

**THE COMPLIMENT RESPONSES BY BUGINESE COMMUNITY
IN BONE REGENCY (SOUTH SULAWESI)
(Discourse Analysis)**



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ABSTRACT

Asmianti. *The Compliment Response By Buginese Community in Bone Regency, South of Sulawesi: Discourse Analysis to Bone Community.* (supervised by **Prof. H. Burhanuddin Arafah, M.Hum., Ph.D** and **Prof. Dr. Abd. Hakim Yassi, M.A**)

This research aimed to determine the categories and types of compliment responses used by Buginese people in Bone Regency, and to find the differences of the compliment use based on three variables which have been determined: Age, Sexes, and Educational Level.

Data of independent variables are collected by interview, observation and questionnaire. The questionnaire are divided into 25 situations and compliments which were responded by 80 people divided into 8 groups based on sub-variables, such as: Old, Adult, Teenager, Male, Female, Non-Educated, Secondary, and Tertiary. Those data respondents were accumulated and expressed as a percentage.

The research result shows that The Compliment Response category which is mostly used by Buginese in Bone is No Agreement, Scale Down Type. This category and type reached 320 (frequency) or 16% from 2000 responses. Meanwhile, the differences of compliment responses based on independent variable found that five from 8 sub-variable which are: Old, Male Female, Non-Educated, and Tertiary have the same CR category and type that is No Agreement category, Scale Down type. Adult and Teenager sub-variable have the same CR category that is Agreement, but different type that is Comment History and Appreciate Token. Whereas Secondary sub-variable have No Agreement category of CR, Disagreement type.

ABSTRAK

Asmianti. *Respon Pujian Suku Bugis di Kabupaten Bone, Sulawesi Selatan: Sebuah Analisis Wacana* (dibimbing oleh : **Prof. H. Burhanuddin Arafah, M.Hum., Ph.D** and **Prof. Dr. Abd. Hakim Yassi, M.A**)

Penelitian ini bertujuan untuk mengetahui kategori dan tipe respon pujian yang digunakan oleh suku Bugis di Bone. Serta perbedaannya dilihat dari tiga variabel yang telah ditentukan, yaitu Umur, Jenis Kelamin, Tingkat Pendidikan.

Data pada variabel bebas diperoleh melalui hasil wawancara, observasi dan angket pertanyaan. Angket pertanyaan tersebut dibagi menjadi 25 situasi dan pujian yang kemudian akan di respon oleh para responden. Angket tersebut kemudian dibagikan kepada 80 orang masyarakat yang terbagi menjadi 8 group berdasarkan sub-variabel, yaitu: Tua, Desawa, Remaja, Pria, Wanita, Non-Pendidikan, Sekolah Dasar, dan Sekolah Menengah. Data dari angket kemudian diakumulasi dan dipersentasikan.

Hasil Penelitian menunjukkan bahwa Kategori Respon Pujian yang paling sering digunakan oleh suku Bugis di Bone adalah No Agreement sedangkan tipenya adalah Scale Down. Kategori dan tipe pujian ini memperoleh hasil sebanyak 320 (jumlah kemunculannya) atau 16% dari total 2000 responden. Sedangkan hasil penelitian untuk memperoleh perbedaan jenis respon pujian berdasarkan variabel bebas menunjukkan bahwa 5 dari 8 sub-variabel yaitu: Old, Male, Female, Non-Pendidikan, dan Sekolah Menengah memiliki kategori dan tipe response pujian yang sama yaitu kategori No Agreement, tipe Scale Down. Sub-variabel Dewasa dan Remaja memiliki kategori yang sama yaitu Agreement, namun tipe berbeda yaitu Comment History dan Appreciate Token. Sedangkan sub-variabel Secondary memiliki Kategori No Agreement, Tipe Disagreement

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CHAPTER I INTRODUCTION

A. Background

For the view years, the cross-cultural aspects of speech act behaviors have become one of the major focuses in studies of language use and there have been a wide range of cross-linguistic studies on speech act realizations in various behaviors as well. The following cross-linguistic studies by some experts have had research about speech act behaviour such as done by Blum-Kulka et al. 1989; Manes and Wolfson 1981; House and Kasper 1981; Wolfson 1983; Manes 1983; Blum-Kulka and Olshtain 1984; Herbert 1988; Holmes 1988; Herbert and Straight 1989). In our daily life, there were numbers of speech acts that showed positive politeness. For example, greetings, friendly address terms and expression of concern and compliment as well.

