

COMPLIMENT RESPONSES USED BY INDONESIANS LEARNING ENGLISH BASED ON THE COMPLIMENT TOPICS AND SOCIAL STATUSES

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Abstract: This article is a study of compliment responses used by Indonesians learning English to respond to English compliments based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower). The data were collected using a Discourse Completion Test (DCT) and a questionnaire. The results of this study showed that appreciation token was the most frequently used in all situations given. The results also revealed that the subjects' background (academic year cohort) did not give a significant effect on the preference of the types of compliment responses.

Key words: pragmatics, compliment responses, compliment topics, social statuses

INTRODUCTION

Language plays an important role in communication since it is used as a means to interact with other people. However, people from different communities are affected by social norms or rules characterizing their speech community. Thus, it is important to develop a kind of communicative competence. According to Yule

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(1996a:197), communicative competence can be defined as the ability to use the second language accurately, appropriately, and flexibly in terms of grammatical, sociolinguistic, and strategic competence. For example, people all over the world may have the same notions of speech acts, yet the ways these speech acts are approached, dealt with, understood, and responded to vary considerably across different languages and cultures. In relation to this, learning pragmatics is essential to a successful operation in the target language, including in speech acts realization. Yule (1996b:5-6) further points out that “nothing in the use of the linguistic forms is inaccurate, but getting the pragmatics wrong might be offensive”.

Compliment responses as parts of speech acts have received attention by contrastive pragmaticists and many studies have also been conducted (e.g., Daikuhara 1986; Han 1992; Chiang and Pochtrager 1993; Wu 1994; Cedar 2006; Al-Falasi 2007). Holmes (as cited by Han 1992:18) defines a compliment as “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” (1988:485). Its primary function is to reinforce the solidarity between the addressor and the addressee (Wolfson 1983:89, as cited by Han 1992:19). Meanwhile, a compliment response refers to a response acknowledging or replying to a compliment (Herbert 1989, as cited by Ernawati 2004:113).

In this study, compliment responses are being investigated because they are kinds of speech acts which are interesting since they are used in many different ways in terms of the types, functions, and other social factors across different languages or cultures. The second reason is that people often form a kind of communication breakdown or even misunderstanding when they do not know how to give an appropriate response to a compliment in the target language. Thus, both linguistic and pragmatic competence are needed very much to

overcome this problem. Another reason of conducting the study of compliment responses is that whilst there have been ample studies of compliment responses in different languages around the world, there seems to be only a small number of studies conducted to observe compliment responses involving Indonesian subjects (e.g., Ibrahim and Riyanto 2000; Ernawati 2004; Patriana 2005; Pristiwi 2008). However, based on of those previous studies, only Ernawati (2004) and Pristiwi (2008) focused on observing the use of interlanguage compliment responses made by Indonesians learning English as a second or foreign language; in other words, the data were all in English. This is an aspect that will be elaborated in the present study by taking into account the two significant factors in the study of compliment responses, namely compliment topics and social statuses.

Related to the focus of compliment topics, Wolfson (1980:90 as cited by Daikuhara 1986:112) states, that is, compliments in American English can be categorized into two major categories: those having to do with appearance and those having to do with ability in general and those referring to a specific act well done by the addressee. Wolfson (1989 as cited by Gajeseni 1994:2) also asserts that social relationships of the interlocutors play an important role in the complimenting exchanges. It is believed that social relationships or social statuses carry pragmatic significance since they affect the speaker's choice in speech acts realization.

This study is conducted to answer the main problem concerning compliment responses, that is, "How do Indonesians learning English respond to English compliments based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower)?" Specifically, it is intended to answer the following specific problems.

1. What types of compliment responses are the most frequently used by Indonesians learning English to respond to English

compliments based on the compliment topic of appearance, controlled with the social statuses of the addressor (higher, equal, and lower)?

