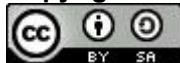


"Sounds great!": Complimenting Strategies and Their Responses in English Class at an Islamic Boarding School

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rjannah2620@gmail.comDOI: <https://doi.org/10.18860/lilics.v1i1.2227>**Copyright** © Raudhatul JannahThis work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).**How to Cite: APA Style 7th edition**

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rjannah2620@gmail.com**ABSTRACT**

The purpose of this study was to investigate the type of strategic compliment spoken by the teachers and the type of compliment response spoken by the students to answer the compliment they received at Al-Masduqiyah Islamic boarding school. The relationship between praise and the environment of the Islamic boarding school in this study explained that the use of language also depended on the environment. Therefore, a person with a different social background could lead to different language and word speech. This study used descriptive qualitative method because this research required the selection of qualitative data to form a descriptive analysis. The participants of this study were English teachers and students at the Al-Masduqiyah Islamic boarding school. This study used two theories, each proposed by Wolfson (1993) and Holmes (1983). The findings of the speech of compliment and compliment responses in this study contained 66 data. In the compliment speech, divided in two categories, 11 and 55 data were found for every category. Meanwhile, in the compliment response, divided into three categories, 45, 16, and 5 data were found for each category respectively. The research conclusion revealed that the word occurrence of a compliment spoken by the teacher was based on students' abilities, and the compliment was able to motivate students in learning activity. The most significant compliment response expressed by the students was the accept type. Further, the students also ignored and rejected the compliment.

Keywords: compliment, compliment response, Al-Masduqiyah Islamic boarding school.

INTRODUCTION

A compliment is a positive expression that usually appears in an everyday conversation between the interlocutor, or higher complimenting is sometimes seen as communicating. Expressing and identifying the right compliments are aspects of communication skills that vary from culture to culture (Holmes, 2015). Compliment is included in the cultural part because it involves a person's ability to use appropriate expressions to give and respond to the attributive compliment. Compliments are also able to apply for opening dialogue and also facilitating conversational interaction by adding

solidarity between the speakers (Pillet-Shore, 2015). Remember that a person also needs to be lifted morally by a compliment. It is true, but if someone is continuously praised or praised excessively, it will have a destructive impact (negative impact). Therefore, it needs to have certain limitations in giving compliments or vice versa, and it is indispensable to respond to a compliment appropriately.

The discussion focuses on the compliment and its responses also occur in teaching-learning activities. The existence of a compliment teaching and learning activities are included in what we usually do and are very good to apply, and there will also be many good sides that can increase student learning enthusiasm and self-confidence. This research needs to be carried out because what will happen if a teaching and learning activity without complimenting the action is interesting enough. It is impossible in a forum for teaching and learning activities to only be filled with learning instruction from the teacher to the students without good feedback for their progress. It will be significantly less effective. Therefore, to find out more about a compliment, a study will investigate the compliment and the response. Further, Al-Masduqiyah Islamic Boarding School will be a place for conducting this research. The Islamic boarding school is a modern public school but still within the scope of Islamic boarding schools.

On the other hand, modern Islamic boarding schools have educational programs that are self-managed (independent) and this program includes formal and non-formal education processes throughout the day in one conditioning unit in the hostel. It can be concluded that boarding schools are institutionally developed to make their impact effective, *pesantren* not only places of learning but are a process of character building, life, and resource development (Talib, 2015). In addition, some organizations focus on language deepening in modern Islamic boarding schools, especially English. One thing that makes this Islamic boarding school look different is the existence of regulations that require all male and female students to speak in foreign languages (English and Arabic) so that students are accustomed to speak in these foreign languages. The research in this case will examine the compliments and responses to praise in Al-Masduqiyah Islamic Boarding School. It is exciting to utter a compliment and how to respond to such a compliment in the social environment of a modern Islamic boarding school.

Several discussions on the topics of compliment were made by previous researchers, including a study conducted by Drakhshan et al., (2021); Motamed (2018); Khan and Rustam (2017). The three studies above examined a study that compared two speakers. The researcher on finding the differences of compliments that were used by the two speakers. Other research conducted on only one object focus without comparisons such as the study described above must also exist, such as research conducted by Natsir et al., (2021); Krisdayanti (2019); Arini et al., (2021); Saputra (2019); Yang et al., (2020); Muadz (2017); whose research found what compliments and its responses occur in English learners.