As one of the speech act behaviour which notice and attend the hearer's interest, wants, needs, and goods, compliments are positive speech acts, which are sensitive to both social constraints and individual variables (Holmes : 1988). The compliment is also a particularly suitable speech act to investigate when comparing cultures since the acts as a window through which we can view what is valued in a particular culture

As we know that compliment is a remark that expresses praise and admiration of somebody or something that are usually

intended to have a positive effect on interpersonal relations, as Holmes (1995 : 118) mentioned that compliment are typically social lubricants which create or maintain rapport. However, if the compliment is interpreted negatively because of untrue compliments, then the effect on interpersonal relations is naturally less positive.

There are some previous studies that have identified cultural differences in complimenting behavior such as Helen Spencer-Oatey 2008; Loh 1993; Chen 1993; Herbert 1989; Barnlund and Araki 1985; Wolfson 1981, and few of those found the way in which culture might affect people interpretations on complimenting behavior. The writer herself is interested to find out the complimenting response among the Buginese in Bone regency of South Sulawesi. This research will find out the compliment response that given by people who known as one of the politetest ethnic group in doing communication in South Sulawesi. The writer examined that community's response to the compliment that given each other based on one of compliment responses strategy categorization that has been suggested by the researcher on the previous study

B. Problem Statement

Different culture created different aspects in a community, as Nur Mukmin (2005 : 165) stated that speech community in one society has their own characteristic that different with other speech

community, included the way they interact between one another in that community. One of the difference is language behavior because each culture has different language behavior based on the occurrence of norm and rule in each community. This thesis specifically saw the communication aspect that covers how people response the compliment.

After described the background of this study, it is necessary to formulate the question that would be discussed as follow:

(1) What are the differences of compliment responses among the Buginese with different background of age, sexes, and educational level?

(2) How does the Buginese respond to the compliments?

C. Objectives of the Study

Based on the research question above, the objective of this study are as follows:

(1) To find out the differences reaction of the compliment response among Buginese in Bone regency with different background of age, sexes, and educational level.

(2) To describe and analyze the Buginese respond to the compliments.

D. Significance of the Study

The results of this research are generally expected to give:

1) Theoretical Benefit

The result of this research hopefully will not only bring the usefulness to support and complete another previous researches about compliment responses in different culture social groups, but also will give information about sociolinguistic differences. Moreover, this research can also be the source of information for other researchers who want to conduct further study on related topic.

2) Practical Benefit.

This study is expected to be useful not only to find out how the Buginese in Bone regency responses to the compliments, and wath kind of compliment responses they used, but also to avoid misunderstanding in interpreting those responses in communication between Buginese in Bone with others different cultural community background, because each culture has its own different characteristic which can produce different way of communication.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There have been other researches dealing with compliment responses but are different from each other. Among other researchers are as follows:

Manes and Wolfson (1981) examine that the numbers of compliments uttered in daily conversation in American English and discovered that there was a large amount of patterning at both syntactic and the semantic levels. For example, 85% of the compliments they studied consisted of three core syntactic patterns. There were:

1. NP is / looks (really) ADJ (e.g. "That shirt is so nice")
2. I (really) like / love NP (e.g. "I love your hair")
3. DET/PRON is (really) (a/an) ADJ NP (e.g. "This is really a great meal")

They also found that five positive evaluative adjectives — *nice*, *good*, *pretty*, *beautiful*, and *great* — accounted for two-thirds of the adjectives that verbs *like* and *love* accounted for 86% of the positive evaluative verb. They concluded that compliments are highly formulaic, both in their syntactic forms and in lexical items that carried the positive evaluation.