2. What types of compliment responses are the most frequently used by Indonesians learning English to respond to English compliments based on the compliment topic of ability, controlled with the social statuses of the addressor (higher, equal, and lower)?
3. What is the general relationship of the subjects' background (academic year cohort) to the preference of the types of compliment responses based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower)?

METHOD

The design of this study is descriptive qualitative. The results of data and the interpretation were described and given qualitative explanations in the form of a description. The subjects of the study were forty students of the English Department of State University of Malang. Specifically, ten subjects were taken from each academic year cohort equally. The English Department students were selected since they were assumed to have acquired both language and culture of English or have attained a high level of education in English and, hence, they were considered to be competent subjects in this study.

As additional information, the subjects of the study came from the educational and non-educational program of the English Department. They also came from different sex and had different backgrounds concerning some courses related to compliment responses they had taken. This additional information is only presented as a reference or a guide to know deeper about the subjects'

backgrounds in this study, thus it was not included in the data analysis. The distribution of the subjects of the study is presented in greater details in Table 1.

<i>Academic Year Cohort</i>	<i>English Language Education</i>		<i>English Language and Literature</i>		<i>Pragmatics</i>		<i>Sociolinguistics</i>	
	Male	Female	Male	Female	Yes	No	Yes	No
2008 - 2009	0	10	0	0	0	10	0	10
2007 - 2008	3	7	0	0	0	10	0	10
2006 - 2007	1	2	2	5	0	10	7	3
2005 - 2006	0	1	4	5	2	8	8	2
Total	40				40		40	

Table 1:
The Distribution of the Subjects of the Study

The data of compliment responses were collected using a Discourse Completion Test (DCT) and a questionnaire. The DCT is “a questionnaire containing a set of very briefly described situations designed to elicit a particular speech act” (Varghese & Billmyer 1996:39). By using DCT, getting a large number of the subjects of the study, collecting the data, and constructing to account for all possible variations in speech acts realization, based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower), can be done easily. However, although DCT has been widely used in empirical studies of interlanguage and cross-cultural pragmatics, it has also been much criticized primarily regarding its validity in collecting the data of speech behaviors. Beebe and Cummings (1985, as cited by Varghese & Billmyer 1996:40), state that DCT fails to elicit the full range of formulas which are

usually found in spoken data, and that it is more deficient in the elaboration and frequency of repetition typical of human spoken interaction. Despite the caveats implicit in the empirical studies, the widespread use of DCT in speech act production studies has given an insight that if DCT is carefully designed, it provides useful information about language learners' pragmatic knowledge in speech acts realization, including in the complimenting exchanges. The DCT employed in this study contained six different scenarios or situations and it was a kind of a dialogue construction or a classic dialogue completion task (See Appendix 1). In addition, the questionnaire was used in this study in order to obtain the information about the subjects' backgrounds and provide a more complete picture about the subjects (See Appendix 2).

The process of data collection was done by distributing DCTs and questionnaires on March 9-11, 2009 to forty students of the English Department, Faculty of Letters, State University of Malang. The students came from each academic year cohort equally. Meanwhile, the data analysis was done in several steps. First, the results of data were put in a tabulation form which categorized the types of compliment responses based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower). After that, the data were presented in greater details in the table showing the frequency or the occurrences of the types of compliment responses that occurred in each situation given in this study.

The taxonomy of compliment responses formulated by Herbert (1986:79 as cited in Urano 1998) was used in categorizing the data. However, when a response could not be classified to Herbert's taxonomy of compliment responses, it was classified to a new semantic formula or a new type of compliment responses. Herbert's taxonomy of compliment responses is presented in Table 2.