Research on compliment responses, which is a preliminary case study based on academic status and gender differences as well as on social science and humanities micro-savings was conducted by Korkmaz (2020); Kura et al., (2017); Nizomiddinovna (2021); which explains the relationship between the compliment response between the giver and the recipient with these differences. Moreover, two studies are quite different from the

previous research that has been discussed above, the research conducted by Saraswati (2018), where this research examines compliments and its response that occurred in the film Pitch Perfect, the data is taken from a film, and the research conducted by Rahdayanti (2017), which explains how the effect of compliments and its response that Bugis native speakers spoke is negative or positive. The other previous research that has been described by Munawwaroh and Ishlahiyah (2021) and Kholifah (2021), also has the same similarities with this research, in the context of compliment that occurs in Islamic boarding schools.

RESEARCH METHOD

This study used a descriptive qualitative research design to analyze the data and aimed to examine and describe the types of compliment used by teachers at the Islamic boarding school in Al-Masduqiyah and the responses used by English language learners. Therefore, the researcher used the qualitative descriptive method, because this research goal is to study the phenomenon of language in praise narrative.

The data of this research was the utterances of compliments produced by teachers and the responding of compliments produced by students in teaching-learning activities at MEC (Masduqiyah English Club) class, and the data source of this research was the recording of conversation utterances between English teachers and English students during the class activity that carried out at Al-Masduqiyah Islamic boarding school, located at Probolinggo.

On the other hand, in analyzing the data, this research will be done by using two theories, namely Wolfson's (1993) and Holmes's (1988) theory. Wolfson's theory used to explain some types of compliments that were used by English teachers, and Holmes's approach describes the response in compliment responses between female and male English learners.

FINDINGS & DISCUSSION

The findings section in this study found 132 data consisting of 66 compliments and 66 compliment responses sentences. There are 2 compliment types, namely: the topic of appearance and the topic of ability. Therefore, this study found the compliment data utterances showing that there are 11 topics of appearance data and 55 topics of ability data spoken by the teacher to students during teaching and learning activities. There are 3 compliment response types, such; accept, ignore, and reject. The researcher also found 45 data for acceptance type, 16 data for ignoring type, and 5 data for rejection type on the speech of compliment response spoken by students when receiving a compliment.

Compliment

There are two compliments types used by the teacher as one of the participants in this study, namely the topic of appearance and the topic of ability, which are further explained below.

Topic of Appearance

This type of compliment occurred when a complementer praises something because it is interesting in matters relating to the appearance or personality of the interlocutor, meaning that a sense of wanting to praise the other person arises. It is divided into two parts, namely personal appearance and possession. Personal appearance discusses the compliment that is praised about personal appearance, while possession describes the type of compliment that concerns on a person's possession. According to the data that has been obtained by the researcher, there are 11 data categorized as types of appearance topics, which are divided into two parts; 10 data on personal appearance and 1 data on possession.

Personal Appearance

The personal appearance is a compliment that occurs because of the attraction attached to the person. The sample data is shown below.

Datum 1:

Teacher: You look so happy and fresh today. I'm glad to see this.

Student: you too, ma'am.

The conversation above occurred when the teacher was very excited to go to the class, but when the teacher was in front of the class, suddenly the teacher saw that the students looked very happy and excited to learn together. From this incident, the teacher spontaneously praised the student who looked very happy and fresh.

Therefore, the conversation of compliment with the type above was an example of a personal appearance topic because a facial expression that looks very happy and fresh is included in a personal appearance. Focusing on the words "*Happy and Fresh*" in the conversation, it can be seen that the praise given by the teacher contains a continuous meaning with an appearance. Appearance which was related to students' facial expressions. In summary, the use of this personal appearance type was used to appreciate something new, can appreciate someone's strengths in appearance, advantages over faces that look more attractive than others, and can also be used as a tool to appreciate an action taken.

Possession

This type of compliment occurs because the complementer wants praise that involves a personal possession and that is also common in social interactions. The following was an example of possession.

Datum 2:

Teacher: How about your new uniform? It is very to wear, right?

Student: It is very comfortable clothes, ma'am.

Teacher: Wow, you look prettier with your new uniform, looks like your sister

Student: It's also thanks to you that you have chosen a very nice uniform for us, ma'am.