Holmes (1986) tended to corroborate Manes and Wolfson's findings, focusing on the gender differences in compliment forms. Both Holmes and Herbert found that women used the *I like/love NP*, while men complimented on ability performance. According to Holmes (1986 : 101) the primary function of a compliment is affective and social rather than referential of informative. For any culture, a compliment must express approval of something that parties, speakers and addressees, regard positively and it must be valued by the culture indicated. She also stated that the ways in which people compliment and respond to the compliment vary culturally. In her research, Holmes (1986, 1988) developed three categories of compliment responses, based on the credit attribution component of compliment such as: *Acceptance*, *Rejection*, and *Deflect* or *Evade*. She analyze complimenting behavior or in term of Brown Levinson's (1987) politeness theory and considered compliment to be, on the one hand, positively affective speech acts and on the other, potentially face threatening acts, which account for the variety of compliments response.

According to Shih's (1986) study on a comparison between the ways compliments function in English and in Chinese, complimenting behavior is quite similar across languages except that the complimented items may differ somewhat according to what is highly valued in the culture. Compliment responses, however, differ quite remarkably between Chinese and Americans. In her study, compliment responses in Chinese

were classified into three major types: (1) rejection, (2) acceptance, and (3) compromise. In the three types of compliment responses in Chinese, the rejection type is the most prevalent, next is the compromise type, and the acceptance type is the last. Each type could be subdivided into more polite and less polite types. Furthermore, the choices made among those types are influenced by various social factors, such as sex, age, degree of intimacy, and social context. For example, teenagers prefer blunt and humorous types of compliment responses from their peers. Shih held that modesty is a great virtue for Chinese, and the essence of modesty is reflected most clearly in compliment responses.

Herbert (1990 : 98,100) in his study of compliment behavior among Americans and South African English Speakers employed 12 types of compliment responses which can be listed as follows:

1. Appreciation Token

This refers to the acceptance of the compliment (e.g., “thanks” and “thank you”)

2. Comment Acceptance

Here the addressee accepts the complimentary force and offers a comment related to the topic (e.g., Yeah, it’s my favorite, too)

3. Praise Upgrade

Here the addressee accepts the compliment, but states that the complimentary force is not adequate (e.g., Really brings out the blue in my eyes, doesn’t is ?)

4. Comment History

This type is like no. 2, Comment Acceptance. However, the difference is that the comments here are impersonal, shifting the force of the compliment from the addressee (e.g. I bought it for the trip to Arizona)

5. Reassignment

Here the addressee accepts the compliment but transfers the complimentary force to a third person (e.g., My brother gave it to me) or to the object complimented (e.g., It really knitted itself)

6. Return

Like in no. 5, the addressee here agrees with the compliment assertion, but returns the complimentary force to the speaker (e.g., So's yours)

7. Scale Down

The addressee here doesn't agree with the compliment, pointing some flaw in the object complimented or stating that the praise is an overstatement (e.g., It's really quite old)

8. Question

The addressee here questions the sincerity or the appropriateness of the compliment (e.g., Do you really think so ?)

9. Disagreement

The addressee here claims that the object is not worth complimenting (e.g., I hate it)

10. Qualification

Like in no. 9, the addressee here also shows disagreement, but it is weaker in that the recipient qualifies the addressor's claim using though, but, well, etc. (e.g., It's alright, but Len's is nicer)

11.No Acknowledgement.

Here the addressee seems unaware of the compliment and responds by giving either an irrelevant response or no response..

12.Request Interpretation

Here the addressee, deliberately or not, interprets the speech act not as a compliment but rather as a request (e.g., you wanna borrow this one too ?)