<i>Response Type</i>	<i>Example</i>
A. Agreement	
I. Acceptances	
1. Appreciation Token	Thanks; <i>thank you</i> , [smile].
2. Comment Acceptance	<i>Thanks, it's my favorite too.</i>
1. Praise Upgrade	<i>Really brings out the blue in my eyes, doesn't it?</i>
II. Comment History	<i>I bought it for the trip to Arizona.</i>
III. Transfers	
1. Reassignment	<i>My brother gave it to me.</i>
2. Return	<i>So's yours.</i>
B. Non-agreement	
I. Scale Down	<i>It's really quite old.</i>
II. Question	<i>Do you really think so?</i>
III. Nonacceptances	
1. Disagreement	<i>I hate it.</i>
2. Qualification	<i>It's all right, but Len's is nicer.</i>
IV. No acknowledgement	[silence]
C. Other interpretations	
I. Request	<i>You wanna borrow this one too?</i>

Table 2:
Herbert's Taxonomy of Compliment Responses
(Adopted from Herbert 1986:79, as cited in Urano 1998)

RESULTS

After doing data collection and data analysis, it was found that the subjects, in this case Indonesians learning English, employed various types of compliment responses in this study. Specifically, the subjects employed ten types of compliment responses (appreciation token, comment acceptance, praise upgrade, comment history, reassignment, return, scale down, question, disagreement, and qualification) which were categorized on the basis of the taxonomy of

compliment responses formulated by Herbert (1986:79, as cited in Urano 1998) and four types (joking, promise, hope, and apology) which were categorized as new types of compliment responses in this study.

According to the situations given based on each of the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower), the overall distribution of the types of compliment responses is presented in order to give the readers a clearer understanding or a fuller picture of the types of compliment responses found in this study. The overall distribution of the types of compliment responses based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower) is presented in Table 3.

Type of Response	Appearance			Ability		
	<i>Higher</i>	<i>Equal</i>	<i>Lower</i>	<i>Higher</i>	<i>Equal</i>	<i>Lower</i>
Appreciation token	67.2%	42.2%	57.4%	54.2%	47.6%	44.6%
Comment acceptance	10.4%	3.1%	13.1%	10%	6.6%	4.6%
Praise upgrade	-	11%	4.9%	-	4.9%	1.5%
Comment history	-	3.1%	-	-	4.9%	-
Reassignment	8.6%	4.7%	1.6%	-	1.6%	-
Return	-	-	1.6%	-	11.5%	26.2%
Scale down	5.2%	7.8%	8.2%	10%	16.4%	4.6%
Question	8.6%	23.4%	10%	2.9%	-	1.5%
Disagreement	-	3.1%	1.6%	-	4.9%	3.1%
Qualification	-	-	-	-	1.6%	-

No acknowledge ment	-	-	-	-	-	-
Request	-	-	-	-	-	-
Joking*	-	1.6%	1.6%	-	-	-
Promise*	-	-	-	20%	-	-
Hope*	-	-	-	-	-	13.9%
Apology*	-	-	-	2.9%	-	-

Table 3:
The Overall Distribution of the Types of Compliment Responses

Note: - = non existence
* = the new ones

In responding to the compliment topic of appearance given to the addressor in the higher social status, most of the subjects used appreciation token, such as “Thank you” to express the appreciation or acceptance of being complimented on their appearance. The high frequency of appreciation token (67.2%) in this situation was then followed by the use of comment acceptance (10.4%), reassignment and question (8.6%), and scale down (5.2%) respectively. In this situation, it was also found that the subjects often used the terms of address (e.g., “Sir” or “Mam”) when they gave a response to their superior, such as in data “Thank you, *Sir/Ma'am*” or “Thank you, *Sir*. I just try my best”. This was done to show a kind of respect to the person they were talking to.

Another example of the responses given by the subjects when they were being complimented on appearance by their superior can be observed in data “Thank you! But actually the costume manager is behind this”. In this type of data, the addressee accepted the compliment by giving an appreciation of being complimented on her appearance first by saying “Thank you!” (appreciation token), but later she transferred the force of the compliment to the third person,

that is to the costume manager (reassignment). The use of reassignment in this type of data was intended to avoid self-praise or to strengthen the effect of self-effacement primarily to the superior.

Meanwhile, in responding to the compliment topic of appearance given to the addressor in the equal social status, the subjects also used appreciation token (42.2%) as a main preference of the types of compliment responses, followed by the use of question (23.4%); praise upgrade (11%); scale down (7.8%); reassignment (4.7%); comment acceptance, comment history, and disagreement (3.1%); and joking (1.6%) respectively.

