonly happened in a college life. In this case, the complimenter said a compliment due to the wonderful appearance. A response occurred with an agreement at first. It was shown with *of course*. The complimentee agreed that her appearance was amazing on that day. She then gave more explanation related to it. She stated that it took one hour for her to have such amazing appearance. She accepted compliment with a comment history inside. Undoubtedly, I put her response into explanation or comment history type.

#### Situation 5

A: Wow, you look so stunning today! Hmm..so fragrant!

B: *(just smile)*

In this response, the complimentee didn't want to answer with a long response. It was only filled up with (just smile) response. Yet this response was fitted with one of the Tran's framework types. It was included in opting out with laughter where the complimentee responded with mere laughter.

Situation 6

A: Very cool! Unbelievable! You really did it!

B: *Thank you, Sir. It is about my group that worked hard to this performance.*

I included the above response into reassignment type. Certainly I had a reason for that. The complimentee firstly gave a gratitude by saying *thank you*. Then it was followed by such expression in italics and underlined. The complimentee redirected the compliment to the group. Everyone in the complimentee's group was as the third person in the conversation. Because of redirecting to the third person, thus it was included in reassignment type.

Situation 6

A: Very cool! Unbelievable! You really did it!

B: *Well, yeah. Thanks.*

The focus point in this response is in the beginning. It was clear enough that this response was agreement type response.

#### 4. Compliment Responses Used for the Topic of Possession

In the topic of possession in a compliment, I arranged two different situations in number 7 and 8. The seventh situation I asked students to give their response when their friend complimented their new smartphone with very awesome camera which was a gift from their father. Then, in the last situation, I wanted them to response a compliment from their friend because of having new hand watch that they got from a relative in their birthday. Their friend also wondered that the hand watch must be expensive. The seventh and eighth situations are as follow:

##### **S7.**

Your father gave you a smartphone with 20 MP camera because of your better achievement. Its camera attracts your classmates a lot. They do want to make a long line to have a “selfie”.

C: This is the most sophisticated smartphone. I love the camera very much!

R: .....

##### **S8.**

Your relative gave you a new hand watch as a birthday gift. There is one of your friends looking at your new hand watch. He directly says a compliment.

C: Is it new? Wow, beautiful! It must be expensive.

R: .....

Those two situations were designed with the same interlocutor, it was a friend or classmate. I found that mostly, students preferred to say appreciation token to answer the compliment in the situation number 7. Meanwhile, it was different in the last situation. The students commonly used explanation or comment history to give their response. The following is the table:

**Table 4.5**  
**Types of Compliment Responses**  
**for the Topic of Possession**

<b>TOPIC 4: POSSESSION</b>			
<b>S7</b>		<b>S8</b>	
<b>CR Types</b>	<b>Total</b>	<b>CR Types</b>	<b>Total</b>
ApT	17 (3.03 %)	CH	27 (4.82 %)
CH	12 (2.14 %)	ApT	13 (2.32 %)
Ag	8 (1.42 %)	Ag	8 (1.42 %)
CU	6 (1.07 %)	CD	6 (1.07 %)
Other Responses	6 (1.07 %)	Ds	5 (0.89 %)
EG	5 (0.89 %)	CU	3 (0.53 %)

OO	4 (0.71 %)	NIR	2 (0.35 %)
CD	3 (0.53 %)	EG	2 (0.35 %)
FUQ	3 (0.53 %)	OO	2 (0.35 %)
Rs	2 (0.35 %)	AgT	1 (0.17 %)
DQ	2 (0.35 %)	Rt	1 (0.17 %)
Rt	1 (0.17 %)		
Ds	1 (0.17 %)		

I write some explanations for some responses in the situation number 7 and situation number 8. I make the responses in the italic words. The italic and underlined words are the focus point. A represents complimenter and B representscomplimentee.

#### Situation 7

A: This is the most sophisticated smartphone. I love the camera very much!

B: *Of course. My phone is so expensive.*

In this response, the complimentee accepted the compliment given by the complimenter. Here, the complimentee also stated that the phone was so expensive. After agreeing with the compliment, the complimentee tried to increase the compliment assertion by telling more about the

price of the phone. So that it was clear to conclude the response into compliment upgrade type.

#### Situation 7

A: This is the most sophisticated smartphone. I love the camera very much!

B: *Thank you. It's never mind if you wanna use the camera for selfie. Let's take a picture together.*

Another way to respond to compliment employed by Javanese EFL learner was shown through the above response. Such response didn't belong to the Tran's framework. Although there was an expression of appreciation token type in the beginning, the focus point came in the end of the response. There was an invitation/request to respond to the compliment. The complimentee wanted to have a picture together with the complimenter. It was the same with inviting the complimenter. In conclusion, I put this response into other responses type, particularly invitation/request type.

#### Situation 8

A: Is it new? Wow, beautiful! It must be expensive.

B: *No. It doesn't like that.*

Beside agreement and agreement token, Tran's CR strategies also have disagreement and disagreement token. And the above response was included in disagreement type. The complimentee disagreed with the complimenter.

### Situation 8

A: Is it new? Wow, beautiful! It must be expensive.

B: *Really? So, do you wanna borrow it? No, you can't.*  
*Bye.*

Opting out type in Tran's framework has four specific types. Those are opting out with laughter (hehehe/smile), opting out with filler (uhm), opting out without anything/ no acknowledgment (silence) and opting out with topic change. In the above response, I found that the complimentee seemed to avoid the compliment given by the complimenter. The focus point came after the expression of doubting question. The complimentee made a question and also answered it herself. The complimentee tended to change the main topic in the conversation, which was a compliment to the hand watch. She even made a question and answered it also which were totally not in line with the topic. I put this response into opting out with topic change type.

After all, the most common compliment responses used by Javanese EFL learners is appreciation token. The expressions such as *"Thank you"*, *"Oh thanks"*, *"Thanks in advance"*, *"Thank you very much"*, *"Thanks for the compliment"* were frequently occurred in the four topics. However, in the topic of character, beside appreciation token, students also employed expressing gladness type. Their expressions of gladness were like *"It was a pleasure to hear*

*that”, “I’m happy with it”, “I’m delighted to hear that”, “I’m glad you adore it.”* Meanwhile, in the topic of possession, students were not only expressed appreciation token type but also expressed explanation or comment history type. The compliment responses by using explanation or comment history could be proved with some responses such as *“Thank you, I got it from my brother”, “Yeah, thanks. My father just gave it yesterday”, “Thank you, this is a gift for my birthday”, “Oh, thanks. It’s very precious for me because it was given by my beloved friend”, “My relative gave me a new hand watch as a birthday gift.”*

Furthermore, the least common compliment responses used by Javanese EFL learners based on the four topics was agreement token type. There were only two students who used expressions of *“Yes, Mom”* and *“Of course.”* As an information, agreement token and agreement types were slightly different. In this research, I found only 2 responses of agreement token type but there were 24 responses of agreement type. The responses were such as *“Well, yeah. Thanks”, “Yes, thank you”, “Yeah, you are right!”, “I think so.”*

Then, there were also other responses type which was not offered by Tran’s framework. I counted that there were 29 other responses occurred in the four topics. Students employed the responses like *“You’re welcome”, “Anytime”, “Amin Ya Allah!”, “If you want to borrow it, please”, “But, it’s better if*



*my smartphone is not only for selfie”, “Let’s take a picture together.”* Those other responses were varied for some goals. They were in the form of expressing gratitude, suggestion and invitation or request.

## **B. Compliment Responses Used Based on Gender**

In the second research problem, I wanted to understand the differences between male and female Javanese EFL learners in responding compliments, what the different types they are used based on their gender. Firstly, I classified the types of compliment responses in both male and female students. To make it clearer, here are the tables (the bold types are the top five):

**Table 4.6**  
**Types of Compliment Responses Used by**  
**Male Javanese EFL Learners**

<b>No.</b>	<b>Compliment Responses (CR) Types</b>	<b>Total Responses (Percentage)</b>
	A. The Acceptance to Denial Continuum	
1.	<b>Compliment Upgrade (CU)</b>	<b>21 (3.75 %)</b>
2.	Agreement (Ag)	8 (1.42 %)
3.	Agreement Token (AgT)	-

4.	<b>Appreciation Token (ApT)</b>	<b>31 (5.53 %)</b>
5.	<b>Return (Rt)</b>	<b>7 (1.25 %)</b>
6.	Explanation or Comment History (CH)	5 (0.89 %)
7.	Reassignment (Rs)	1 (0.17 %)
8.	<b>Non Idiomatic Response (NIR)</b>	<b>9 (1.60 %)</b>
9.	<b>Compliment Downgrade (CD)</b>	<b>12 (2.14 %)</b>
10.	Disagreement (Ds)	4 (0.71 %)
11.	Disagreement Token (DsT)	-
	<b>B. The Avoidance Continuum</b>	
12.	<b>Expressing Gladness (EG)</b>	<b>12 (2.14 %)</b>
13.	Follow Up Question (FUQ)	2 (0.35 %)
14.	Doubting Question (DQ)	3 (0.53 %)
15.	Opting Out (OO)	2 (0.35 %)
	<b>C. Other Responses</b>	<b>3 (0.53 %)</b>
<b>Total</b>		<b>120 (21.43 %)</b>

**Table 4.7**  
**Types of Compliment Responses Used by**  
**Female Javanese EFL Learners**

<b>No.</b>	<b>Compliment Responses (CR) Types</b>	<b>Total Responses (Percentage)</b>
	A. The Acceptance to Denial Continuum	
1.	<b>Compliment Upgrade (CU)</b>	<b>30 (5.35 %)</b>
2.	Agreement (Ag)	16 (2.85 %)
3.	Agreement Token (AgT)	2 (0.35 %)
4.	<b>Appreciation Token (ApT)</b>	<b>176 (31.42 %)</b>
5.	<b>Return (Rt)</b>	<b>33 (5.89 %)</b>
6.	<b>Explanation or Comment History (CH)</b>	<b>40 (7.14 %)</b>
7.	Reassignment (Rs)	6 (1.07 %)
8.	Non Idiomatic Response (NIR)	24 (4.28 %)
9.	Compliment Downgrade (CD)	29 (5.17 %)
10.	Disagreement (Ds)	10 (1.78 %)

11.	Disagreement Token (DsT)	-
	B. The Avoidance Continuum	
12.	<b>Expressing Gladness (EG)</b>	<b>32 (5.71 %)</b>
13.	Follow Up Question (FUQ)	5 (0.89 %)
14.	Doubting Question (DQ)	2 (0.35 %)
15.	Opting Out (OO)	9 (1.60 %)
	C. Other Responses	26 (4.64 %)
<b>Total</b>		<b>440 (78.57 %)</b>

### 1. Types of Compliment Responses Used by Male Javanese EFL Learners

I found five types of the most common compliment responses used by male Javanese EFL learners which were different from those in female. The top five compliment responses types were *appreciation token* as the first one, *compliment upgrade* in the second, *compliment downgrade* and *expressing gladness* in the third place, *non idiomatic response* as the fourth and *return* in the fifth place. Totally, there were 120 responses. From 15 male students who filled out the DCT, there were 13 types of compliment responses which fitted with

Tran's framework. 2 types which were not used or there was no male student responded, were agreement token and disagreement token. In this case, students preferred to use agreement or disagreement.

On the other hand, the least common compliment used by male students was reassignment type. There was only one response from one student responded with *"Thanks. (This is because) I sprayed much perfume on to my clothes"* in the topic of appearance. Other types which were included in the least common compliment responses used here were follow up question and opting out. There were two responses for both of them. In follow up question, male student responses were *"Do you want to buy it? So, you love selfie. Would you like to take a picture with me?"* in the topic of possession and *"Thanks. Do you really think so?"* in the character topic. Moreover, the opting out type employed by male students was opting out with laughter or smile *"(smiling)"* in the character topic and opting out with topic change *"If you really like this smartphone, don't forget to study hard to study hard. Don't play smartphone every time"* in the possession type. There were also three responses which were not included in Tran's framework, they were *"Amin Ya Allah!"*, *"You're very welcome"*, and *"You are welcome, Mom."*

## **2. Types of Compliment Responses Used by Female Javanese EFL Learners**

For female Javanese EFL learners, appreciation token was also the most favorite type to response to compliment. There were 176 responses of appreciation token type. Besides, other four types frequently used by female students were explanation or comment history (40 responses), return (33 responses), expressing gladness (32 responses) and compliment upgrade (30 responses). The total responses found from 55 female students were 440 responses. While male students employed 13 types of compliment responses based on Tran's framework, female students had more variation to response to compliment. There was only one type which was not included into Tran's framework, it was disagreement token type. Thus, there were 14 types of compliment responses. Moreover, they also used 26 other responses.