Herbert (1989) conducted a contrastive study on American and South African compliment response by college student. His data suggested that American exhibit a high frequency of compliment-expression but low-frequency of compliment-acceptance. South African has a low frequency of compliment-expression but a high frequency compliment acceptance. He explained the contrast in terms of ideological differences between Americans and South Africans. That is the high frequency of compliment and the low rate of acceptance in the United States data reflect that American notions of equality and democratic idealism, whereas the low frequency of compliment and the high rate of acceptance are tied to elitism in South Africa.

Ibrahim and Riyanto (2000) their research findings show that the American and Indonesian respondents have different and similar

ways of expressing responses to compliments. The difference may be due to the different cultural backgrounds. Even though there are many similarities, the frequencies of each type can give us a clear insight on the roles of those different cultural backgrounds. Both the American and Indonesian respondents use ten types of compliments responses, eight of which are based on Herbert's categories, the others are used by the Indonesian respondents only. The eight types are Appreciation Token, Comment Acceptance, Praise Upgrade, Reassignment, Return, Scale Down, Question, and No Acknowledgment. The other two are Promise and Hope. Of all these types, the respondents mostly used Appreciation Token. The high frequency of Appreciation Token ("Thank you", "Terima kasih") may happen because it is considered the most appropriate response. Even when the addressee does not know how to respond to a compliment, "Thank you" can become a simple response. Moreover, by comparison, the American respondents had a higher frequency than the Indonesians. The second highest frequency of Compliment Responses is Comment Acceptance ("I like this clothes to, it looks nice at me, "Saya juga menyukai baju ini, terlikat bagus kugunakan"), where the Indonesian respondents here used it more than the Americans. This also happens to Reassignment ("Thanks to my mom who help me make it", "Ibu saya yang membantu membuatnya) and Scale Down ("This is and old edition, I almost bury it", "Ini barang lama, sudah hampir saya buang") which are dominated

by the Indonesian respondents. Furthermore, the research found that status becomes an important variable in giving responses to compliments. Appreciation Token is used more by the Indonesian and American subordinates than by their superiors. On the other hand, Comment Acceptance is used more often by both the Indonesian and American superiors than by their subordinates.

Lorenzo-Duz (2001) examined a corpus consisting of a thousand compliment responses by British and Spanish male and female undergraduates. The results showed the existence of cross-cultural and cross-gender similarities as well as difference between the four groups of subject. For example, Spanish males tended to upgrade compliments ironically (a type of compliment response absent in the British data) more frequently than their female counterpart.

All of those previous study above examined the compliment responses produced by specific community abroad, either comparison between two community which come from different country or from different variety background. This research found out the compliment responses that produced by one of ethnic group in South Sulawesi, Indonesia. The founding data of this research would help people or other community to understand the Buginese way of response the compliment. Since each culture had their own different way of communication so this study would avoid or decrease misunderstanding between them.

B. Theoretical Background.

1. Speech Community

Every speech community in society has their own different characteristic to the other, include their way to interact to each individual in its community. One of the differences is their language behavior because each culture has different language behavior adapt to the prevailing norm/role. To understand the social norm and roles which is related to the language behavior, we need sociolinguistic research. Sociolinguistic learn about the relation between language and it society and also explain about the reasons of the differences of each speech community, sociolinguistic also identify the language social functions and its usages to convey the social meaning (Holmes, 2001 : 203). Understanding and capability to enroll the social roles in communications is a part of communicative competence (Canale and Swain, 1982 : 59), which consists of linguistic competence, expression competence, sociolinguistic competence, and strategy competence. Linguistic competence refers to the person's capability in using language roles which are acceptable in the society. Expression competence refers to the capability to relate some utterances in order to make coherent meaning. Sociolinguistic competence is a capability to choose the utterance which is appropriate with the context. Strategy competence is about the capability to solve the problem in communication, so the meanings are understandable by the hearer.

Sociolinguistic competence and pragmatic study in this recent study are discussed to explain the interaction between individual in one speech community. The pragmatic study is needed to omit the possibility of misunderstanding in communication between different culture background and language when there is no sociolinguistic competence, because each speech community has their own appropriateness and custom. That's why, without cultural understanding background (culture specific), people will face the communication problem. This is related to sociolinguistic transfer ability that belongs to each individual. Sociolinguistic transfer is norm or role social transfers who prevail in one community by person who comes into another community (second culture community). Sociolinguistic transfers only happen when person does communication with someone else who comes from second culture community using their second language which is completed with their own norm and social role.