Later that day, the students had just put on their uniforms. The appearance of a complement in the conversation was because there was something new that looks

beautiful, thus making the teacher praised those who look more beautiful by wearing these clothes, and it turned out that it's all thanks to the teacher's choice of choosing a nice uniform for the students, with the result that the students look more beautiful.

The conversation was a proprietary type of compliment because this type describes personal ownership. The private property of a teacher who said that the student wearing the new uniform looked prettier, thus looking like his older sister. The correlation of ownership between brother and sister means the type of possession compliment. The word that showed possession in the conversation above is "*your*", which of the words explains that possession denotes a compliment that contains the possession type. Overall, this type of possession complement was used to praise a person's merits by equating the recipient with their possession. This possession contained only a compliment related to the possession of the recipient of the compliment. Therefore, a compliment that involved associating it with possession, was a possession-type compliment.

Topic of Ability

The topic of ability usually occurs when a complimenter praises someone because they want to appreciate a talent possessed by the recipient of the compliment. Further, a sense of wanting to praise the other person arises. The topic of this ability is divided into two parts, namely general abilities and special action abilities. According to the data that has been obtained by the researcher, 54 data are categorized as types of ability topics, which are divided into two parts, namely; 50 data of general ability and 4 data of specific action ability.

General Ability

The general ability commonly occurs because of an excess in a general talent which is included in the talent of skills, creativity, and taste of someone who categorizes general abilities. The following was an example of general ability.

Datum 3:

Teacher: You did it well, it is perfect. I like the way you tell your experience and also the way you respond to the question. Good job!

Student: I will give my best, ma'am.

The conversation above occurred during teaching and learning activities when the teacher instructs students to do an assignment, which includes an audio recording of a conversation between two students in pairs. The teacher gave time for the students to do the assignment, and the students do the assignment in class. After completing the order, the student sends the recorded conversation to the teacher and the teacher corrects the assignments one by one. After listening to some audio conversations from the students' assignments, the teacher was very excited and very happy because the assignments given to the students were done very well, and it was in line with the teacher's expectations. It made the teacher happy because the results of students' assignments were very good. The teacher spontaneously immediately praised the students by saying that the work they did was very good. The teacher also liked the audio recording of the student's assignments, because the delivery of students in conveying and telling an experience is conveyed. Not

only that, but the teacher also liked how they communicate in the audio and how (student a) answers agilely and accurately to the questions posed by the interlocutor (student b).

Based on the conversation above, in the context of the compliment spoken by the teacher, it is included in the type of compliment that was a general ability. The context of the teacher praising the student included a compliment caused by praising something related to personal talents. The talent listed in the conversation was talent in the ingenuity of students who can tell their experiences, and present their questions correctly and clearly. On the whole, a compliment related to the talent that everyone can do was a general ability type of praise. An example of general ability that often occurred in teaching and learning activities was when the teacher orders the students to read the story in the book, and then the student read according to the teacher's orders, even though this student did not read in a good voice or with good pronunciation but wanted to take action. Therefore, the praise given by the teacher to students includes general ability which aims to appreciate the actions that have been taken by students.

Specific Act-Ability

The specific-act-ability complement is to explain the specific-act ability in certain situations and conditions, including the ability of certain actions. Special abilities contain all specific actions in certain situations. The following is an example of conversational data obtained by the researcher.

Datum 4:

Teacher: Does anyone know what news is happening right now?

Student: (answer the question)

Teacher: That's good. It means that you like reading, right?

Student: Yes, I do.

The conversation above started while the teacher explained various kinds of news. The teacher gave it to the students, and asked if any of them have any questions or know about what news was happening at this time. After the teacher asked the question, one of the students answered the question. The student answered it with the knowledge he currently had, and it turned out that the answer proposed by the student was correct. In addition, from the answers given by the students, the teacher praises the students by stating that what has been conveyed by the students is the correct answer. Not only that, but the teacher also praised the students by thinking that the students seemed to like reading so their knowledge increased.

Based on the statement above, it showed that the conversation includes a conversation that contains a specific-act ability type of compliment, in which the words of compliment have specific in the action. The point was explained that the student who answered the teacher's question can give a good and correct answer. The teacher praised the student because the student is able to answer the question and like reading, the act of reading raises a specific action. In the conversation above, it can be said from the word "*like reading*" that students who got praise from the teacher have a more specific talent than other students.