Specifically, there are some types of compliment responses which were not found in the previous situation of compliment responses given to the addressor in the higher social status, but they were found in this situation, namely praise upgrade, comment history, and disagreement. It is acceptable that those responses were found in this situation since in responding to the compliment given by the addressor in the equal social status, the addressee might feel that the social gap between them was not quite far, so the addressee could express the expression more freely either by upgrading him/herself, elaborating the history of the object being complimented, or showing a disagreement with what the addressor conveyed. However, there was a response which was categorized as a new type of compliment responses in this study, namely joking. This type of compliment responses was not included to the taxonomy of compliment responses formulated by Herbert (1986:79, as cited in Urano 1998). Joking could be interpreted as an expression of appreciation in a casual way or humorous manner. For a clearer description, take a look at data, "Really? Thank you. *Maybe next time you can buy the same cloth if you want to be more beautiful like me. He he...*". By applying joking in this type of data, the addressee tried to create a kind of humorous manner which might presuppose an agreement to the compliment given. Thus, the situation which was created by the application of

joking in this type of data was quite unrestrained. As a result, the addressee and the addressor could maintain the solidarity between them.

Moreover, the preference to use appreciation token as a main alternative in the complimenting exchanges was also found when the subjects gave a response on the compliment topic of appearance given to the addressor in the lower social status. The subjects often said "Thanks" or "Thank you" after being complimented on appearance by their subordinate. The high frequency of appreciation token (57.4%) was then followed by the use of comment acceptance (13.1%); question (10%); scale down (8.2%); praise upgrade (4.9%); and reassignment, return, disagreement, and joking (1.6%) respectively.

Praise upgrade, disagreement, and joking which were used by the subjects in the previous situation of compliment responses on appearance given to the addressor in the equal social status were also used by the subjects in this situation. Moreover, return appeared as a kind of compliment responses in this situation. Take a look at data, "Ooh...thank you. I think you look awesome too, today". In this type of data, after stating her gratitude, the addressee returned the compliment to the addressor by asserting that the addressor also had the same positive characteristic on her/his appearance. This might be done as a way to avoid self-praise and maintain the solidarity with the addressor.

Furthermore, compliment responses in this study may be analyzed on the basis of another compliment topic, namely ability. In responding to the compliment topic of ability given to addressor in the higher social status, appreciation token was the most frequently used by the subjects. The subjects also sometimes employed the use of the terms of address such as "Sir" in appreciation token, which was used as a kind of respect to the addressor in the higher social status. The high frequency of appreciation token (54.2%) was then followed by

the use of promise (20%), comment acceptance and scale down (10%), and question and apology (2.9%) respectively.

In this situation, promise (“Thank you, Sir. I will work harder”) and apology (“Thank you, Sir. I am so sorry if I have made a mistake in my work”) were categorized as new types of compliment responses in this study. These types of compliment responses were not included to the taxonomy of compliment responses formulated by Herbert (1986:79, as cited in Urano 1998). The use of promise in this case might indicate that the addressee as a lower-status person gave a promise to do better because his/her place demanded it from him/her. Meanwhile, the application of apology in this situation might indicate the addressee's uncertainty of the compliment given.

Meanwhile, in responding to the compliment topic of ability given to the addressor in the equal social status, the subjects also used appreciation token (47.6%) as a main preference of the types of compliment responses, followed by the use of scale down (16.4%); return (11.5%); comment acceptance (6.6%); praise upgrade, comment history, and disagreement (4.9%); and reassignment and qualification (1.6%) respectively.

Qualification was only found in this situation. The application of this type can be observed in one of the subjects' responses, “It's all right, but I think everyone can do even better than me if they study harder”. In this type of data, the addressee qualified the addressor's original assertion by using “but”, though its force was weaker than disagreement.