English as a second language in Indonesia is mastery by learner through learning process either at formal education (school) or informal education (course), and also include with the cultural understanding process. By the certain intend of competence which is shown by the capability on second language, someone could be categorized as a bilingual speaker. A bilingual is a person who has functional ability on second language which has variety level of competence. If it is contrasted with their first language competence,

then the meaning of bilingual could be refers to someone's second language competence. Hamers and Blanc (2003 : 6) defining that a bilingual is someone who has ability on second language (listening, reading, writing, and speaking) beside her/his first language.

2. Sociolinguistic Approach

Sociolinguistic is a study that talks about the relationship between norms in one speech community. From sociolinguistic point of view, languages consist of many social variations that cannot be solved by structural theoretical framework. According to Spolsky (1998 : 27) speech community is an abstract which is learned in sociolinguistic. Sociolinguist learn the complex relation between the language variety and the connectively variety in speech community that use that language. Analysis that cover the linguistic and social factor does to learn about the people's behave which are arranged by the norm and social role. Seville (1982 : 9) concluded this relation by define it as a cultural understanding process in language, and also connected it with the social structure in socialization process and acculturation. This study shows the principal that have to be learnt by the second language learner. Hymes (1972 : 102) mention four important principals that have to be understand, namely communication system, communication function, speech community, and speaking ability.

First principle, communication system, refers to the idea in communication, each individual has to follow the right language structure and the context of the communication also have to follow the norm and culture rule that prevail in the speech community.

Second principle, communication functions. Language is a communication tools that create the distinction between two cultures or on contrary unite the two cultures. Language also able to unite the various societies become one community, or let in one strange person into one new community. Besides that, Wolfson (1983) said that language is culture-specific, which is mean that one community system cannot be used to the other community.

The third principle is an idea that one speech community has its own dialect and way of speak, or specification. Gumperz (1971 : 56) said that *"community differs in the range of their speech repertoires and in the linguistic resources available to different member"*. Speech community could be defined as one of group society which has the same understanding of one culture and social norm, and do interaction based on those norms. Hymes (1972 : 69) shown that speech community consists of some individual who has different first language, as in his statement *"...since not all speaker of a language share the same set of rule of speaking, they may not all belong to the same speech community"*.

The fourth principle is the individual speaking ability which includes the customs that arrange of how individual communicate. The individual speaking ability is not only about mastery the structure of the language but also the comprehension of the social culture as Seville (1982 : 24) said “...*shared culture knowledge is essential to explain shared presuppositions...*”. Then we can say that, to have a good communication, we need more than linguistic competence. We had to have a socioculture competence.

Based on the four principles above, it is clear that second culture comprehension is quite important on improving second language competence. Culture and language are connected each other and cannot be separated because language is part of culture. These discussions lead to one conclusion that the second language learner will be able to interpret the second culture by second language correctly if they have knowledge of how to interact to the other speaker properly to the second culture norms.

3. Pragmatic Approach

Pragmatic is a discipline that learns about a branch of linguistics concerned with the use of language in social contexts and the ways in which people produce and comprehend meanings through language. Pragmatic also learn about the function of the utterance. In other word pragmatic is related to the way people interpret the

meaning of the utterance in every speech situation. Each utterance has its own certain meaning in certain context. According to Sperber and Wilson (1986 : 85) context is psychology construct that assume that speaker interpretation are influenced by the world to the utterance that they heard. Context not only gives information about utterance but also about wish, assumption, and culturally assumption.