Related to the discussion of compliments delivered by teachers, teachers often use compliments that are included in the category of personal appearance and general ability. The teacher often conveys these two praises, maybe it is also due to the existence of this research whose object of research uses teaching and learning activities in the classroom. Examples of personal appearance compliments that often occur in the classroom is appreciation token, which is a response to praise that appreciates a compliment received, is often pronounced "*thank you*" or marked with body language, namely "*smile and nodded*".

Compliment Responses

There are three types of compliment responses used by students as one of the participants in this study, namely accepting, ignoring, and rejecting. The following is a complete explanation of compliment responses spoken by the students to the teachers'.

Accept

The type of "accept" describes the occurrence of a compliment response utterance when the recipient feels suitable and happy with a compliment expressed. Type of response to praise "accept" the recipient responds such as with the word "thanks" or with a smile. From the total results of this study, many students feel more confident in class, and it can be found in the compliment that is spoken. The researcher found 44 data belonging to the "accept" type, which type also has its division. Namely: 30 data of appreciation tokens, 9 data of agreeing on utterances, 3 data of qualifying utterances, and 2 data of return the compliment. The following is a detailed explanation and example of each category of compliment responses based on the data that has been obtained.

Appreciation Token

An appreciation token is a response in the form of appreciation expressed by the recipient. The recipient of the compliment praises the compliment because the student feels to deserves the compliment. In addition, this type of token appreciation often occurs only with a short response in the form of a compliment, for example by saying "*thank you*" or "*just smiling*" as a sign that has received the compliment. The following is an example of conversational data that has been obtained by this research.

Datum 5:

Teacher: Very good, Irfan.

Student: thank you, ma'am.

The incident of compliment and its response began while a teacher gave assignments to students, and they discussed the task simultaneously. However, the teacher's job in the discussion activity was to act as a mentor. The teacher starts by asking students if there was one student who only wants to answer the first question. There was one student who picked up and offered to share the best answer in front of the class. The teacher invited the student to answer. After the student answered, the teacher praised the student by saying that the answer expressed by the student is true and correct. Moreover, the response expressed by the students was to praise the teacher by saying thank you,

ma'am. Therefore, a compliment response that occurs in the conversation above is included in the token appreciation type of compliment response, in which the student responded to the teacher for praise by answering *thanks* for the praise given by the teacher.

Agreeing on Utterance

Agreeing on Utterance is a compliment response in the form of a statement of approval that the recipient of the complement uttered by the utterance of compliment. It also makes it clear that the complement agrees the compliment is received because the recipient feels comfortable with the compliment. The following is a sample data of Agreeing on Utterance .

Datum 6:

Teacher: Thank you, Tina, for your information. I hope they will join us soon. So they won't miss the lesson.

Student: We agree with you, ma'am.

The conversation above occurred when the teacher checked the student before starting the lesson. At that time, the teacher had started to attend a student meeting by calling the student's name one by one and the students noted by raising their hand. After reading the absences, it turned out that there were two students who did not come to the class. Then the teacher asked the students if maybe one of them knew their 2 friends who had not attended class. There was one student named Tina who knew the whereabouts of her friend. Tina answered the teacher by stating that the two friends would attend class today, but they would be late for class that day. The teacher also responded and replied that it doesn't matter if they are both late to enter the class, the most important thing was that they can participate in teaching and learning activities so they won't miss the learning material taught by the teacher.

The interaction of compliment and its responses that occurred in the conversation above was caused by one of the students knowing the existence of their friends who didn't come to the class and answering the teacher's questions. The teacher thanked the student for giving the information to the teacher. Not only that, but the teacher also gives good news to students who are late so that they can come quickly and participate in learning activities. From these expectations, there was a response of compliment spoken by students, namely by agreeing with the expectations spoken by the teacher. Therefore, the compliment response above was included in the type of approving compliment response because in the student's response there was an agreement conveyed by the recipient of the compliment.

Qualifying Utterance

The compliment response is characterized by someone's actions after receiving a compliment. However, it does not mean that research participants do not refuse but the participants are answered by using verbal responses such as downgrades and questions. Fighting or qualifying speech is when preparing to overcome one's strengths or defeat an addiction.