The least common compliment responses used by female students was totally different with those in male students. While male students employed few responses in reassignment with only one response, female students used a few responses in agreement token and doubting question with two responses for each. The responses included in agreement token were expressed with "*Yes, Mom*" and "*Of course*" in the character and possession topic. Yet the doubting question type was expressed with "*Really?*" in the topic of ability and possession.

Other two least common compliment responses types used by female students were follow up question with 5 responses totally and reassignment with 6 responses totally. Their follow up question responses were *“Yes, Ma’am. Glad to help you. Where will you go, Ma’am?”*, *“You love my camera but you don’t love me, how can?”*, *“Aaah...What do you say?”*, *“I got it from my father. Do you want to take a picture with my phone?”*, and *“How can of you to say so?”* While the reassignment were such as *“Yeah, it is because of our great teamwork”*, *“My father never disappointed me. I love it”*, and *“My father is the best giver!”* As I said before, there were also 26 other responses employed by female students. Here are the examples: *“You’re welcome”*, *“Anytime”*, *“Don’t make me shy, please!”*, *“Oh you’re kidding me”* and *“Later, we can take pictures together with this.”*

After understanding the compliments used based on gender, I also highlighted some differences related to the way to respond compliments between male and female Javanese EFL learners. The first point to be highlighted was female students tended to answer or respond to the compliment given in a longer response. Compared to those employed by male students, the female students’ responses used more words. Pay attention to the following example (C stands for Compliment; M stands for Male; F stands for Female):

C : Very cool! Unbelievable! You really did it!

M : *I always give all I have, Sir. Thanks.*

F : *I did it, Sir. Yeah, I can't believe that I can do my best. Oh My God, I must get the Oscar's Cup.*

It was obvious to see that although the compliment responses were in the same type (compliment upgrade type), both of them used different words to answer. The male student in the example above, increased the compliment given by saying shorter words and not really complicated like what it was said by the female student. She was not only increasing the compliment with a statement that she must get the Oscar's cup which was totally imaginative, but also firstly answered with an unbelievable expression to herself. However the male student directly said his readiness to give all he has to his lecturer. On the other hand, those two responses have a similarity. It occurred since the male and the female students gave their responses with the addition of *Sir*. Certainly it was referred to the lecturer who gave them a compliment. It showed that both of male and female students used a politeness strategy in responding compliment from elder people, especially lecturer.

The use of longer words from female students could cause the existence of another difference. Most of female students employed compliment responses with more details. Meanwhile, responding with straight to the point was found



among male students. To make it clearer, I show the example bellow.

C : Hmm.. You're great! Your study runs smoothly.  
Indeed you have an online shop. You will soon  
become a successful person. I'm sure!

M : *I hope you will become a successful person too.*

F : *So are you. Having a good time management is the  
key. Thanks by the way, dude. You will be a successful  
person also someday.*

Based on those two examples, I found that male preferred to directly respond the compliment with only one point he gave. Absolutely, his point was straightly related to the compliment topic. Yet, it was different to what was happened with the female's response. However, both of them have the same point to be highlighted. Both of them employed the return type. But the female student made more details. She explained the key for becoming a successful person, appreciated the compliment by saying *thanks* and gave a returning expression at the end of the response.

Beside the two differences I had explained above, another difference was discovered from variation of compliment responses type. From the table of frequency of compliment responses types used by male and also female students, it can be concluded that female students were more creative in responding compliments. They used more types compared to

male students. I come to this conclusion because female students used 14 types of Tran's framework. Yet male students used 13 types of it. There was no male student responded the compliments with agreement token type. Unlike them, there were 2 female students used agreement token type. Although agreement token type was slightly similar with agreement type, Tran had distinguished and separated them. These following were the agreement token type employed by two female students.

C : Thank you. It's lighter now.

F : *Yes, Mom.*

\*\*\*

C : Is it new? Wow, beautiful! It must be expensive.

F : *Of course.* (intended meaning: yeah)

### **C. Limitations of the Research**

I strongly realize that this research could not be perfect yet. There were many boundaries or restrictions in conducting this research. Therefore, the result of this research still needed more improvements to be better.

The first boundary came from the use of Discourse Completion Task as the main instrument to collect the data. I found that actually DCT was effective enough in collecting speech act data, in this case was compliment responses from many participants in a short time. On the other hand, I also realized that DCT had a limited power to tell the face expression or gesture of each student involved in this research.

The second boundary was from the responses employed by students. There were some problems occurred in this case. Firstly, students didn't read the whole situations on DCT thoroughly. They tended to more focus on the compliment. As a result, there were some responses used the wrong address forms. For example, the compliment was actually given by a friend of students. In realization, there were some students used *Sir/Mom* as the address form which should be used to address the elder people. Secondly, there were some responses which were totally same with one another. Then, another problem related to the compliment responses was the unclear grammatical structures. These grammatical errors occurred in several responses such as the use of the wrong tenses, the incorrect dictions and so forth. For the last problem related to the students' compliment responses was the difficulty in interpreting the responses based on the situations of each topic. It was happened because some responses consisted of more than one response type. They contained of 2, 3 or even more types. Thus, I had to be careful to decide the best response type, which type should the such responses be included.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the result of this research explained in the chapter 4, here there are some conclusions and suggestions. In conclusion part, the result of the research is concluded into some points. Meanwhile, in suggestion part, there are some suggestions that will be beneficial to conduct a better research related to the study of compliment responses.

#### A. CONCLUSION

The conclusion of this research is drawn based on the findings of the data analysis as the answers to the research questions. Here are the two conclusions as follow.

1. The Javanese EFL learners employed different amount of responses types in every topic. However, compliment topics also influenced students in responding compliments. In the topic of ability, they mostly used appreciation token type such as *Thank you very much, Sir; Thanks a lot, Sir; Thanks for the compliment; Thank you in advance*. In the topic of character, students mostly responded with appreciation token and expressing gladness like *Thank you; Thank you so much; Yes, Mom. With my pleasure; Anytime, Ma'am. It's always nice to help you.* While in the topic of appearance, appreciation token was also become the most frequently used, such as ***Really? Thank you; Oh... Thank you; Thanks so much.*** And in the topic of possession, students mostly used appreciation token and explanation/comment history like ***Thank you. I love it too;***

Oh, thanks for your compliment; Thank you, this smartphone was from my lovely father; Yeah, thanks. My father just gave it yesterday. In short, students or the Javanese EFL learners

used many variations in different situations and topics.

2. Based on the data, the responses of compliments employed by students are different based on the sex differences, between male and female students. There were three differences related to the ways to respond compliments between male and female students, they were (a) female students tended to answer or respond to the compliment given in a longer response compared to those employed by male students, (b) most of female students employed compliment responses with more details, while responding with straight to the point was found among male students and (c) female students were more creative in responding compliments because they used more types compared to male students. Beside the ways to respond to compliments between male and female students, the types of compliment responses were also different. Male students were most often used *appreciation token*, *compliment upgrade*, *compliment downgrade*, *expressing gladness*, and *non idiomatic response*. Female students mostly used appreciation token, explanation/comment history, return, expressing gladness and compliment upgrade.

## **B. SUGGESTION**

Based on the conclusions above, the following are some suggestions that would be beneficial.

1. For other researchers who plan to have a research related to compliment responses, the main instrument used not only by designing DCT but also using other instruments like natural occurring data and transcription based on a recording on daily conversations happened in particular situations and places. Natural occurring data and recording will be better to create the further research becomes more natural.
2. For Javanese EFL learners and lecturers in English Language Education department, this research would be a reminder for conducting a better environment of teaching and learning process. That learning a particular language needs a source which comes from not only the authentic source from native speakers but also from learners' surrounding.
3. For English teachers of the tenth grade of Senior High School, the variation in responding compliments should not be in acceptance responses types only. Furthermore, teacher can teach their students in school to respond to compliments with also avoidance responses types until denial responses types. The more students learn the variation of compliment responses, the more they will explore their own awareness in employing the better compliment responses.

## **C. CLOSING**

I truly realize that this research is still far from being perfect. Thus, some critics and suggestions will be very important to make this research better. Not only for me as the researcher, I hope that all critics and suggestions will also be beneficial for further research from other researchers. At last, I do hope that this research can be useful for all of us. Amen.

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## APPENDICES

### Appendix 1

#### Discourse Completion Task (DCT)

**Your name** :  
**Your age** :  
**Male/Female** :  
**Semester** :  
**Address** :

Dear participants, thank you very much for your involvement. I do appreciate your greatest help. Eight scenarios are described below in which you are expected to respond by writing your answers. Please write your responses as what you would say in real life situations.  
Note: **C** is for **Compliment** and **R** is for **Response**.

1. You have completed a presentation in Cross Cultural Understanding class. Your lecturer amazed to see your impressive performance. He then gives you a compliment.  
C: Your presentation was really good. Well done! Make it better!  
R:
2. You are joining an English speech contest held by a student community in your campus. After having performance on stage, a friend of yours is walking closer to you and says that your pronunciation is a native-like.  
C: Hi! I couldn't stand during your incredible speech. Your pronunciation is the best. I wonder if you are a true native.  
R:
3. Besides having a series of classes in campus, you are the owner of an online shop. Your wholehearted work makes it greater. You're really capable of managing your time without bothering your classes.

C: Hmm.. You're great! Your study runs smoothly. Indeed you have an online shop. You will soon become a successful person. I'm sure!

R:

4. Your lecturer is walking to your class. She is bringing a lot of books and a big rucksack. While you are looking at her, your sympathy can't lie yourself. Then you help her to bring the books. Finally she gives you a compliment.

C: Thank you very much. It's lighter now.

R:

5. You look very well-dressed today. It makes you more beautiful (F) / cooler (M).

C: Wow, you look so stunning today! Hmm.. so fragrant!

R:

6. In a speaking class, your lecturer asks you to perform a drama in a group. Your performance is amazing with a sweet make-up and a suitable outfit.

C: Very cool! Unbelievable! You really did it!

R:

7. Your father gave you a smartphone with 20 MP camera because of your better achievement. Its camera attracts your classmates a lot. They do want to make a long line to have a "selfie".

C: This is the most sophisticated smartphone. I love the camera very much!

R:

8. Your relative gave you a new hand watch as a birthday gift. There is one of your friends looking at your new hand watch. He directly says a compliment.

C: Is it new? Wow, beautiful! It must be expensive.

R:

## Appendix 2

### LIST OF SIXTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION

No.	Name	Address/City
<b>MALE</b>		
1.	Muhamad Aufiyan	Batang
2.	Zulfikar Boyke Wicaksono	Semarang
3.	Wahyu Budiarto	Semarang
4.	Husen	Rembang
5.	M. Farid Rizqi	Kendal
6.	Taufik Aziz	Demak
7.	Eko Riski A.	Jepara
8.	M. Khoirul Umam	Pati
9.	Afif Khoirudin	Kudus
10.	Raka Setya Himawan F. H.	Semarang
11.	Doni Saputro	Semarang
12.	Fauzi M. A.	Kudus
13.	Misbachul Farichin	Kendal
14.	Abdul Latif	Blora
15.	Lissiafik Khoirul Wafa	Kudus
<b>FEMALE</b>		
16.	Siti Maimunah	Sragen
17.	Ilma Amalina	Batang
18.	Ummi Mukhoyyaroh	Pati
19.	Layla Fatimatuz Zahroh	Pati
20.	Laili Hikmawati	Rembang
21.	Luthfia Nibrosi F.	Pemalang
22.	Nafi'un Ulfah	Grobogan
23.	Santi Kumalasari	Magelang
24.	Nur Rokimah	Jepara
25.	Siti Khoirul Mi'rojul Ulya	Tuban
26.	Afiyatun Nisa'	Tegal
27.	Kholifatul Khusna	Kendal
28.	Nihayatul Himmah	Pati

29.	Siti Zumrotul Khasanah	Grobogan
30.	Nurjannah	Banjarnegara
31.	Asmi Yuniati	Banjarnegara
32.	Lisani Islami	Grobogan
33.	Shinta Cornelia	Blora
34.	Bintang Shofiarizqi	Brebes
35.	Umi Kulsum	Demak
36.	Sofia Nur A.	Demak
37.	Kunti Farida R.	Kendal
38.	Novia Nurul Chasanah	Kudus
39.	Septika Dwi Hastuti	Pemalang
40.	Visa Nanda Charisma	Jepara
41.	Nur Zaidah	Kendal
42.	Kirana Devi K.	Semarang
43.	Fatma Rossa Erliana	Semarang
44.	Rizky Harmiyanti	Blora
45.	Saidah M. Lubab	Demak
46.	Ika Putriana Hari Chulsum	Semarang
47.	Maufurotun Nuha	Pati
48.	Linatus Syafa'atun	Pati
49.	Arum Septiowati	Kendal
50.	Ainiyatus Solihah	Rembang
51.	Rizka Umami	Jepara
52.	Tiara Nur Rahma	Kendal
53.	Dianni Firstsyanda	Demak
54.	Zulfa Nurul Mukarromah	Wonosobo
55.	Ulfatun Khasanah	Semarang
56.	Aisatul Maghfiroh	Jepara
57.	Hana Nabila	Semarang
58.	Ida Nursetia	Kendal
59.	Arina Manasikana	Magelang
60.	Ilvin Duroriyah	Kendal
61.	Khoirina Rahmawati	Demak
62.	Ulfa Maslachul A.	Demak
63.	Laila Nurul F.	Rembang
64.	Alifa Destiyasari	Semarang