The last situation given in this study was the responses on the compliment topic of ability given to the addressor in the lower social status. In this situation, most of the subjects preferred to use appreciation token as a compliment response when they were given a compliment by their subordinate. The high frequency of appreciation token (44.6%) was then followed by the use of return (26.2%), hope

(13.9%), comment acceptance and scale down (4.6%), disagreement (3.1%), and praise upgrade and question (1.5%) respectively.

Hope was a new type of compliment responses found in this study. This type of compliment responses was not included to the taxonomy of compliment responses formulated by Herbert (1986:79, as cited in Urano 1998). In this situation, hope was sometimes found in its combination with appreciation token. The application of hope that followed appreciation token can be found in data, "Thanks. I hope you can do more and do your best". In this type of data, hope might be regarded as an indication that the addressee gave some expectations to the addressor in the lower social status to work well and even be better than the addressee.

This study also investigated the general relationship of the subjects' background (academic year cohort) to the preference of the types of compliment responses. The summary of the detail of data regarding the subjects' background (academic year cohort) is presented in Table 4.

<i>Type of Response</i>	<i>Academic Year Cohort</i>			
	<i>2008-2009</i>	<i>2007-2008</i>	<i>2006-2007</i>	<i>2005-2006</i>
Appreciation token	57	52	45	43
Comment acceptance	9	7	7	7
Praise upgrade	1	4	5	4
Comment history	1	1	2	1
Reassignment	1	1	3	5
Return	11	2	4	8
Scale down	8	6	10	9
Question	6	3	10	10
Disagreement	1	1	4	2
Qualification	-	-	-	1

No acknowledgement	-	-	-	-
Request	-	-	-	-
Joking*	1	-	1	-
Promise*	6	2	4	2
Hope*	1	3	5	-

Table 4:
The Relationship of the Subjects' Background (Academic Year Cohort) to the Preference of the Types of Compliment Responses

Note: - = non existence

* = the new ones

It is clear in Table 4 that the subjects in each academic year cohort mostly used appreciation token and considered it as the most appropriate response to the compliment given. Furthermore, most of the types of compliment responses, namely comment acceptance, praise upgrade, comment history, reassignment, return, scale down, question, disagreement, and promise were fairly evenly spread or distributed and found in each academic year cohort. Only some new types of compliment responses were used by certain groups of subjects, namely qualification, joking, hope, and apology.

DISCUSSION

Based on the results of data, it is easy to notice that most of the subjects frequently used the combinations of two or more types of compliment responses at the same time. The combinations of those types of compliment responses have also been found in the empirical studies of compliment responses using the taxonomy of compliment responses formulated by Herbert (Wu 1994; Ibrahim and Riyanto 2000; Patriana 2005; Al-Falasi 2007; Pristiwi 2008). Those studies asserted that the combinations of the types of compliment responses might happen as a natural reflection of linguistic phenomenon

concerning compliment responses in the process of communication, primarily in speech acts realization.

It is also clear that appreciation token was the most frequently used by the subjects in all situations given in this study based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower). Herbert (1989, as cited by Gajaseneni 1994:18) asserts that "Thank you" has been categorized as an acceptance strategy in responding to the compliment. Almost all of the subjects used it in the form of verbal thanking, such as "Thank you", whereas only two subjects gave smile to the addressor, indicating their acceptance non-verbally.

Analyzed more deeply, the high frequency of the use of appreciation token is closely related to the transfer of training in education the students get. As Ibrahim and Riyanto (2000:21) state, "Having been taught in school that the general response to a compliment is the canonical 'thank you', they may assume that it is the only appropriate response to compliments". In other words, Indonesians learning English often get limited sources, examples, or exposures of the variations of the types of compliment responses. Most of the sources they get only provide them with the examples of the use of appreciation token. Thus, their selection of the responses is quite limited. "Thank you" can also be a simple response in the situation where the addressee does not know how to give a response to the compliment given (Pristiwi 2008:45).