Datum 7:

Teacher: And for all of you thank you very much. I'm really satisfied with your achievement in this lesson.

Student: We are also really happy and enjoy this class, aren't we ma'am.

The conversation above occurred when the teacher started the class by ensuring all students understood the explanation that had been explained by the teacher and none of the students didn't understand it. After asking if the students have understood the lesson that has been taught, the teacher did not forget to thank the students that they have enjoyed the class and they have made a good contribution to the teacher so that the teacher felt happy. When the teacher has stated that the teacher was very satisfied with what the students achieved in the class, a response was given by the students. Students respond to the teacher's compliment, students also respond by clarifying something and saying if the statement was true or not. It doesn't mean that the student rejects the compliment, but the student accepts the compliment.

In the conversation above, it focuses on the word "*we are also really happy and enjoy...*" which in that phrase explained that the student received the praise. The student received the praise by responding in a clarifying manner to the praise. Students didn't receive the praise by receiving the praise directly, but students respond in a different way. In conclusion, an acceptance in the response to praise can also be said in the form of qualifying the utterances obtained. In addition, the compliment was accepted but with clarifying praise. However, with the response actions delivered, it does not mean that students do not receive praise, even students receive them by responding using different speeches.

Return compliment

Returning a compliment to the recipient means that they do the same thing to another person as that person has done to them. Perhaps the compliment may have something in common with the recipient. The following is an example of conversational data in this research.

Datum 8:

Teacher: Wow, you look prettier with your new uniform

Student: It's also thanks to you that you have chosen a very nice uniform for us, ma'am.

The conversation above began when the teacher asked the students, how about the new uniforms they were wearing, and whether the students felt comfortable with their new uniforms or not. Students answered that the uniforms used by students were very comfortable. This incident happened because in wanting to start learning, the teacher saw someone interacting with the students, it looked very beautiful and attractive. The teacher praised the students by starting to ask them a question. The students stated that the uniforms they wore were very comfortable to wear, and the teacher stated that the students looked more beautiful with the new uniforms. After the teacher praised the students, there was a response of compliment expressed by the students to the teacher, they responded with the compliment. They did not only take it for granted, but the

students also praised the teacher back, because they could look more attractive in their new uniforms all thanks to the teacher, while the teacher who has chosen a very beautiful uniform for the students. Focusing on the phrase "*it's also thanks to you..*", means that students look more comfortable in their new uniforms, thanks to the teacher who has chosen the best uniform for their students. The phrase also shows that students receive the praise said by the teacher, but students also respond by giving praise back to the teacher who has praised the students first.

Ignore

The ignore type is one of the slightly interesting types, in which the recipient of the ignoring type compliment tries to accept the compliment but in various ways, such as: avoiding acknowledging that student received a positive compliment or also by diverting or rejecting the compliment elsewhere. According to Holmes (1988), the type of ignoring in the discussion of compliment response is categorized into five parts, such as credit switch, informative comments, rejection, sequential avoidance, and asking for guarantees. The researcher found 16 data related to the ignore type, which is divided into five parts, namely: 5 data of credit switch, 5 data of informative comment, 3 data of refusing, 2 data of avoidance sequential, and 1 data of confirmation request.

Credit Switch

Credit switch is the approach used by the same credit recipients to give a credit to someone other than themselves. Sometimes, they turn to praise the speakers. Usually, recipients switch when they think they don't deserve the compliment, as shown in the following datum.

Datum 9:

Teacher: Yes, you have a wonderful word.

Student: my words are still far from perfect, ma'am.

Teacher: No problem.

The conversation above took place when the teacher allowed students to answer question number five that had been given by the teacher. Then there was one student who raised it and the student asked permission for answering, the student said "*can I try to answer the question, ma'am?*", The teacher was happy to allow him to answer the question. The student answers the question with confidence, and the student answers it based on his opinion. After the student answered, the teacher immediately praised the student because the answer was forwarded by the student was very good and conveyed in very neat and precise words. But after the student received a compliment from the teacher, the student did not respond to the compliment positively. The student answered the teacher's compliment with a sentence by stating what the student said using words that were still far from a perfect answer.