65.	Marya Chibti	Kudus
66.	Annandhita Putri R.	Sragen
67.	Ani Puji Lestari	Demak
68.	Umi Nur Fadhilah	Demak
69.	Sopiyanah	Batang
70.	Duwi Ayu Arimbi	Sragen

## Appendix 3

### LIST OF STUDENTS' COMPLIMENT RESPONSES IN EACH TYPE

Types of Compliment Responses	Total Responses (Percentage)	Students' Compliment Responses
A. The Acceptance to Denial Continuum	464 (82.85 %)	
1. Compliment Upgrade (CU)	51 (9.10 %)	-I hope so. Thank you. -I'm sorry but I'm lucky than you. -Of course, I hope so. Thank you. -Thanks, I hope you also imitate me. -Thank you. I can't believe it. -Thank you. I can't believe it. -Thank you, I hope it too. -Thank you, but I can't believe it. -I hope also it. -Hahaha. Nice, I hope like that. -May be if you want, you can join with my online shop. -Just wish me that I can do that. -Thanks, I hope so. -Thank you. I hope that. -Yeah, I hope so. I really want to succeed in the future. Thanks! -Thank you. I hope so. -Thank you, may Allah always bless me. -Thank you, may Allah always bless me. -Thank you! I hope so. -Thank you so much and I hope so. -Thank you. I hope you will do like me too.



		<p>-I really hope so. Thanks.</p> <p>-Yeah, thank you. I don't expect if I can manage it well. Please pray for me.</p> <p>-You're welcome, Ma'am. If you need my help, I always ready, Ma'am.</p> <p>-Yeah, no problem. When you have difficulty, you can ask me and I will help you.</p> <p>-You are welcome, Mom. You may call me if you need (something).</p> <p>-Oh... Really? Thanks, it's what I look everyday!</p> <p>-Sure, because this is a new dress.</p> <p>-Yes, of course! Because this is new dress.</p> <p>-As always. Hehe.</p> <p>-Thank you. This is my new dress.</p> <p>-Thank you. It is my best dress.</p> <p>-Thanks! I want to have a good looking everyday just like today.</p> <p>-Thanks. I don't expect that you can say that.</p> <p>-Thanks. I just wear new clothes.</p> <p>-Yeah. Thanks, this day is very important for me. So I made this perfect.</p> <p>-I always give all I have, Sir. Thanks.</p> <p>-Thank you, Sir. I just do my best.</p> <p>-Thank you, my performance could be amazing because I practiced in earnest.</p> <p>-Thanks, Sir. I've prepared before to make an amazing performance.</p> <p>-Wow. It is wonderful.</p>
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		<p>-I did it, Sir. Yeah, I can't believe that I can do my best. Oh My God, I must get the Oscar's Cup.</p> <p>-Thanks. I do my best. I deserve to get it.</p> <p>-Yes, I wish you use that phone for good deed.</p> <p>-Awesome. Never lose your chance to take a picture. Thank you!</p> <p>-Of course. My phone is so expensive.</p> <p>-Really? Wah... Thank you. It is the greatest camera ever!</p> <p>-Yes, this camera is the expert for selfie. If you want to selfie, just borrow it.</p> <p>-Yes, I do. I think so. Thank you. This smarphone is from my father with 20 MP camera. It is so great.</p> <p>-Yes it is. My relative's gift is always expensive. More expensive than the world.</p> <p>-I hope you like it.</p> <p>-It's not only beautiful. This is the most beautiful watch I ever had. Of course this is very expensive. I think you can't buy something like this.</p>
2. Agreement (Ag)	24 (4.28 %)	<p>-Okay, I will make it better tomorrow.</p> <p>-Yes, thank you. I will be better.</p> <p>-Yes, thank you.</p> <p>-Yeah... Amen. I have to be a successful person.</p> <p>-Yes, you're welcome.</p> <p>-Yeah, you are right!</p>

		<p>-Yes, we nailed it! Thank you fans!</p> <p>-Well, yeah. Thanks.</p> <p>-I think so.</p> <p>-Me, too. I love the camera too.</p> <p>-Yeah, you may borrow it if you want.</p> <p>-Yes, I love it too.</p> <p>-Yes, I love it too.</p> <p>-I think so. Thank you!</p> <p>-Yes, I think so. I will take care of it.</p> <p>-Yes, I think so. I will take care of it.</p> <p>-Yups. It is a birthday gift. Yeah it's very expensive for me.</p> <p>-Yes of course, it depends on the user.</p> <p>-Yes. It's amazing.</p> <p>-Yes, it is. Thanks.</p> <p>-Yes, thank you!</p> <p>-Yes, it is. I like it very much.</p> <p>-Yes, thanks!</p> <p>-Yes, thank you very much.</p>
3. Agreement Token (AgT)	2 (0.35 %)	<p>-Yes, Mom.</p> <p>-Of course.</p>
4. Appreciation Token (ApT)	207 (36.96 %)	<p>-Thank you very much, Sir.</p> <p>-Thank you very much, Sir.</p> <p>-Wow. Thank you so much, Sir!</p> <p>-Thank you very much for your compliment.</p> <p>-Thanks for your compliment to me.</p> <p>-Thank you, Sir! I'll do my best.</p> <p>-Thanks a lot, Sir. I'll always try to be better.</p> <p>-Thanks so much, Sir.</p>

		<p>-Thank you, Sir. I will do it!</p> <p>-Thank you. I will be better!</p> <p>-Thanks a lot, Sir. I will do my best.</p> <p>-Thanks a lot, Sir.</p> <p>-Thank you. I will do better.</p> <p>-Thank you.</p> <p>-Thank you so much, Sir.</p> <p>-Thank you so much. I will do better.</p> <p>-Thanks so much and I'll do.</p> <p>-OK. Thank you so much, Sir.</p> <p>-Thank you, Sir. I'll make it more wonderful.</p> <p>-Thank you, Sir. Okay, I will do it better.</p> <p>-Thank you. I'll make it better.</p> <p>-Thank you, Sir. I will make it better than before.</p> <p>-Thank you.</p> <p>-Thanks for your compliment to me.</p> <p>-Thank you.</p> <p>-Thanks.</p> <p>-OK, Sir. Thank you. I will do my best.</p> <p>-Thank you very much. I'll try my best.</p> <p>-Thanks a lot.</p> <p>-Thank you!</p> <p>-Thank you so much.</p> <p>-Thank you, Sir.</p> <p>-Thank you, Sir.</p> <p>-Thank you, Sir. I will make it better.</p> <p>-Thank you for your compliment.</p> <p>-Thank you.</p> <p>-Thank you.</p>
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	<ul style="list-style-type: none"><li>-Thank you.</li><li>-Thank you, Sir.</li><li>-Thanks a lot, Mr.</li><li>-Thanks a lot, Mr.</li><li>-Thank you very much, Sir.</li><li>-Thank you very much, Sir.</li><li>-Thank you very much, Sir.</li><li>-Thank you.</li><li>-Thank you, Sir. I'll always do my best.</li><li>-Thank you very much.</li><li>-Thank you for your appreciation.</li><li>-Thank you. For the next, I promise I will make it better.</li><li>-Thank you. I will do better for the next presentation.</li><li>-Thanks, Sir. OK, I will be better in the future.</li><li>-Thank you so much.</li><li>-Thank you so much, Sir.</li><li>-Thank you very much.</li><li>-Thank you so much, Sir!</li><li>-Thank you, Sir.</li><li>-Thank you so much!</li><li>-Thank you for your appreciation.</li><li>-Thank you in advance.</li><li>-Thank you so much for your great appreciation.</li><li>-Haha.. Thank you.</li><li>-Oh really? Thanks a lot.</li><li>-Thank you.</li><li>-Thank you.</li><li>-Wow. Thank you.</li><li>-Oh thanks a lot.</li><li>-Hello! Thank you so much.</li><li>-Thank you.</li><li>-Thanks a lot!</li><li>-Thank you.</li></ul>
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		<ul style="list-style-type: none"><li>-Thank you.</li><li>-Thank you.</li><li>-Thank you.</li><li>-Thank you very much.</li><li>-Thanks a lot!</li><li>-Thanks for the compliment.</li><li>-Thank you.</li><li>-Thank you so much.</li><li>-Thank you.</li><li>-Thank you very much for your nice attention.</li><li>-Thank you so much</li><li>-Thank you!</li><li>-Thank you.</li><li>-Thank you.</li><li>-Thank you very much.</li><li>-Thank you so much for your compliment.</li><li>-Thank you.</li><li>-Thank you.</li><li>-Thank you very much.</li><li>-Thank you for your compliment.</li><li>-Thanks.</li><li>-Thank you.</li><li>-Thank you so much.</li><li>-Thank you for your support.</li><li>-Thank you for your support.</li><li>-Thanks in advance.</li><li>-Thanks a lot.</li><li>-Thank you for your compliment.</li><li>-Thank you so much.</li><li>-Thank you for your pray for me.</li><li>-Thank you for your support.</li><li>-Thank you.</li><li>-Thank you.</li><li>-Really? Thanks.</li><li>-Really? Thank you.</li><li>-Really? Thank you.</li></ul>
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		<p>             -Thanks.              -Thank you very much.              -Really? Thank you so much.              -Thank you.              -Wow. Really? Thank you.              -Thank you so much, Dear.              -Really? Thank you.              -Thank you.              -Oh, thank you very much.              -Oh, thank you very much.              -Thank you.              -Really? Thanks a lot.              -Oh, thank you.              -Thank you so much.              -Aww, thank you.              -Thanks for your compliment.              -Thank you.              -Oh... Thank you.              -Thank you.              -Thanks a lot.              -Thank you.              -Thank you.              -Thank you!              -Thank you.              -Thank you.              -Thank you for the compliment              -Really? Thank you.              -Thank you.              -Oh really? Thank you.              -Thank you very much.              -Thank you.              -Thank you for your compliment.              -Really? Thank you so much.              -Aww... Thank you.              -Thank you.              -Was that so? Thank you, Sir.              -Wow, really? Thank you so much.           </p>
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		<p>Really? Thank you.</p> <p>-Really? I am a bit nervous actually. Thanks for your compliment.</p> <p>-Really? Thank you for your appreciation.</p> <p>-Thanks for your kind words!</p> <p>-Thank you.</p> <p>-Thank you.</p> <p>-Thanks, Sir. I'll do better again.</p> <p>-Thanks a lot.</p> <p>-Thanks a lot, guys!</p> <p>-Thank you, Ma'am/Sir!</p> <p>-Thank you very much! I can't believe it!</p> <p>-Thanks so much.</p> <p>-Thank you so much.</p> <p>-Thanks.</p> <p>-Thanks.</p> <p>-Thank you.</p> <p>-Thank you.</p> <p>-Oh, thank you.</p> <p>-Thanks a lot, Mom.</p> <p>-Thanks a lot, Madam.</p> <p>-Thank you, Sir/Ma'am. I got your compliment.</p> <p>-Thank you very much!</p> <p>-Thank you so much.</p> <p>-Thank you.</p> <p>-Thank you, Sir.</p> <p>-Alhamdulillah. Thank you, Sir.</p> <p>-Thank you so much. I will do the best for the next performance.</p> <p>-Thank you very much.</p> <p>-Thank you vey much.</p> <p>-Thank you!</p> <p>-Thank you very much.</p> <p>-Really? Thanks a lot.</p>
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		<p>-Really? Thanks.</p> <p>-Oh, really? Thank you.</p> <p>-Thanks. I love it too.</p> <p>-Thanks and I love it too!</p> <p>-Thank you.</p> <p>-Thank you.</p> <p>-Thank you.</p> <p>-Thank you. I love it too.</p> <p>-Thank you. I love it too.</p> <p>-Really? Thanks a lot.</p> <p>-Really? Oh, thank you.</p> <p>-Thank you.</p> <p>-Thank you.</p> <p>-Thank you.</p> <p>-Oh, thanks for your compliment.</p> <p>-Thank you. It looks very beautiful.</p> <p>-Oh, yeah? Thank you.</p> <p>-Thanks by the way.</p> <p>-Thanks a lot.</p> <p>-I'm grateful. Thanks a lot.</p> <p>-Thanks!</p> <p>-Thank you.</p> <p>-Thank you.</p> <p>-Oh... Thank you.</p> <p>-Oh, thank you.</p> <p>-Thank you for your compliment.</p> <p>-Thank you for your compliment.</p> <p>-Thank you.</p> <p>-Thank you.</p>
5. Return (Rt)	40 (7.14 %)	<p>-Thanks, Sir. It's very kind of you.</p> <p>-Thank you. I can't do without your guidance, Sir.</p> <p>-Thank you! You give me courage.</p> <p>-Thank you for the compliment.</p> <p>For the next day, I will be better</p>