4. Different Frameworks of Compliment Responses Strategy Categorization

Compliment responses have been examined in a wide range of pragmatics studies (Baba, 1996, 1999; Chen, 1993; Farghal and Al-Khatib, 2001; Gajasen, 1994; Golato, 2002, 2003; Herbert, 1989, 1990; Herbert and Straight, 1989; Holmes, 1986; Jeon, 1996; Lorenzo-Dus, 2001; Pomerantz, 1978, 1984; Saito and Beecken, 1997; Yuan, 1996). What is worth to notice is the previous studies of compliment response have presented different frameworks of compliment response categorization, of which the most popular ones are presented below. It is, therefore, difficult for researchers to decide on the most appropriate one to adopt.

It can be said that the classic frameworks of compliment response categorization are those suggested by Pomerantz (1978) and Herbert (1989).

Table 1 shows the framework by Pomerantz (1978) with examples in broad transcription as cited in Herbert (1989 : 10).

Table 1 Taxonomy of Compliment Response types (Pomerantz 1978)

Acceptances	Appreciate Token	A : That's beautiful B : Thank you	
	Agreement	A : Oh it was just beautiful B : Well thank you. I though it was quite nice	
Rejection	Disagreement	A : You did a great job cleaning up the house B : Well, I guess you haven't seen the kids' room	
Self-praise Avoidance Mechanism	Praise Downgrades	Agreement	A : That's beautiful. B : Isn't pretty
		Disagreement	A : Good shot B : Not very solid though
		Reassignment	A : You are a good rower, Honey B : These are very easy to row
	Referent Shifts	Return	A : Ya' sound real nice. B : Yeah, you soun' real good too.

Table 2 Herbert's compliment response types (1989)

Agreements	Appreciate Token	Thank/ Thank you
	Comment Acceptance	F1 : I like your hair long F2 : Me too. I'm never getting it cut short again M1 : I like your jacket M2 : Yeah, it's cool
	Praise Upgrade	F : I like that shirt you're wearing. M : You're not the first and you're not the last
	Comment History	F1 : I love that outfit F2 : I got it for the trip to Arizona
	Reassignment	F : That's a beautiful sweater. M : My brother gave it to me

No agreements	Return	F : You're funny M : You're a good audience
	Scale Down	F : That's a nice watch M : It's all scratched up. I'm getting a new one
	Disagreement	F1 : Nice hair cut. F2 : Yeah, I look like Buster Brown. M : Those are nice shoes. F : They hurt my feet.
	Qualification	F1 : Your portfolio turned out great. F2 : It's alright, but I want to retake some pictures. M : You must be smart. You did well on the last linguistics test. F : Not really. You did better
	Question/Question response	M1 : Nice sweatshirt. M2 : You like it ? M : That's a nice sweater F : Dou you really think so ?
	No Acknowledge	M1 : That's a beautiful sweater. M2 : Did you finish the assignment for today?
Request Interpretation		F : I like your shirt. M : You want to borrow this one too ?

An interesting framework of compliment response categorization also proposed by Saito and Beecken (1997 : 159). They analyzed compliment responses in two ways: Initial Sentence Analysis (quantitative analysis) and Semantic Formula Analysis (qualitative analysis). In the Initial Sentence Analysis, they categorized a compliment response based on the first sentence rather than all sentences in the compliment response. The first sentence in the compliment response was classified as positive, negative or

avoidance. Accordingly, a compliment response like: “Thank you. I’m glad you like it. I know” was considered positive; “No, I’m still not good, you know” was negative; and “Really? Well, it’s OK” was avoidance (Saito and Beecken, 1997, p. 368). In the Semantic Formula Analysis, they used the following framework of CR categorization (See Table 3).