Focusing on the phrase "*my word still far..*", explained that students respond to the praise expressed by the teacher with a refusal. The student did not accept the compliment, but the student ignored the compliment by stating that the answer given to the teacher was not perfect. In conclusion, responding to praise did not always have to be accepted,

but can also be avoided. This section explains that the response to praise was expressed to avoid a compliment. Based on the data obtained, namely the avoidance by conveying evasion from a statement that has been submitted, it can also respond to a statement stating that the student only conveyed what the student knows, and also responds by stating what the teacher knows was more perfect than the other student, that's the rejection response obtained in this study.

Informative Comment

Informative comments are commendable responses that are relevant information for compliment. This happens to give the speaker additional details about the compliment that the speaker forgets about the compliment for the recipient, as shown in the datum below.

Datum 10:

Teacher: Well, that's exactly what I want, you are great.

Student: I learned from my mistake, thank you, sir.

The conversation above occurred when the teacher gave assignments to students. When discussing the correct answers to the questions the teacher was ordered to contribute to answering these questions. Then one of the students tried to get up the courage to answer the question. After answering the teacher's question, the answer was the right answer desired by the teacher. The teacher praised the student by stating that the student was very great for daring to answer questions correctly. The student also received the compliment but did not receive the compliment in a positive way, but the student received the compliment by avoiding it. The student avoided the teacher's praise by stating the information in the comments that the student can answer the question correctly because the student learned from his mistakes yesterday.

Focusing on the sentence "*I learned it from my mistake..*", it was known that a response expressed by the student was a response of compliment in the form of avoidance. Avoidance made by students was by stating a comment that contains more information that aims to avoid further praise. In conclusion, getting a compliment did not always have to be taken for granted. Sometimes, it respond to compliments by avoiding them. Based on the data obtained in this study, there are also many praise responses by avoiding, and the avoidance can also be done by commenting on the addition of information to the teacher's praise, and it also made the teacher not continue the compliment that the teacher previously conveyed. This avoidance response did not mean students reject the praise they get, but students only feel uncomfortable with the praise that the teacher conveys and students ignore the praise.

Refusing

Refusing means the complement recipient changes the subject when receiving a compliment. This avoidance can be demonstrated by providing a diversion from the discussion. It ignores the good effects shown by praise or when it is done unsatisfactorily by a skillful conversation to answer the ignorance compliments and divert the topic. Concerning the "ignore" response, although it is not so obvious an avoidance or evasion by

the recipient, there is a small group of compliments in which the complementary speaker gives the recipient by following the compliment with other words that allow the recipient to avoid it. The following is an example of refusing found in this study.

Datum 11:

Teacher: sounds great!

Student: I'm not the best one, sir.

The conversation above occurred during the learning activity, where the lesson discussed a topic of discussion that issued an opinion. In the event above, there was one student who proposed himself to give his opinion in the class. The teacher also allowed him to express his opinion. The student immediately expressed his opinion, then after finishing adding his opinion the teacher sounded very proud, the teacher spontaneously praised him by stating that what the student said sounded very great. After the compliment is spoken by the teacher, the student also accepts the compliment, avoiding the compliment and he completely dodged and rejected the compliment, but the student rejected it by stating that he was not the best in the rest of the class.

Focusing on the sentence "*I am not the best one*", it can be concluded that the sentence is a rejection sentence. In this section, describe a compliment response that contains a statement of avoidance. Avoidance is done by the recipient of the compliment, namely by refusing the praise received. In conclusion, the response to a compliment delivered with an ignoring has a variety of ways. In this data, the avoidance is by using a rejection statement. The refusal occurred because students did not want to accept the praise given by the teacher, but the students rejected the praise because they felt it did not match the praise they received. Students feel it's too over for students to get the praise.

Sequential Avoidance

Sequential avoidance is a reaction exhibited in the following utterance. It allows the listener to avoid responding to a compliment. It also occurs when the recipient asks the praise speaker to restate the compliment in some way. The goal is for politeness to prevent the recipient of the compliment from receiving the compliment, but the recipient does not want to refuse it. This is a strategy if it sounds like questioning the sincerity or veracity of the speaker, as shown the following datum.

Datum 12:

Teacher: It's fantastic! give applause

Student: (applause) sorry if there are mistakes in showing the talk show, ma'am.