		<p>when I do my presentation. It really makes me fight to study.</p> <p>-Oh thanks. You're really something.</p> <p>-You are really something. Thanks a lot yeah.</p> <p>-Oh thanks, friend. You are the best too for me.</p> <p>-Oh yeah? Thanks, friend. You are the best too.</p> <p>-Thank you. It sounds good to motivate me to improve the pronunciation to be the best.</p> <p>-It's unbelievable, thank you. You always lift me up!</p> <p>-I hope you will become a successful person too.</p> <p>-So do you.</p> <p>-So are you. Having a good time management is the key. Thanks by the way, dude. You will be a successful person also someday.</p> <p>-Thanks a lot. I appreciate your support.</p> <p>-Thank you. I hope the best for you too.</p> <p>-Thank you, I am sure you will become a successful person too.</p> <p>-Thanks for your good wish for me. Hopefully we can be a successful person together.</p> <p>-Thank you. I think not only me. We will soon become a successful person.</p> <p>-Thanks for your praying. I hope you so.</p> <p>-Thank you for your praying. I hope you so.</p>
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		<p>-It's very kind of you to say that.</p> <p>-It's very kind of you to say that.</p> <p>-Thank you, how kind of you to say so.</p> <p>-The same praying for you, too.</p> <p>-Thank you, I wish you become a successful person, too.</p> <p>-Oh thank you, I think you can do it too.</p> <p>-That's nice of you to say so. Thanks.-</p> <p>-Oh, thank you. So are you, you are very well-dressed today.</p> <p>-Thank you. You look beautiful too.</p> <p>-Don't mention it. You're wonderful too.</p> <p>-Of course I am! It works with you too.</p> <p>-Of course I am! It works with you too.</p> <p>-Thank you! You just made my day!</p> <p>-Thanks a lot, Sir/Mom. It's because of you and all of my friends here.</p> <p>- Thank you. That's very kind of you.</p> <p>-Thank you, Sir. I just do based on your examples.</p> <p>-That's nice of you to say so, thank you!</p> <p>-Thank you my beloved lecturer. I'm nothing without your guidance.</p> <p>-Thank you. Your smartphone has a good camera too.</p> <p>-How kind of you to say so.</p>
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<p>6. Explanation/Comment History (CH)</p>	<p>45 (8.03 %)</p>	<p>-Thanks. I have learnt that in Pare.          -Of course. I spent 1 hour to dress up myself.          -Yeah absolutely, I prepared my dress last night.          -Really? Thank you. I bought new perfume yesterday.          -Thanks a lot, Ma'am. We believe result will never deny a hard work. We did totally and full of solidarity. Thanks for your really kind guidance, Ma'am.          -Thanks, Sir. It's because we work together and keep our connection.          -Thank you, this smartphone was from my lovely father.          -Of course! This is kind of great gift from my father. I am thankful for that.          -Yeah, thanks. My father just gave it yesterday.          -Really? My father bought it for me. I love that. The best gift ever for me. I love him.          -Oh thank you. My father gave me because of my better achievement.          -Yeah... Thank you. That is from my daddy.          -Thanks, guys! It is from my beloved father.          -Thanks. My father gave it to me as a present.          -Thank you! I just get it from my beloved father, hehe.          -Thanks. My father gave me that because of my better achievement.          -Thank you. This is a prize from my father. He appreciates a lot on</p>
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	<p>my achievement.</p> <p>-My father gave me this smartphone for my gift for my better achievement. Thanks for your compliment.</p> <p>-Yes. This is new. Thank you. This is a gift for my birthday.</p> <p>-Thank you. I got it from my brother.</p> <p>-Oh thanks. It's very precious for me because it was given by my beloved friend.</p> <p>-Yeah, my brother gave me. No, it is not. Everything you wear is beautiful when you think and admit it beautiful. Cost isn't everything at all. But thanks by the way.</p> <p>- Thanks a bunch. I don't know the price. It is from my relative. I really love this hand watch.</p> <p>- Yes, it is. Thank you but actually it is so cheap.</p> <p>- Yeah, this is my greatest birthday gift. Thank you.</p> <p>- Thank you. This is the gift from my beautiful sister.</p> <p>- Yes. I bought it from Australia.</p> <p>- That is. You must look at the brand. It is Daniel Wellington, man! You must be joking that this is not expensive.</p> <p>- Oh, thank you. My father gave it to me.</p> <p>- Oh, thank you. My father gave it to me.</p> <p>- Yes. My boyfriend gave me this watch. Thanks for your</p>
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		<p>compliment.</p> <ul style="list-style-type: none"> <li>- Yes, I got it from my best friend on my birthday. Thanks.</li> <li>- Ya! Thank you, I get it as a gift on my birthday.</li> <li>- Thank you. This is from my relative. He gave me as a birthday gift.</li> <li>- Thank you. But this is a birthday gift.</li> <li>- Yes, it is. My relative gave it to me. Thank you!</li> <li>- Yes, I think so, This is from my best friend and I very appreciate it.</li> <li>- Thank you. No, it's not expensive. I don't know the price because it's from my friend.</li> <li>- Thank you. I don't know the price because it is a birthday gift from my aunty.</li> <li>- Yes, this is from my family. Thanks.</li> <li>- Yes, it's my new hand watch. I didn't buy it by myself. It's my birthday gift.</li> <li>- Yeah, thank you. It is not too expensive because I just get it from my relative for my birthday gift.</li> <li>- Yes. I don't know. It is from my relative.</li> <li>- Thank you. It was given by someone special.</li> </ul>
7. Reassignment (Rs)	7 (1.25 %)	<ul style="list-style-type: none"> <li>-Thanks. I sprayed much perfume on to my clothes.</li> <li>-Yeah, it is because of our great teamwork. I love you, guys.</li> </ul>

		<p>-Thank you, Sir/Mom. It's because of our great cooperation.</p> <p>-Thanks. This is because your help to guide me. Then I can do my best performance today.</p> <p>-Thank you, Sir. It is about my group that worked hard to this performance.</p> <p>-My father is never disappointed me! I love it!</p> <p>-My father is the best giver!</p>
8. Non Idiomatic Response (NIR)	33 (5.89 %)	<p>-Thank you, I tried to do the best for my performance.</p> <p>-Seriously? No, I'm not like a native, you can do that also if you work harder.</p> <p>-Thanks a lot. We can do if we have good preparation and spirit.</p> <p>-Oh thank you, I'm happy to hear that. Actually I do my best.</p> <p>-Thank you, I have tried it hard.</p> <p>-Thank you, I have tried it hard.</p> <p>-Thank you, I learn to speak fluently very hard.</p> <p>-I must be able to manage my time well, and also I have to be focus to my study.</p> <p>-Thank you so much. It will come true if I believe in myself.</p> <p>-Amen. God's willing. You have to be spirit also.</p> <p>-Thanks, friend! I just take the opportunity in front of me and do it better.</p> <p>-Yeah, I just used my time as good as possible.</p> <p>-Thanks! I just have to be able to</p>

		<p>make them balance.</p> <p>-Thanks! I just have to be able to make them balance.</p> <p>-Thanks, dear. I have my own time management, so my business in online shop will not bother my classes. I managed it very well.</p> <p>-That's OK, Mom.</p> <p>-That's OK. It's always good to help each other.</p> <p>-That's my obligation.</p> <p>-Don't mention it, Mom. That is my obligatory to help you.</p> <p>-It's OK, Mom.</p> <p>-OK. No problem.</p> <p>-Don't mention it, Mom. We are created to help each other.</p> <p>-It's okay, Mrs.</p> <p>-You're welcome. Just take it easy.</p> <p>-You're welcome, Mom. It has been our duty to help someone.</p> <p>-Never mind, Mom. It's my obligation to help you.</p> <p>-You are welcome, Ma'am. This is my obligation.</p> <p>-Thank you. I didn't feel it, because I am wearing my clothes like usual. Hehe</p> <p>-Thanks a lot. We can do if we are discipline.</p> <p>-Thank you. I have prepared for a long time.</p> <p>-Thank you. I think process will never betray a result.</p> <p>-Of course. But it's gift for my birthday. Thank you!</p> <p>-It's just a watch.</p>
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<p>9. Compliment Downgrade (CD)</p>	<p>41 (7.32 %)</p>	<p>-Oh thanks, Sir. I'll make it better for next. I'm so sorry for all mistakes I made on my presentation.</p> <p>-I just learn from the best, Sir. I still need to improve it. Thanks a lot, Sir.</p> <p>-Thanks, Sir. I just try to do the best.</p> <p>-Thanks, buddy. I just do as good as I can.</p> <p>-Really? I just speak like usual.</p> <p>-Thanks in advance for your massive appreciation. I just learn from the best. I need more to improve it.</p> <p>-Oh, that is too much. All people can do that.</p> <p>-Oh thanks in advance. I just always try and try to improve my speaking skill until I can be like this. I'm sure that you can do like me, if you always try and speak in English.</p> <p>-Oh thanks! I just try my best. I didn't realize that I was like a true native.</p> <p>-Thanks, don't mention it.</p> <p>-Thank you so much but I was very nervous, I thought that I didn't do well.</p> <p>-Thank you so much, I thought I didn't do my best.</p> <p>-Thanks goodness. But I think it still needs more improvement.</p> <p>-You are overacting to me. My pronunciation still has many mistakes.</p>
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		<p>-Thank you. I just try to do everything well and suitable with my passion.</p> <p>-Thanks. But it is just a gift from God.</p> <p>-Thank you. It is not a big deal.</p> <p>-No problem, Ma'am.</p> <p>-No problem, Ma'am.</p> <p>-You're welcome. I just try to help.</p> <p>-You're welcome. I just want to help you.</p> <p>-Never mind, Mom. I just try to help you.</p> <p>-It doesn't matter, Ma'am.</p> <p>-It doesn't matter, Mom.</p> <p>-Just don't mention it, Mom.</p> <p>-Never mind, Miss.</p> <p>-Don't mention it, Miss.</p> <p>-Never mind.</p> <p>-You're welcome. It doesn't matter.</p> <p>-Oh, thank you. My appearance is as usual.</p> <p>-It is nothing.</p> <p>-Oh, it was nothing.</p> <p>-Thanks so much. We're still learning to improve it.</p> <p>-Oh thank you. It's just a camera of a smartphone, not the original camera.</p> <p>-The camera is the same with others.</p> <p>-Not at all, because I got this hand watch from my father.</p> <p>-Oh no, it is not as expensive as you think. But, thanks anyway.</p> <p>-Thanks. It's just a cheap watch.</p>
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		-It is nothing. -Oh, it was nothing. -Oh, you are so copious. This is just a gift from my relative.
10. Disagreement (Ds)	14 (2.50 %)	-Thank you, Sir. But I feel that my presentation was not good. -I don't think so. -Sure? But I don't think so. -Don't say like that. I have many mistakes with my pronunciation. -Hm... Thank you. I don't think so. -Oh, I don't think so! I just feel like usual. -Ah thanks. But I don't like it. -I don't believe it too. -If you really need this phone, I'll sell it to you. I don't like a stuff like this. -No, it is just imitation (not the original watch). I like the function than the price itself. -No, it's just a gift from my brother. -No, it's not. It just looks like expensive. -Oh, it's not! It's just a gift, girl! -No. It doesn't like that.
11. Disagreement Token (DsT)	--	--
B. The Avoidance Continuum	67 (11.96 %)	
12. Expressing Gladness (EG)	44 (7.85 %)	-Thanks a lot. It was a pleasure to hear that. -I appreciate it, Sir. Thanks. -Thanks for your compliment. I'm happy with it. -Thank you. It's a pleasure to hear