Compliment categorization based on Semantic Formulae (Saito and Beecken, 1997 : 370)

Initial Sentence Analysis (quantitative analysis)	a. Positive	<ul style="list-style-type: none"> • Thank you • I’m glad you know it • I know
	b. Negative	<ul style="list-style-type: none"> • No. I’m still good, you know • Really ?
	c. Avoidance	<ul style="list-style-type: none"> • Well, it’s ok
Semantic Formula Analysis (qualitative analysis)	a. Gratitude	<ul style="list-style-type: none"> • Thank you.
	b. Affirmative explanation	<ul style="list-style-type: none"> • I have confidence; I’m good at cooking.
	c. Agreement	<ul style="list-style-type: none"> • Yes; I know
	d. Acceptance	<ul style="list-style-type: none"> • I’m glad you like it.
	e. Joke	<ul style="list-style-type: none"> • You need to practice ten more years to beat me.
	f. Avoidance/Topic change	<ul style="list-style-type: none"> • Really ? Let’s play again.
	g. Mitigation	<ul style="list-style-type: none"> • It happen by chance.
	h. Return	<ul style="list-style-type: none"> • You’re good, too.
	i. Denial	<ul style="list-style-type: none"> • No; I’m not good.

Farghal and Al-Khatib (2001 : 86) also used two distinctions (i.e. binary distinctions) to categorize compliment responses.

Compliment response categorization on the basis of binary distinction

(Farghal and Al-Khatib, 2001 : 86)

Simple responses vs Complex responses	Responses featuring one illocution. Responses featuring two illocutions.	Thanking, offering, denying, and responses which are exclusively non-verbal Thanking + offering, doubting + denying, invocation + thanking
Macro-functions vs Micro illocutions	Accepting compliment Invocation or offering	
Intrinsically-complex responses vs Extrinsically-complex responses	Responses featuring two micro-illocutions within the same macro function Responses featuring two micro-illocutions which belong to different macro function	Thanking + offering or doubting + denying Thanking + denying or thanking + questioning

5. The Definition of Compliment

According to Holmes (1986 : 50), a compliment is a speech act which explicitly or implicitly attributes credit to someone other than the speaker; usually the person addressed, for some “good” (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer. For example, we would count “You’re looking good” and “Is that a new suit” as compliments. Although responses to a compliment may be various, there is relatively a strong agreement

within a certain speech community as to what form constitutes a “correct response”. It is proved that the most general response to a compliment is “Thank you” in western societies. Despite the strong awareness of the prescriptive form, many speakers still feel embarrassed by compliments and feel uncomfortable when they respond to compliments.

Complimenting is a kind of speech act belonging to the category of expressives, based on Searle’s (1979 : 130) classification. According to Brown and Levinson (1987 : 99), complimenting is a positive politeness strategy aiming to praise the addressees for a past or present action. In other words, compliments are prime examples of speech acts that notice and attend to the hearer’s interests, wants, needs, and goods. A frequent denotation is Holmes’s (1988 : 446) definition: “A compliment is a polite speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some ‘good’ (possession, characteristics, skill, etc.) which is positively valued by the speaker and hearer”. She defines a compliment as a speech act that is accomplished either explicitly or implicitly to express admiration or approval for some good of the addressee. In such a situation, explicit compliments are those whose meaning is understood literally, as in a direct speech act, for example, ‘you look nice in observations of the speech around her and of TV shows, and reports on other linguists’ research. Four expressive

are those kinds of speech acts that state what the speaker feels. They express blue'. Similarly, implicit compliments account for indirect speech acts whose meaning can be inferred among participants, for instance, 'I wish I could play the piano like you do' (Cordella, Large and Pardo 1995).

In the present study, the definition of a compliment draws on the work of Holmes (1988). The core of Holmes's definition is the act of attributing credit. Compliments normally attribute the value "good" to the addressee, and even when a compliment apparently refers to a third person, it may well be indirectly complimenting the addressee.

6. Language Function

Language is a communication system that allows expressing thought, feelings and ideas orally or in written form. Language operates in a speech community and is culturally transmitted; i.e. people acquire language through their culture.

The proponents of the functional view of language are for example, Krashen (1978 : 223) states that a language is viewed as a vehicle for communicating meaning and message. Hence, acquisition can take place only when people understand messages in the target language.