Meanwhile, based on Brown and Levinson's theory of politeness behavior (1987), under the circumstances of applying this type of compliment responses, the addressee signifies that he/she would rather sacrifice his/her own negative face by indicating an acceptance to the addressor.

Moreover, there were four types which were categorized as new types of compliment responses in this study, namely joking, promise,

apology, and hope. All of those types of compliment responses were not included to the taxonomy of compliment responses formulated by Herbert (1986:79, as cited in Urano 1998).

Specifically, Joking can also be found in the study of compliment responses uttered by senior high school students in Taiwan conducted by Wu (1994) and the study of compliment responses based on age differences conducted by Patriana (2005). According to them, joking could be treated as a kind of humorous manner which might presuppose agreement to the compliment given. Thus, it can be said that by applying joking or humorous manner, the addressee could maintain the solidarity and intimacy with the addressor rather than offend the addressor's positive face, i.e., "the want of every member that his wants be desirable to at least some others" (Brown and Levinson, 1987:62).

Meanwhile, the application of promise might indicate that the subjects of this study made a kind of promise to do better than what they had done because their place as subordinates demanded it from them. From another point of view, this response could also be seen as an expression of gratitude to the superior. Therefore, the subjects gave a promise as a return for the compliment given. Actually this type of compliment responses can also be found in the study of compliment responses among Americans and Indonesians and its implications for the teaching of English (Ibrahim and Riyanto, 2000). In that study, promise was also used by the addressee in the lower social status as a compliment response given to the addressor in the higher social status. Nevertheless, this type of compliment responses did not occur in American compliment responses in that study. Thus, the preference to use promise as a compliment response in the complimenting exchanges may indicate that Indonesian value or norm that shows modesty to others, primarily to someone in the higher social status plays a significance role in the preference of the types of compliment responses.

Another new type of compliment responses found was hope. The use of hope indicates that the subjects might think that it was the right of the superiors to expect the subordinates to work well. Thus, it might be natural that the subjects as superiors in this situation expressed their expectation when being complimented by the subordinates. Actually, hope can also be found in the results of study of compliment responses among Americans and Indonesians conducted by Ibrahim and Riyanto (2000). In their study, hope was only used among Indonesian superiors and none of Americans used it. From this perspective, the preference to use hope as a compliment response may be due to the fact that Indonesians learning English tend to elaborate their responses by expecting things to work well, expressing their concern to others.

The last new type of compliment responses found in this study was apology. The application of apology is interesting to discuss. The subjects stated an apology for some kinds of mistakes that they might probably do regarding their ability during the work, indicating the uncertainty of the compliment given by asserting that there might be some weaknesses the addressor failed to recognize. The application of apology in this case might also indicate that the subjects wanted to keep self-praise-effacement. This type of compliment responses, to the best of the researcher's knowledge, has not been found in the previous studies dealing with compliment responses.

Another interesting situation concerning the study of how Indonesians learning English respond to English compliments based on the compliment topics and social statuses was the existence of pragmatic transfer in terms of showing literal translation of Indonesian formulaic expressions used as compliment responses. Take for examples data, "Am I? Is there anything wrong with your eyes?", and data, "You're the one who said it. This is so not me". These expressions were literally translated from the widely used Indonesian formulaic expressions. The closest Indonesian expressions might be,

“Ah masa? Apa ada yang salah sama matamu (sehingga kamu berkata seperti itu)?” and “Kamu satu-satunya orang yang berkata seperti itu. Ini benar-benar bukan seperti aku” respectively. This is in line with what Gajasenı asserts that “second language (L2) learners are, at times, unable to express or interpret intended meanings due to a lack of knowledge of the norms of speech behavior in L2” (1994:1). This kind of negative transfer would often result in pragmatic failure or communication breakdown.

Furthermore, it is shown that the subjects' background regarding the academic year cohort did not give a significant effect on the preference of the types of compliment responses. Almost all of the subjects in general, employed the same types of compliment responses in the situations given in this study. Analyzed deeper, this fact is closely related to the transfer of training in education indicating that Indonesians learning English regardless their academic year cohort often get limited sources or examples about the various ways in responding to the compliment given. As a result, Indonesians learning English may assume that the only appropriate response to the compliment is by accepting the compliment directly in the form of appreciation token.