		<p>that.</p> <p>-Oh my God. Thank you then. I'm glad you enjoy it.</p> <p>-Really? I'm so glad to hear that.</p> <p>-I'm delighted to hear that.</p> <p>-It is such a pleasure to know. Thanks anyway.</p> <p>-Oh well thanks for your praying. I'm really glad to hear that</p> <p>-Anytime, Ma'am. It's always nice to help you.</p> <p>-You are welcome. I'm glad to help you.</p> <p>-With a pleasure.</p> <p>-I can say how pleased I am.</p> <p>-My pleasure, Mom!</p> <p>-Never mind, Mom. I am pleased to help you.</p> <p>-It's my pleasure to help you, Ma'am.</p> <p>-I'm delighted to hear that.</p> <p>-With my pleasure, Mom.</p> <p>-Oh, thanks. It is heaven on earth to know it.</p> <p>-I am so pleased to hear from you.</p> <p>-Thanks, I'm glad you like it.</p> <p>-Thank you, Sir. I'm glad to do it.</p> <p>-Thank you, Sir. I'm glad to do it.</p> <p>-Thanks. I'm glad you like it.</p> <p>-I can say how delighted I am.</p> <p>-Is it so? Thank you so much, it makes me happy.</p> <p>-Glad to hear that. Thanks.</p> <p>-Thank you. I'm glad you adore it.</p> <p>-I'm delighted to hear that.</p> <p>-Thanks. I'm happy to hear that.</p> <p>-Happy to hear that.</p> <p>-I am so happy if I can see your</p>
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		<p>smile and make you happy.</p> <p>-Not that too expensive. I'm so happy you love it.</p>
13. Follow Up Question (FUQ)	7 (1.25 %)	<p>-Thanks. Do you really think so?</p> <p>-How can of you to say so?</p> <p>-Yes, Ma'am. Glad to help you.</p> <p>Where will you go, Ma'am?</p> <p>-Do you want to buy it? So, you love selfie. Would you like to take a picture with me?</p> <p>-You love my came but you don't love me, how can?</p> <p>-I got it from my father. Do you want to take a picture with my phone?</p> <p>-Aaah.. What do you say?</p>
14. Doubting Question (DQ)	5 (0.89 %)	<p>-Really?</p> <p>-Really?</p> <p>-Are you sure?</p> <p>-Are you sure?</p> <p>-Really?</p>
15. Opting Out (OO)	11 (1.96 %)	<p>-Thank you for coming here today.</p> <p>-(smiling)</p> <p>-(just smile)</p> <p>-Hehe...</p> <p>-(smile)</p> <p>-If you really like this smartphone, don't forget to study hard, don't play smartphone every time.</p> <p>-Oh thank you so much. You must love me not my camera. Haha.</p> <p>-(silence)</p> <p>-Thanks. You can borrow my smartphone to selfie.</p> <p>-Really? So, do you wanna borrow it? No, you can't. Bye.</p>

		-(silence)
C. Other Responses	29 (0.51 %)	<ul style="list-style-type: none"> <li>-Oh you are kidding me.</li> <li>-You're kidding me.</li> <li>-Amin Ya Allah!</li> <li>-May Allah bless us.</li> <li>-You are welcome, Mom!</li> <li>-You're very welcome.</li> <li>-You're welcome.</li> <li>-Anytime.</li> <li>-You are welcome, Mom.</li> <li>-Oh, you are welcome.</li> <li>-Anytime, Mom.</li> <li>-You're welcome, Mom.</li> <li>-You are welcome, Mom.</li> <li>-You are welcome, Mom.</li> <li>-You're welcome, Ma'am.</li> <li>-You are welcome.</li> <li>-You are welcome.</li> <li>-(You are) Welcome.</li> <li>-You're welcome.</li> <li>-You're welcome, Mom.</li> <li>-You're welcome, Mrs.</li> <li>-You're welcome, Mom.</li> <li>-Don't make me shy, please!</li> <li>-Later we can take pictures together with this camera.</li> <li>-Yes, so do I, but it's better if my smartphone is not only for selfie.</li> <li>-OK. Let's take picture together.</li> <li>-If you want to borrow it, please.</li> <li>-Thank you. It's never mind if you wanna use the camera for selfie. Let's take a picture together.</li> <li>-Thank you. May be you must buy a smartphone like this.</li> </ul>

## Appendix 4

### LIST OF STUDENTS' COMPLIMENT RESPONSES IN EACH SITUATION

1. You have completed a presentation in Cross Cultural Understanding class. Your lecturer amazed to see your impressive performance. He then gives you a compliment. (ABILITY)

C: Your presentation was really good. Well done! Make it better!

Types of Responses	Students' Compliment Responses	
	Male	Female
<b>Appreciation Token</b>	Thank you very much, Sir.	Thanks a lot, Sir. I will do my best.
	Thank you very much, Sir.	Thanks a lot, Sir.
	Wow. Thank you so much, Sir!	Thank you. I will do better.
	Thank you very much for your compliment.	Thank you.
	Thanks for your compliment to me.	Thank you so much, Sir.
	Thank you, Sir! I'll do my best.	Thank you so much. I will do better.
	Thanks a lot, Sir. I'll always try to be better.	Thanks so much and I'll do.
	Thanks so much, Sir.	OK. Thank you so much, Sir.
	Thank you, Sir. I will do it!	Thank you, Sir. I'll make it more wonderful.
	Thank you. I will be better!	Thank you, Sir. Okay, I will do it better.

		Thank you. I'll make it better.
		Thank you, Sir. I will make it better than before.
		Thank you.
		Thanks for your compliment to me.
		Thank you.
		Thanks.
		OK, Sir. Thank you. I will do my best.
		Thank you very much. I'll try my best.
		Thanks a lot.
		Thank you!
		Thank you so much.
		Thank you, Sir.
		Thank you, Sir.
		Thank you, Sir. I will make it better.
		Thank you for your compliment.
		Thank you.
		Thank you.
		Thank you.
		Thank you, Sir.
		Thanks a lot, Mr.
		Thanks a lot, Mr.
		Thank you very much, Sir.
		Thank you very much, Sir.
		Thank you very much, Sir.
		Thank you.
		Thank you, Sir. I'll



		always do my best.
		Thank you very much.
		Thank you for your appreciation.
		Thank you. For the next, I promise I will make it better.
		Thank you. I will do better for the next presentation.
		Thanks, Sir. OK, I will be better in the future.
		Thank you so much.
		Thank you so much, Sir.
		Thank you very much.
		Thank you so much, Sir!
		Thank you, Sir.
<b>Return</b>	Thanks, Sir. It's very kind of you.	Thank you! You give me courage.
	Thank you. I can't do without your guidance, Sir.	Thank you for the compliment. For the next day, I will be better when I do my presentation. It really makes me fight to study.
<b>Compliment Downgrade</b>		Oh thanks, Sir. I'll make it better for next. I'm so sorry for all mistakes I made on my presentation.
		I just learn from the best, Sir. I still need to improve it. Thanks a lot, Sir.

		Thanks, Sir. I just try to do the best.
<b>Agreement</b>	Okay, I will make it better tomorrow.	
	Yes, thank you. I will be better.	
<b>Non Idiomatic Response</b>		Thank you, I tried to do the best for my performance.
<b>Disagreement</b>		Thank you, Sir. But I feel that my presentation was not good.
<b>Expressing Gladness</b>	Thanks a lot. It was a pleasure to hear that.	

2. You are joining an English speech contest held by a student community in your campus. After having performance on stage, a friend of yours is walking closer to you and says that your pronunciation is a native-like. (ABILITY)

C: Hi! I couldn't stand during your incredible speech. Your pronunciation is the best. I wonder if you are a true native.

<b>Types of Responses</b>	<b>Students' Compliment Responses</b>	
	<b>Male</b>	<b>Female</b>
<b>Appreciation Token</b>	Thank you so much!	Haha.. Thank you.
	Thank you for your appreciation.	Oh really? Thanks a lot.
	Thank you in advance.	Thank you.
	Thank you so much for your great appreciation.	Thank you.
		Wow. Thank you.
		Oh thanks a lot.
		Hello! Thank you so

		much.
		Thank you.
		Thanks a lot!
		Thank you.
		Thank you.
		Thank you.
		Thank you.
		Thank you very much.
		Thanks a lot!
		Thanks for the compliment.
		Thank you.
		Thank you so much.
		Thank you.
		Thank you very much for your nice attention.
<b>Compliment Downgrade</b>	Thanks, buddy. I just do as good as I can.	Thanks in advance for your massive appreciation. I just learn from the best. I need more to improve it.
	Really? I just speak like usual.	Oh, that is too much. All people can do that.
		Oh thanks in advance. I just always try and try to improve my speaking skill until I can be like this. I'm sure that you can do like me, if you always try and speak in English.
		Oh thanks! I just try my best. I didn't realize that I was like a true native.

		Thanks, don't mention it.
		Thank you so much but I was very nervous, I thought that I didn't do well.
		Thank you so much, I thought I didn't do my best.
		Thanks goodness. But I think it still needs more improvement.
		You are overacting to me. My pronunciation still has many mistakes.
<b>Compliment Upgrade</b>	I hope so. Thank you.	Thank you. I can't believe it.
	I'm sorry but I'm lucky than you.	Thank you. I can't believe it.
	Of course, I hope so. Thank you.	Thank you, I hope it too.
	Thanks, I hope you also imitate me.	Thank you, but I can't believe it.
<b>Non Idiomatic Response</b>	Seriously? No, I'm not like a native, you can do that also if you work harder.	Oh thank you, I'm happy to hear that. Actually I do my best.
	Thanks a lot. We can do if we have good preparation and spirit.	Thank you, I have tried it hard.
		Thank you, I have tried it hard.
		Thank you, I learn to speak fluently very hard.
<b>Expressing Gladness</b>	I appreciate it, Sir. Thanks.	Thank you. It's a pleasure to hear that.

	Thanks for your compliment. I'm happy with it.	Oh my God. Thank you then. I'm glad you enjoy it.
		Really? I'm so glad to hear that.
		I'm delighted to hear that.
<b>Return</b>		Oh thanks. You're really something.
		You are really something. Thanks a lot yeah.
		Oh thanks, friend. You are the best too for me.
		Oh yeah? Thanks, friend. You are the best too.
		Thank you. It sounds good to motivate me to improve the pronunciation to be the best.
<b>Disagreement</b>		I don't think so.
		Sure? But I don't think so.
		Don't say like that. I have many mistakes with my pronunciation.
<b>Doubting Question</b>	Really?	Really?
<b>Agreement</b>		Yes, thank you.
<b>Explanation/ Comment History</b>		Thanks. I have learnt that in Pare.
<b>Opting Out</b>		Thank you for coming here today.
<b>Other Responses</b>		Oh you are kidding me.

		You're kidding me.
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3. Besides having a series of classes in campus, you are the owner of an online shop. Your wholehearted work makes it greater. You're really capable of managing your time without bothering your classes.

C: Hmm.. You're great! Your study runs smoothly. Indeed you have an online shop. You will soon become a successful person. I'm sure!

Types of Responses	Students' Compliment Responses	
	Male	Female
Appreciation Token	Thank you so much.	Thank you.
	Thank you!	Thank you.
		Thank you very much.
		Thank you so much for your compliment.
		Thank you.
		Thank you.
		Thank you very much.
		Thank you for your compliment.
		Thanks.
		Thank you.
		Thank you so much.
		Thank you for your support.
		Thank you for your support.
		Thanks in advance.
		Thanks a lot.
		Thank you for your compliment.
		Thank you so much.
		Thank you for your

		pray for me.
		Thank you for your support.
<b>Return</b>	It's unbelievable, thank you. You always lift me up!	So are you. Having a good time management is the key. Thanks by the way, dude. You will be a successful person also someday.
	I hope you will become a successful person too.	Thanks a lot. I appreciate your support.
	So do you.	Thank you. I hope the best for you too.
		Thank you, I am sure you will become a successful person too.
		Thanks for your good wish for me. Hopefully we can be a successful person together.
		Thank you. I think not only me. We will soon become a successful person.
		Thanks for your praying. I hope you so.
		Thank you for your praying. I hope you so.
		It's very kind of you to say that.
		It's very kind of you to say that.
		Thank you, how kind of you to say so.
		The same praying for you, too.