Mollay (1980 : 89) stated, the work of the British linguistic M.A.K. Halliday has contributed a distinctive quality to the interpretation

of functional theory in applied linguistics. His theory of language acquisition as mastery of linguistic function learning the use of language and the meaning potential associated with them has a great impact

One need to ask what the functions of languages is that a human being master in order to be able to “mean”. Halliday (1975 :245) stated that adult’s language is very complex one and each adult utterance can serve more than one function at the time. He reduces the enormous functional components to what he calls “macro function” as followed:

1. The interpersonal function: to establish, maintain and specify relation between members of societies.
2. The ideational function: to provide texture, the organization of discourse as relevant to the situation

Jakobson's (1992 : 80) model of the functions of language distinguishes six elements, or factors of communication, that are necessary for communication to occur: (1) context, (2) addresser (sender), (3) addressee (receiver), (4) contact, (5) common code and (6) message. Each factor is the focal point of a relation, or function that operates between the message and the factor. The functions are the following, in order: (1) referential ("The Earth is round"), (2) emotive ("Yuck!"), (3) conative ("Come here"), (4) phatic ("Hello?"), (5) metalingual ("What do you mean by 'krill'?"), and (6) poetic ("Smurf").

When we analyze the functions of language for a given unit (such as a word, a text or an image), we specify to which class or type it belongs (e.g., a textual or pictorial genre), which functions are present/absent, and the characteristics of these functions, including the hierarchical relations and any other relations that may operate between them.

7. Compliment Functions

The functions of complimenting are varied. People may compliment one another to maintain or re-establish a social relationship, to reinforce a desired action (e.g., teacher-student interaction), or to soften a speaker's discourse before uttering a face threatening act (FTA) (Holmes 1986; Brown and Levinson 1987). Holmes (1988 : 464) maintained that compliments appeared to be functionally complex speech acts which served as "solidarity signals, commenting on friendships, attenuating demands, smoothing ruffled feathers and bridging gaps created by possible offenses". Compliments usually intended to make others feel good. The primary function of a compliment is most obviously affective and social, rather than referential or informative. They are generally described as positively affective speech acts serving to increase or to consolidate the solidarity between the speaker and addressee. In brief, compliments have been said to "grease the social wheels" and thus to serve as "social lubricants" that create or maintain rapport (Wolfson 1983 : 89).

While the primary function of compliments is most obviously affective. It is possible that some compliments are intended to convey and perceived as having a stronger referential message than are others. Johnson and Roen (1992 : 100) argued that the compliments they analyzed in written peer reviews simultaneously conveyed both affective (or interpersonal) meaning and referential (or ideational) meaning. In some contexts, compliments may function as praise and encouragement. Herbert (1990 : 102) suggested, based on an analysis of American compliments, which some compliments serve as expressions of praise and admiration rather than offers of solidarity. Thus, the relationship between participants is crucial in accurately interpreting the functions of a compliment.

However, compliments may have a darker side. Compliments can be used to express sarcasm or disapproval, to put someone down, to insult, to manipulate, and to threaten the addressee's negative face. Brown and Levinson (1987 : 120) claimed that a compliment can be regarded as a face-threatening act to the extent that it implies the complimenter envies the addressee in some way, or would like something belonging to the addressee. It is also true that compliments may be considered somewhat face-threatening in different cultures or social groups. Holmes (1988 : 90) suggested that in some situations, men in New Zealand may interpret compliments negatively as face threatening acts. Some researchers (e.g., Herbert

1990; Holmes 1988) claimed that male and female compliments in American English serve different functions. Two important studies that emphasize gender differences in complimenting are those by Holmes (1988) and Herbert (1990). Explicit and precise analyses involved in these studies produced some findings on gender differences in complimenting. For example, Holmes (1988 : 132) found that women gave and received more compliments than men did, and Herbert (1990) suggested that female compliments rely heavily on solidarity, while males focus on assertion of praise. Herbert (1990 : 100) suggested, as Holmes (1988 : 147) did, that for women, compliments are primarily offers of solidarity, while for males, the function more often as actual assertions of praise.

C. CONCEPTUAL FRAMEWORK