CONCLUSION

To summarize, after analyzing the data of compliment responses based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower), it is clear that Indonesians learning English employed various types of compliment responses. In this case, appreciation token was the most frequently used by the subjects in all situations given in this study based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower). Furthermore, it is believed that in general, the subjects' background (academic year

cohort) did not give a significant effect on the preference of the types of compliment responses.

This study only investigated compliment responses based on the compliment topics (appearance and ability) and social statuses of the addressor (higher, equal, and lower). Therefore, the same or further studies in relation to compliment responses and with higher quality data are needed to contribute more to the real application of pragmatic theory. A study about other social factors that may influence the preference of the types of compliment responses might be interesting to carry out.

ACKNOWLEDGEMENT

Special gratitude is given to Prof. Bambang Yudi Cahyono, M.Pd, M.A., Ph.D., a faculty member of the English Department of State University of Malang, for his guidance and support during the writing of my undergraduate thesis and the writing of this article.

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APPENDIX 1

Discourse Completion Test (DCT)

This DCT will investigate how you respond to compliments. It consists of 6 situations in which you are expected to give responses to compliments based on the compliment topics and social statuses. Imagine you were being in those situations. Please respond AS NATURALLY as possible and try to write your response as you feel you would say in the real life. For each situation, you are asked to give the most complete information possible. Please give your answers in English.

1. **A compliment on appearance which is said by someone in the higher position than you**

Imagine that you participate in the Shakespeare's play of "King Lear" in your campus. In that play, you wear so gorgeous costume that your lecturer says, "I like your costume. It's really gorgeous!"

Your response:

2. **A compliment on appearance which is said by someone in the equal position to you.**

You come to the class by wearing your new cloth for the first time. Suddenly, one of your friends comes approaching you and says, "That's great! You look different. You look more handsome/beautiful with your new cloth."

Your response:

3. **A compliment on appearance which is said by someone in the lower position than you**

Imagine that you are the top executive in the advertising firm. You tell your administrative assistant that you are wearing your new contact lenses instead of your glasses today. When looking at you, your administrative assistant says, "Gee, you really look different with your contact lenses. You look awesome".

Your response:

4. **A compliment on ability which is said by someone in the higher position than you**

Imagine that you work as a new English magazine editor. You have been working very hard to prove your competence. In the day of evaluation meeting, your boss calls you to his/her office and says, "I've been very pleased with your job performance in this first year. You've proved that you are an excellent worker".

Your response:

5. **A compliment on ability which is said by someone in the equal position to you**

You got 98 on your final exam. The lecturer reads the result of it in front of the class. One of your classmates congratulates you by saying, "You must have done a great job on your final exam. Your grade is so good".

Your response:

6. **A compliment on ability which is said by someone in the lower position than you**

Imagine that you are taking a position of senior English tutor in one of the English courses in Malang. One day, a new tutor comes to observe the way you are teaching and says, "You are really good at delivering your material. I hope that I could do the same like you did later."

Your response:

APPENDIX 2

Questionnaire

This questionnaire is intended to obtain the information your backgrounds related to the study of compliment responses. In this questionnaire, you are expected to answer all of the questions correctly. Please give a check mark [?] for your answer. Choose one answer for each of the questions provided.

1. **Name:**

2. **Sex** : Male Female

3. **Major** : English Education
 English Literature

4. **Academic Year**: 2008/2009 2006/2007
 2007/2008 2005/2006

5. **Have you taken and passed these courses?**

- a. **Sociolinguistics**

Yes, I have taken and passed the course

Yes, but I have not passed the course

Not yet

I'm taking it this semester

b. Pragmatics

Yes, I have taken and passed the course

Yes, but I have not passed the course

Not yet

I'm taking it this semester