		Thank you, I wish you become a successful person, too.
		Oh thank you, I think you can do it too.
<b>Compliment Upgrade</b>	I hope also it.	Yeah, I hope so. I really want to succeed in the future. Thanks!
	Hahaha. Nice, I hope like that. May be if you want, you can join with my online shop.	Thank you. I hope so.
	Just wish me that I can do that.	Thank you, may Allah always bless me.
	Thanks, I hope so.	Thank you, may Allah always bless me.
	Thank you. I hope that.	Thank you! I hope so.
		Thank you so much and I hope so.
		Thank you. I hope you will do like me too.
		I really hope so. Thanks.
		Yeah, thank you. I don't expect if I can manage it well. Please pray for me.
<b>Non Idiomatic Response</b>	I must be able to manage my time well, and also I have to be focus to my study.	Thank you so much. It will come true if I believe in myself.
		Amen. God's willing. You have to be spirit also.
		Thanks, friend! I just take the opportunity in front of me and do it



		better.
		Yeah, I just used my time as good as possible.
		Thanks! I just have to be able to make them balance.
		Thanks! I just have to be able to make them balance.
		Thanks, dear. I have my own time management, so my business in online shop will not bother my classes. I managed it very well.
<b>Compliment Downgrade</b>	Thank you. I just try to do everything well and suitable with my passion.	Thanks. But it is just a gift from God.
		Thank you. It is not a big deal.
<b>Expressing Gladness</b>	It is such a pleasure to know. Thanks anyway.	Oh well thanks for your praying. I'm really glad to hear that.
<b>Follow Up Question</b>	Thanks. Do you really think so?	How can of you to say so?
<b>Other Responses</b>	Amin Ya Allah!	May Allah bless us.
<b>Agreement</b>		Yeah... Amen. I have to be a successful person.

4. Your lecturer is walking to your class. She is bringing a lot of books and a big rucksack. While you are looking at her, your sympathy can't lie yourself. Then you help her to bring the books. Finally she gives you a compliment.  
C: Thank you very much. It's lighter now.

Types of Responses	Students' Compliment Responses	
	Male	Female
Expressing Gladness	Anytime, Ma'am. It's always nice to help you.	You're welcome, Mom. With pleasure.
	You are welcome. I'm glad to help you.	That's my pleasure.
	Don't mention it, Ma'am. It's my pleasure to help you.	Yes, Mom. With my pleasure.
	It's okay. I feel happy if I can help someone.	You're welcome. It's nice to help you, Mom.
		Anytime, Ma'am. I'm glad to help you.
		You're welcome. I like to do it.
		You're welcome. I like to do it.
		You are welcome. I'm glad to help you, Ma'am!
		You're welcome, Mom. It's glad to help you.
		With a pleasure.
		I can say how pleased I am.
		My pleasure, Mom!
		Never mind, Mom. I am pleased to help you.
		It's my pleasure to help you, Ma'am.
		I'm delighted to hear

		that.
		With my pleasure, Mom.
<b>Other Responses</b>	You are welcome, Mom!	You're welcome.
	You're very welcome.	Anytime.
		You are welcome, Mom.
		Oh, you are welcome.
		Anytime, Mom.
		You're welcome, Mom.
		You are welcome, Mom.
		You are welcome, Mom.
		You're welcome, Ma'am.
		You are welcome.
		You are welcome.
		(You are) Welcome.
		You're welcome.
		You're welcome, Mom.
		You're welcome, Mrs.
		You're welcome, Mom.
<b>Non Idiomatic Response</b>	That's OK, Mom.	That's my obligation.
	That's OK. It's always good to help each other.	Don't mention it, Mom. That is my obligatory to help you.
		It's OK, Mom.
		OK. No problem.

		Don't mention it, Mom. We are created to help each other.
		It's okay, Mrs.
		You're welcome. Just take it easy.
		You're welcome, Mom. It has been our duty to help someone.
		Never mind, Mom. It's my obligation to help you.
		You are welcome, Ma'am. This is my obligation.
<b>Compliment Downgrade</b>	No problem, Ma'am.	Never mind, Mom. I just try to help you.
	No problem, Ma'am.	It doesn't matter, Ma'am.
	You're welcome. I just try to help.	It doesn't matter, Mom.
	You're welcome. I just want to help you.	Just don't mention it, Mom.
		Never mind, Miss.
		Don't mention it, Miss.
		Never mind.
		You're welcome. It doesn't matter.
<b>Compliment Upgrade</b>	You're welcome, Ma'am. If you need my help, I always ready, Ma'am.	You are welcome, Mom. You may call me if you need (something).
	Yeah, no problem. When you have difficulty, you can	

	ask me and I will help you.	
<b>Agreement</b>		Yes, you're welcome.
<b>Agreement Token</b>		Yes, Mom.
<b>Appreciation Token</b>		Thank you.
<b>Follow Up Question</b>		Yes, Ma'am. Glad to help you. Where will you go, Ma'am?
<b>Opting Out</b>	(smiling)	

5. You look very well-dressed today. It makes you more beautiful (F) / cooler (M).

C: Wow, you look so stunning today! Hmm.. so fragrant!

Types of Responses	Students' Compliment Responses	
	Male	Female
<b>Appreciation Token</b>	Thank you.	Really? Thank you so much.
	Really? Thanks.	Thank you.
	Really? Thank you.	Thank you.
	Really? Thank you.	Wow. Really? Thank you.
	Thanks.	Thank you so much, Dear.
	Thank you very much.	Really? Thank you.
		Thank you.
		Oh, thank you very much.
		Oh, thank you very much.
		Thank you.
		Really? Thanks a lot.
		Oh, thank you.
		Thank you so much.
		Aww, thank you.
		Thanks for your

		compliment.
		Thank you.
		Oh... Thank you.
		Thank you.
		Thanks a lot.
		Thank you.
		Thank you.
		Thank you!
		Thank you.
		Thank you.
		Thank you for the compliment.
		Really? Thank you.
		Thank you.
		Oh really? Thank you.
		Thank you very much.
		Thank you.
		Thank you for your compliment.
		Really? Thank you so much.
		Aww... Thank you.
<b>Compliment Upgrade</b>	Oh... Really? Thanks, it's what I look everyday!	As always. Hehe.
	Sure, because this is a new dress.	Thank you. This is my new dress.
	Yes, of course! Because this is new dress.	Thank you. It is my best dress.
		Thanks! I want to have a good looking everyday just like today.
		Thanks. I don't

		expect that you can say that.
		Thanks. I just wear new clothes.
<b>Return</b>	That's nice of you to say so. Thanks.	Oh, thank you. So are you, you are very well-dressed today.
		Thank you. You look beautiful too.
		Don't mention it. You're wonderful too.
		Of course I am! It works with you too.
		Of course I am, it works with you too.
<b>Explanation/ Comment History</b>		Of course. I spent 1 hour to dress up myself.
		Yeah absolutely, I prepared my dress last night.
		Really? Thank you. I bought new perfume yesterday.
<b>Disagreement</b>		Hm... Thank you. I don't think so.
		Oh, I don't think so! I just feel like usual.
		Ah thanks. But I don't like it.
<b>Expressing Gladness</b>	Oh, thanks. It is heaven on earth to know it.	I am so pleased to hear from you.
		Thanks, I'm glad you like it.
<b>Agreement</b>	Yeah, you are right!	

<b>Reassignment</b>	Thanks. I sprayed much perfume on to my clothes.	
<b>Non Idiomatic Response</b>	Thank you. I didn't feel it, because I am wearing my clothes like usual. Hehe	
<b>Compliment Downgrade</b>	Oh, thank you. My appearance is as usual.	
<b>Follow Up Question</b>		Aaah... What do you say?
<b>Opting Out</b>		(just smile)
<b>Other Responses</b>		Don't make me shy, please!

6. In a speaking class, your lecturer asks you to perform a drama in a group. Your performance is amazing with a sweet make-up and a suitable outfit.

C: Very cool! Unbelievable! You really did it!

<b>Types of Responses</b>	<b>Students' Compliment Responses</b>	
	<b>Male</b>	<b>Female</b>
<b>Appreciation Token</b>	Thank you.	Thanks for your kind words!
	Was that so? Thank you, Sir.	Thank you.
	Wow, really? Thank you so much.	Thank you.
	Really? Thank you.	Thanks, Sir. I'll do better again.
	Really? I am a bit nervous actually. Thanks for your compliment.	Thanks a lot.
	Really? Thank you for your appreciation.	Thanks a lot, guys!



		Thank you, Ma'am/Sir!
		Thank you very much! I can't believe it!
		Thanks so much.
		Thank you so much.
		Thanks.
		Thanks.
		Thank you.
		Thank you.
		Oh, thank you.
		Thanks a lot, Mom.
		Thanks a lot, Madam.
		Thank you, Sir/Ma'am. I got your compliment.
		Thank you very much!
		Thank you so much.
		Thank you.
		Thank you, Sir.
		Alhamdulillah. Thank you, Sir.
		Thank you so much. I will do the best for the next performance.
		Thank you very much.
		Thank you very much.
		Thank you!
		Thank you very much.
<b>Compliment Upgrade</b>	Yeah. Thanks, this day is very important for me. So	Thanks, Sir. I've prepared before to make an amazing

	I made this perfect.	performance.
	I always give all I have, Sir. Thanks.	Wow. It is wonderful.
	Thank you, Sir. I just do my best.	I did it, Sir. Yeah, I can't believe that I can do my best. Oh My God, I must get the Oscar's Cup.
	Thank you, my performance could be amazing because I practiced in earnest.	Thanks. I do my best. I deserve to get it.
<b>Return</b>	Thank you! You just made my day!	Thanks a lot, Sir/Mom. It's because of you and all of my friends here.
		Thank you. That's very kind of you.
		Thank you, Sir. I just do based on your examples.
		That's nice of you to say so, thank you!
		Thank you my beloved lecturer. I'm nothing without your guidance.
<b>Expressing Gladness</b>		Thank you, Sir. I'm glad to do it.
		Thank you, Sir. I'm glad to do it.
		Thanks. I'm glad you like it.
		I can say how delighted I am.
		Is it so? Thank you so

		much, it makes me happy.
<b>Reassignment</b>		Yeah, it is because of our great teamwork. I love you, guys.
		Thank you, Sir/Mom. It's because of our great cooperation.
		Thanks. This is because your help to guide me. Then I can do my best performance today.
		Thank you, Sir. It is about my group that worked hard to this performance.
<b>Non Idiomatic Response</b>	Thanks a lot. We can do if we are discipline.	Thank you. I have prepared for a long time.
		Thank you. I think process will never betray a result.
<b>Agreement</b>	Yes, we nailed it! Thank you fans!	
	Well, yeah. Thanks.	
<b>Explanation/ Comment History</b>		Thanks a lot, Ma'am. We believe result will never deny a hard work. We did totally and full of solidarity. Thanks for your really kind guidance, Ma'am.
		Thanks, Sir. It's because we work together and keep our

		connection.
<b>Compliment Downgrade</b>		It is nothing.
		Oh, it was nothing.
<b>Opting Out</b>		Hehe...
		(smile)
<b>Disagreement</b>		I don't believe it too.
<b>Doubting Question</b>	Are you sure?	

7. Your father gave you a smartphone with 20 MP camera because of your better achievement. Its camera attracts your classmates a lot. They do want to make a long line to have a “selfie”.

C: This is the most sophisticated smartphone. I love the camera very much!

Types of Responses	Students' Compliment Responses	
	Male	Female
<b>Appreciation Token</b>		Really? Thanks a lot.
		Really? Thanks!
		Oh, really? Thank you.
		Thanks. I love it too.
		Thanks and I love it too!
		Thank you.
		Thank you.
		Thank you.
		Thank you. I love it too.
		Thank you. I love it too.
		Really? Thanks a lot.
		Really? Oh, thank you.
		Thank you.
		Thank you.
		Thank you.

		Oh, thanks for your compliment.
		Thank you. It looks very beautiful.
<b>Explanation/ Comment History</b>	Thank you, this smartphone was from my lovely father.	Really? My father bought it for me. I love that. The best gift ever for me. I love him.
	Of course! This is kind of great gift from my father. I am thankful for that.	Oh thank you. My father gave me because of my better achievement.
	Yeah, thanks. My father just gave it yesterday.	Yeah... Thank you. That is from my daddy.
		Thanks, guys! It is from my beloved father.
		Thanks. My father gave it to me as a present.
		Thank you! I just get it from my beloved father, hehe.
		Thanks. My father gave me that because of my better achievement.
		Thank you. This is a prize from my father. He appreciates a lot on my achievement.
		My father gave me this smartphone for my gift for my better achievement. Thanks

		for your compliment.
<b>Agreement</b>	I think so.	Yeah, you may borrow it if you want.
	Me, too. I love the camera too.	Yes, I love it too.
		Yes, I love it too.
		I think so. Thank you!
		Yes, I think so. I will take care of it.
		Yes, I think so. I will take care of it.
<b>Compliment Upgrade</b>	Yes, I wish you use that phone for good deed.	Of course. My phone is so expensive.
	Awesome. Never lose your chance to take a picture. Thank you!	Really? Wah... Thank you. It is the greatest camera ever!
		Yes, this camera is the expert for selfie. If you want to selfie, just borrow it.
		Yes, I do. I think so. Thank you. This smarphone is from my father with 20 MP camera. It is so great.
<b>Other Responses</b>		Later we can take pictures together with this camera.
		Yes, so do I, but it's better if my smartphone is not only for selfie.

		OK. Let's take picture together.
		If you want to borrow it, please.
		Thank you. It's never mind if you wanna use the camera for selfie. Let's take a picture together.
		Thank you. May be you must buy a smartphone like this.
<b>Expressing Gladness</b>	Glad to hear that. Thanks.	I'm delighted to hear that.
	Thank you. I'm glad you adore it.	Thanks. I'm happy to hear that.
		Happy to hear that.
<b>Opting Out</b>	If you really like this smartphone, don't forget to study hard, don't play smartphone every time.	Oh thank you so much. You must love me not my camera. Haha.
		(silence)
		Thanks. You can borrow my smartphone to selfie.
<b>Compliment Downgrade</b>	Thanks so much. We're still learning to improve it.	The camera is the same with others.
	Oh thank you. It's just a camera of a smartphone, not the original camera.	
<b>Follow Up Question</b>	Do you want to buy it? So, you love selfie. Would you	You love my came but you don't love me, how can?

	like to take a picture with me?	
		I got it from my father. Do you want to take a picture with my phone?
<b>Reassignment</b>		My father is never disappointed me! I love it!
		My father is the best giver.
<b>Doubting Question</b>	Are you sure?	Really?
<b>Return</b>		Thank you. Your smartphone has a good camera too.
<b>Disagreement</b>	If you really need this phone, I'll sell it to you. I don't like a stuff like this.	

8. Your relative gave you a new hand watch as a birthday gift.  
There is one of your friends looking at your new hand watch.  
He directly says a compliment.  
C: Is it new? Wow, beautiful! It must be expensive.

<b>Types of Responses</b>	<b>Students' Compliment Responses</b>	
	<b>Male</b>	<b>Female</b>
<b>Explanation/ Comment History</b>	Yes. This is new. Thank you. This is a gift for my birthday.	Oh thanks. It's very precious for me because it was given by my beloved friend.
	Thank you. I got it from my brother.	Yeah, my brother gave me. No, it is not. Everything you wear is beautiful when you think and admit it beautiful.



		Cost isn't everything at all. But thanks by the way.
		Thanks a bunch. I don't know the price. It is from my relative. I really love this hand watch.
		Yes, it is. Thank you but actually it is so cheap.
		Yeah, this is my greatest birthday gift. Thank you.
		Thank you. This is the gift from my beautiful sister.
		Yes. I bought it from Australia.
		That is. You must look at the brand. It is Daniel Wellington, man! You must be joking that this is not expensive.
		Oh, thank you. My father gave it to me.
		Oh, thank you. My father gave it to me.
		Yes. My boyfriend gave me this watch. Thanks for your compliment.
		Yes, I got it from my best friend on my birthday. Thanks.
		Ya! Thank you, I get

		it as a gift on my birthday.
		Thank you. This is from my relative. He gave me as a birthday gift.
		Thank you. But this is a birthday gift.
		Yes, it is. My relative gave it to me. Thank you!
		Yes, I think so, This is from my best friend and I very appreciate it.
		Thank you. No, it's not expensive. I don't know the price because it's from my friend.
		Thank you. I don't know the price because it is a birthday gift from my aunty.
		Yes, this is from my family. Thanks.
		Yes, it's my new hand watch. I didn't buy it by myself. It's my birthday gift.
		Yeah, thank you. It is not too expensive because I just get it from my relative for my birthday gift.
		Yes. I don't know. It

		is from my relative.
		Thank you. It was given by someone special.
<b>Appreciation Token</b>	Oh, yeah? Thank you.	I'm grateful. Thanks a lot.
	Thanks by the way.	Thanks!
	Thanks a lot.	Thank you.
		Thank you.
		Oh.. Thank you.
		Oh, thank you.
		Thank you for your compliment.
		Thank you for your compliment.
		Thank you.
		Thank you.
<b>Agreement</b>	Yups. It is a birthday gift. Yeah it's very expensive for me.	Yes of course, it depends on the user.
		Yes. It's amazing.
		Yes, it is. Thanks.
		Yes, thank you!
		Yes, it is. I like it very much.
		Yes, thanks!
		Yes, thank you very much.
<b>Compliment Downgrade</b>	Not at all, because I got this hand watch from my father.	Thanks. It's just a cheap watch.
	Oh no, it is not as expensive as you think. But, thanks anyway.	It is nothing.
		Oh, it was nothing.

		Oh, you are so copious. This is just a gift from my relative.
<b>Disagreement</b>	No, it is just imitation (not the original watch). I like the function than the price itself.	Oh, it's not! It's just a gift, girl!
	No, it's just a gift from my brother.	No. It doesn't like that.
	No, it's not. It just looks like expensive.	
<b>Compliment Upgrade</b>	Yes it is. My relative's gift is always expensive. More expensive than the world.	I hope you like it.
		It's not only beautiful. This is the most beautiful watch I ever had. Of course this is very expensive. I think you can't buy something like this.
<b>Non Idiomatic Response</b>	Of course. But it's gift for my birthday. Thank you!	
	It's just a watch.	
<b>Expressing Gladness</b>	I am so happy if I can see your smile and make you happy.	Not that too expensive. I'm so happy you love it.
<b>Opting Out</b>		Really? So, do you wanna borrow it? No, you can't. Bye.

		(silence)
<b>Agreement Token</b>		Of course.
<b>Return</b>		How kind of you to say so.

## Appendix 5

### Interview Transcripts

#### A. Javanese EFL learners

All questions for javanese EFL learners are the same, here they are:

1. Have you ever being complimented?
2. In your college life, how often do you show your compliment (to your friend and to your lecturer) and in what situation?
3. Which one do you prefer: giving compliment (memuji) or being complimented (dipuji). Tell me your reason.
4. In what situation do you usually accept a compliment? (Give me example when someone is complimenting you)
5. In what situation do you usually deny/avoid a compliment?
6. As a male/female, what situation do you like most to be complimented?
7. If you are being complimented by the same sex, how do you usually respond?
8. If you are being complimented by the opposite sex, how do you usually respond?

The following are the answers:

##### **Student 1 (male)**

1. I am often being complimented.
2. Rarely, because I'm an introvert person so I prefer to calm to speak up frequently. I only give my compliment when I'm very tremendously pleased with what my friends (having good presentation or get an achievement) and lecturer does (having a perfect way to teach me).
3. Both must be balance. Because I don't want to be so easy to complimenting and also I hate being complimented by

others too often, it is annoying and boring I think, it will make me boastful.

4. When I really did a great thing with my real efforts. For example, I got a high score in any subject that I strived it hard and my friends compliment me then. It is like they are appreciating my efforts.
5. In the other ways of question number 4. And also when people compliment me so much and even over.
6. In the situation of getting achievement and the result of my efforts. Men love something challenging.
7. With very common responses. Just say, thanks bro!
8. It is so pleased, but basically I'm so shy to get compliment from girl. I may response it nervously.

**Student 2 (male)**

1. Yes, I have.
2. When I see my friends and lecturer do something cool and awesome for me.
3. I prefer to be complimented because I like people who care of me and appreciate me so much.
4. In my presentation.
5. When I close to my parents. (when my parents are beside me)
6. When I can finish my essay.
7. Just so so (=Same as usual). And say thanks.
8. Little bit happy and just thanks.

**Student 3 (female)**

1. Yes, I have.
2. I often show my compliment for particularly when someone does something great or even worse. I wanna appreciate for every single thing they've done. I'll give them compliment also for them whom do something even worse in order to appreciate and motivate them.

3. I tend to be both of them. For the reason why I like to pay compliment, I have stated in the number 2. I also want to be complimented. I've done and I've struggled for finishing something, so I need also to be appreciated.
4. After doing something different from others. I'm one of the people who is perfectionist. I have a strong intention and ambitious to do something perfect. So I'll do everything (struggling) to make my own best. That's usually the time my friends usually give me compliment.
5. Regarding to the fourth question. I usually deny it. I just perform and sometimes I dislike to be complimented. Although sometimes I need it to appreciate my own hard struggles but when someone directly face me and say it. I feel it is too much.
6. When I totally dress my body up and they say that I'm beautiful.
7. I'll say, just so so :D (=Same as usual)
8. I'll say, "really? Thanks by the way." (with little bit shy)

**Student 4 (female)**

1. Of course, I have.
2. I'm not that often complimenting my friends through words, but I silently compliment them. Usually I compliment them when we're alone, not in crowded area.
3. Actually for me I of course as a normal person I like to be complimented, because I'm a shy person that does not compliment someone in a straight way.
4. When I wore a beautiful dress, when I answer a question from the lecturer, etc.
5. When I am actually not as smart as people think. Because I'm afraid that someday I have to show my ability to others.
6. When I look different/pretty, they spot something different from me.



7. Sometimes I deny it, but inside of my heart I am actually happy.
8. Sometimes I deny it and also say thank you.

**B. Overseas Student from Indonesia (in Australia now)**

Good night from Semarang, mbak.

Thank you for allowing me to send you a list of questions related to my final project about compliment and compliment responses. I do apologize for bothering every second of yours.

Here are the questions:

1. Based on your experience abroad, what is your opinion about “*budaya memuji & merespon terhadap pujian*” in Australia compare to in Indonesia? Give it example!
2. How often native speaker of Australia accept compliment?
3. What is/are thing/things which is/are taboo to be complimented there?
4. What is your opinion about cultural influences in responding compliments between Indonesia, especially Javanese people and people in Australia? Tell me the difference!
5.
  - a. In what situation, people of Indonesia (especially Javanese) accepting compliments?
  - b. In what situation, people of Indonesia (especially Javanese) denying / avoiding compliments?
6.
  - a. In what situation, Australian (native speakers) tends to accept compliments?
  - b. In what situation, Australian (native speakers) tends to deny / avoid compliments?
7. Have you ever done any mis-use/mis-behave in applying compliments to them (native speakers)? Tell me your experience (or maybe someone’s experience).

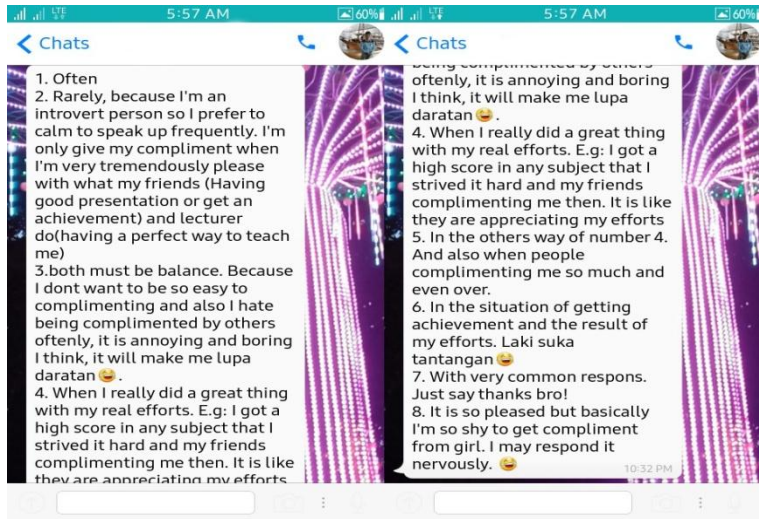
8. Which one between Indonesian (especially Javanese) and Australian (native speakers of English) that use more variation in responding compliments?
9. Please tell me the different ways between:
  - a. male-male or female-female in responding compliments (in Indonesia vs Australia)
  - b. male-female or female-male in responding compliments (in Indonesia vs Australia)

That's all, mbak. Too much sorry for the long questions. Hehe. Thank you so much.

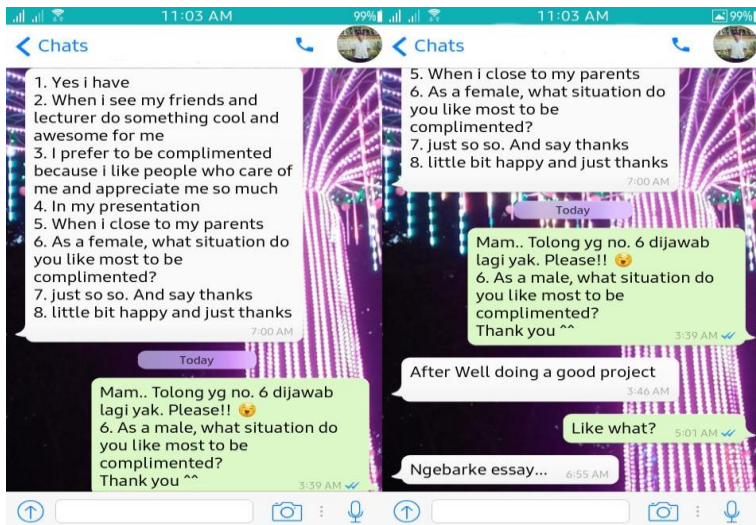
And the answers are as follow:

1. Australian people like to give compliment to other people. Mostly it happens in public services like bus and health care. People may say "great, lovely, good, wonderful, well-done, good job, you did it" and the response is saying thank you.
2. I do not really know how often but if we give compliment to people who deserve it, they may accept it.
3. Physical appearance related to weight or age or too personal matter.
4. As I said before, too personal matter is taboo. Gaining some weight for women might be a problem, for example if it is said as compliment because it is sensitive, while in Javanese people may say it.
5.
  - a. If the compliment is logic.
  - b. If the compliment is not realistic or considered as teasing.
6.
  - a. Same as the answer on 5a.
  - b. Same as the answer on 5b.
7. Nope.
8. Indonesian may respond compliment in more creative way.
9. I have no idea. It is basically same.

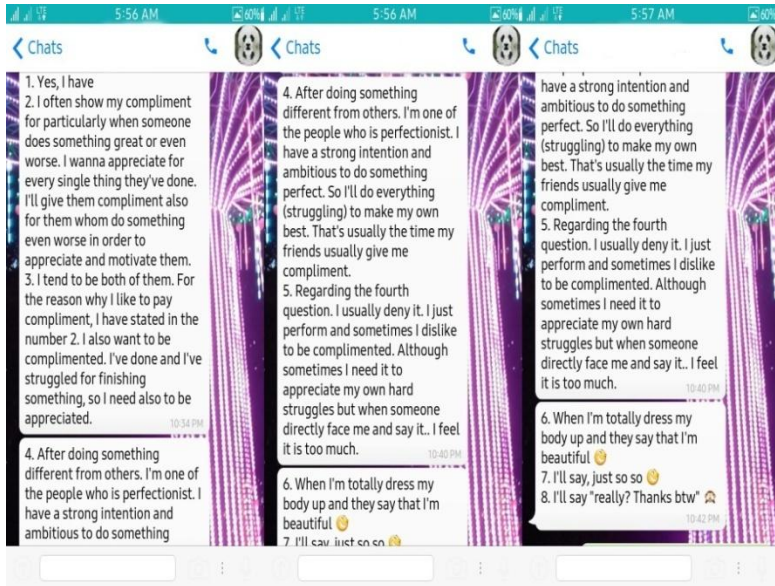
The following are the screenshots of the interviewees' answers:



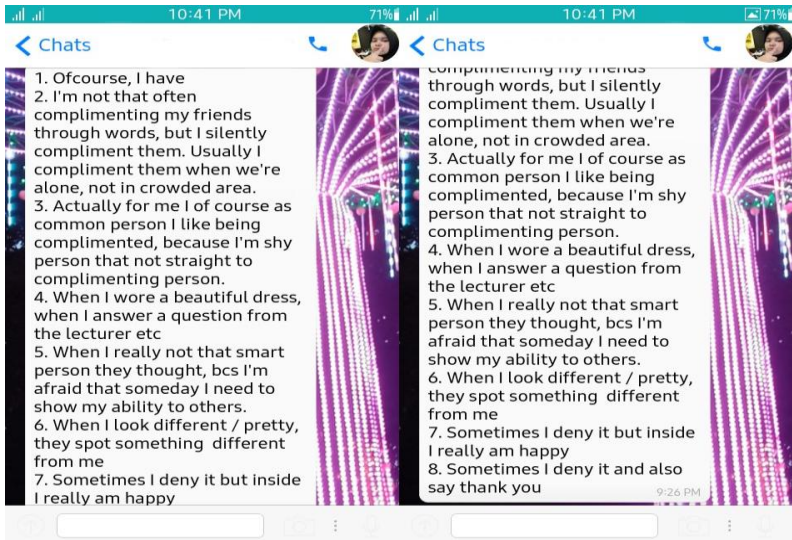
Screenshot 1: Student 1 (Male)



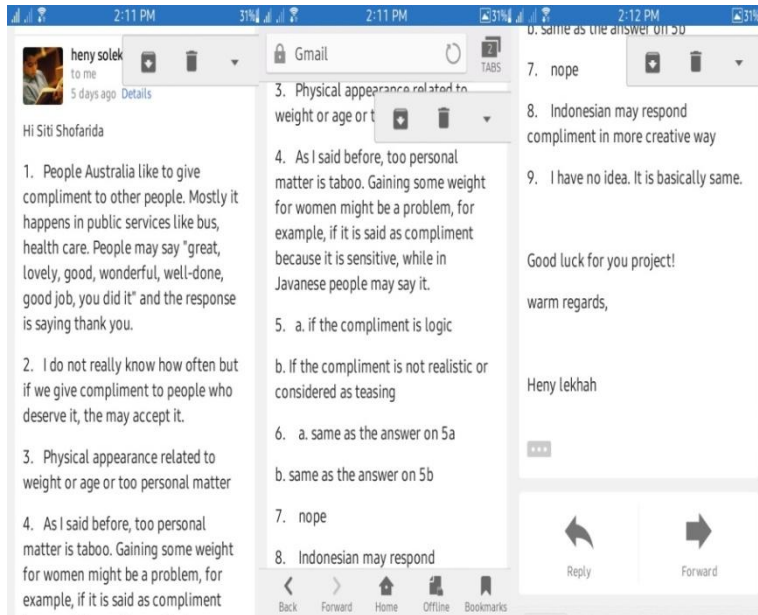
Screenshot 2: Student 2 (Male)



**Screenshot 3: Student 3 (Female)**



**Screenshot 4: Student 4 (Female)**



**Screenshot 5: Overseas Student**

## II. KOMPETENSI DASAR, MATERI, DAN KEGIATAN PEMBELAJARAN

### A. Kelas: X → *Uji*

Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran yang termuat di KI	Kegiatan Pembelajaran
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), serta menanggapinya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>- Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> </ul> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>- Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

(B)

(B)

Your name : Fauzi M.A.  
Your age : 21  
Gender : male  
Semester : 6  
Address : Kudus

Dear participants, thank you very much for your involvement. I do appreciate your greatest help. Ten scenarios are described below in which you are expected to respond by writing your answers. Please write your responses as what you would say in real life situations.  
Note: C is for **Compliment** and **R** is for **Response**.

1. You have completed a presentation in Cross Cultural Understanding class. Your lecturer amazed to see your impressive performance. He then gives you a compliment.

C: Your presentation was really good. Well done! Make it better!

R: Thanks sir. it's very kind of you.

↓  
Return

2. You are joining an English speech contest held by a student community in your campus. After having performance on stage, a friend of yours is walking closer to you and says that your pronunciation is a native-like.

C: Hi! I couldn't stand during your incredible speech. Your pronunciation is the best. I wonder if you are a true native.

R: Really? I'm not sure about that actually

↓  
Doubting Question.

3. Besides having a series of classes in campus, you are the owner of an online shop. Your wholehearted work makes it greater. You're really capable of managing your time without bothering your classes.

C: Hmm.. You're great! Your study runs smoothly. Indeed you have an online shop. You will soon become a successful person. I'm sure!

R: Thanks Do you really think so?

↓  
Follow-up question

8

4. Your lecturer is walking to your class. She is bringing a lot of books and a big rucksack. While you are looking at her, your sympathy can't lie yourself. Then you help her to bring the books. Finally she gives you a compliment.  
C: Thank you very much. It's lighter now.

R: that's ok. it's always good to help each other.

↓ Non-Idiomatic Response

5. You look very well-dressed today. It makes you more beautiful (F) / cooler (M).  
C: Wow, you look so stunning today! Hmm.. so fragrant!

R: That's nice of you to say so. Thanks

↓ ~~App. Return~~ Return

6. In a speaking class, your lecturer asks you to perform a drama in a group. Your performance is amazing with a sweet make-up and a suitable outfit.

C: Very cool! Unbelievable! You really did it!

R: Thank you! You just made my day!

↓ Return

7. Your father gave you a smartphone with 20 MP camera because of your better achievement. Its camera attracts your classmates a lot. They do want to make a long line to have a "selfie".

C: This is the most sophisticated smartphone. I love the camera very much!

R: thank you. I'm glad you adore it.

↓ Exp. Gladness

8. Your relative gave you a new hand watch as a birthday gift. There is one of your friends looking at your new hand watch. He directly says a compliment.

C: Is it new? Wow, beautiful! It must be expensive.

R: Thank you, I got it from my brother.

↓ Exp. / Comment history



9 Your name : ALIFA DESTIYASARI

Your age : 20 years old

Gender : Female

Semester : 6

Address : Wondopo RT 02 / RW 05 . Mijen . Semarang

Dear participants, thank you very much for your involvement. I do appreciate your greatest help. Ten scenarios are described below in which you are expected to respond by writing your answers. Please write your responses as what you would say in real life situations.

Note: C is for Compliment and R is for Response.

1. You have completed a presentation in Cross Cultural Understanding class. Your lecturer amazed to see your impressive performance. He then gives you a compliment.

C: Your presentation was really good. Well done! Make it better!

R: Thank you, Sir. I'll make it better for the next performance.

↓  
App. Token

2. You are joining an English speech contest held by a student community in your campus. After having performance on stage, a friend of yours is walking closer to you and says that your pronunciation is a native-like.

C: Hi! I couldn't stand during your incredible speech. Your pronunciation is the best. I wonder if you are a true native.

R: Oh, really? Thank you so much.

↓  
App. Token

3. Besides having a series of classes in campus, you are the owner of an online shop. Your wholehearted work makes it greater. You're really capable of managing your time without bothering your classes.

C: Hmm.. You're great! Your study runs smoothly. Indeed you have an online shop. You will soon become a successful person. I'm sure!

R: Thanks, Dear. I have my own time management, ~~also~~ so my business in online shop will not bothering my classes. I managed it very well.

↓  
Non-Idiomatic Response

4. Your lecturer is walking to your class. She is bringing a lot of books and a big rucksack. While you are looking at her, your sympathy can't lie yourself. Then you help her to bring the books. Finally she gives you a compliment.

C: Thank you very much. It's lighter now.

R: You are welcome, Ma'am. This is my obligation.

Non-Idiomatic Response.

5. You look very well-dressed today. It makes you more beautiful (F) / cooler (M).

C: Wow, you look so stunning today! Hmm... so fragrant!

R: Really? Thank you. I bought new perfume yesterday.

Exp. / Comment history

6. In a speaking class, your lecturer asks you to perform a drama in a group. Your performance is amazing with a sweet make-up and a suitable outfit.

C: Very cool! Unbelievable! You really did it!

R: Thanks. This is because your help to guide me. Then I can do my best performance today.

Reassignment

7. Your father gave you a smartphone with 20 MP camera because of your better achievement. Its camera attracts your classmates a lot. They do want to make a long line to have a "selfie".

C: This is the most sophisticated smartphone. I love the camera very much!

R: My father gave me this smartphone for my gift for my better achievement. Thanks for your compliment.

exp. / Comment history

8. Your relative gave you a new hand watch as a birthday gift. There is one of your friends looking at your new hand watch. He directly says a compliment.

C: Is it new? Wow, beautiful! It must be expensive.

R: Yes, it's my new hand watch. I ~~am~~ ~~am~~ didn't bought it by myself. It's my birthday gift.

Exp. / Comment history

## **CURRICULUM VITAE**

### **A. Personal Identity**

1. Complete Name : Siti Fatimah Shofarida
2. Place and Date of Birth : Kudus, 16 July 1995
3. Student Number : 133411010
4. Address : Bulungcangkring RT 04/RW 14,  
Jekulo, Kudus 59382
5. Phone Number : 085 799 171 490
6. Email : sshofarida@gmail.com

### **B. Background of Education**

Formal Education:

- SDN 07 Bulungcangkring
- SMPN 01 Jekulo
- MAN 02 Kudus
- English Language Education UIN Walisongo Semarang

### **C. Academic Achievement**

1. First winner of English Debate Competition HMJ Tadris FITK UIN Walisongo
2. First winner of English Debate Competition ULC FUHUM UIN Walisongo
3. First winner of ORSENIK English Debate Competition DEMA UIN Walisongo
4. Second winner of English Debate Competition FUPK UIN Walisongo

5. Second winner of English Debate Competition CEC STAIN Salatiga
6. Second winner of English Speech Contest LSB FITK UIN Walisongo
7. Contributor and participant of National Writing Contest (Poetry) "*Selimut Tetangga*" Nulis Buku KPMKP Publisher Makassar
8. Contributor and participant of National Writing Contest (Poetry) "*Kado Cinta*" Uwais Indie Publisher Ponorogo
9. Participant of SKEPTIC National English Debate Competition UIN Sunan Kalijaga Yogyakarta
10. Awardee of International Workshop on "Cross Cultural Understanding and Leadership Training" *Student Mobility Program (SM-Pro) 2016* at Deakin University, Melbourne, Australia