The conversation above occurred in activities that included all students, in which students had to find a partner to be able to participate in the activities to be carried out. If you have found a partner for this activity, students can carry out these activities. There was a compliment said by the teacher because the students did a very interesting conversation performance, so the teacher praised the appearance by saying that the performance was fantastic. The student also responded to the compliment with valid or

reasonable proof, and responded by saying that the student apologized for the unfavorable mistake in his appearance in the conversation.

Focusing on the word "*sorry*", the word represents a response that given by the student to the teacher. It explained that the student ignored the teacher's praise because the student felt that didn't do a good showing, but the other students also did the same. Moreover, the student realized that a good showing was not only done by him, therefore the student responded to the compliment by evading and uttering an apology statement. Avoidance type is not only done by expressing an apology, but also by stating that what the student is doing is not perfect or not optimal, and can also be called a statement of praise that the teacher says is not true.

Therefore, in the conversation above, there is a compliment that explains how a response that doesn't just accept the compliment but will respond to that compliment as well with the compliment in the form of giving a reasonable proof so that it can praise the compliment does not continue the pronunciation of the compliment again.

Ask For Reassurance

A request for reassurance is when the recipient of a complementary question compliments the speaker. The recipient of the complement asks the truth about the praise for the speaker, which is shown in the following datum.

Datum 13:

Teacher: don't worry. I'm sure you did it well

Student: really ma'am?

The conversation above occurred during the class discussion, in which the teacher invited students to convey their respective answers and perceptions. In the conversation, the student stated that the student wanted to answer but the student doubted that the sentence structure used to speak was not correct, so he was embarrassed to say it. However, the teacher still supports students to speak even though the speaking is not precise, the most important thing is that the answer conveyed can be understood. The teacher also praised and convinced the student could do it, the teacher said that he certainly could, and the student also responds to the praise well but will respond to the student also avoiding the compliment. The student avoids it by asking a question that can confirm whether the compliment is right for the student.

Focusing on the word "*really?*", describes a compliment response in the form of avoidance by stating a question. Responding to compliments by giving the speaker back a compliment by asking a question is not wrong. Everyone has the right to choose whether the praise received matches the actions that have been acceptable. Not everyone can take compliments. In this case, stating that responding to praise can also be said by answering to get clarification in the form of a question.

Therefore, the conversation that contains a compliment response above is an example of asking for a reassurance-type response. The response to the compliment uttered by the student in the conversation indicates that the student accepts the compliment with a response containing an avoidance of the compliment. Avoidance made

by the student by stating a question to the speech of praise which aims to stop or avoid the compliment.

Reject

Rejection type is a type of compliment response which means that do not receive a compliment. It occurs because the recipient of the compliment feels that the compliment is less comfortable and the compliment that is said to the recipient does not deserve him. There are three parts of this type, namely; disagreement utterances, question accuracy, and defiance of the integrity of the compliment. The researcher found 5 types of rejecting data in this study, namely: 1 data of disagreement utterance, and 4 data of question accuracy. However, in this study, there were no data examples of reject-type praise responses which were included in the category of defiance to the integrity of the compliment. For the discussion of the type of rejection compliment, a response will only discuss the 2 categories of rejection that have data in this study.

Disagreement Utterances

Expression of disapproval occurs when the recipient of the compliment disagrees with the speech of the praise speaker and rejects the compliment. In this section, there is only 1 data on praise responses in this study, as shown below.

Datum 14:

Teacher: good question

Student: My friend is also confused about it, ma'am.

The conversation above occurred when the teacher and students were discussing the basic tenses in English lessons. Then the teacher convinces all students, whether all of them have understood what the teacher explained earlier. There was one student who raised her hand and said that she wanted to ask something to the teacher. The teacher allowed her to ask. After conveying the question, the teacher states and praises the student, which is a question. But the students did not refuse to accept the praise. The student responds to the praise by refusing the praise given by the teacher. The student said by stating that many of her friends were confused about the explanation.

In the conversation above, focusing on the word "*confused*", stated that students who received praise from the teacher rejected the praise by providing new information that other students did not understand the explanation obtained. Students who get praise feel they don't deserve praise from the teacher, further students refuse. The rejection looks uncomfortable to observe because in the context of the teacher being rejected by students it looks impolite, but students can convey their responses well so that the teacher does not object to the response of students who refuse praise from the teacher. Therefore, the conversation above contains a response to praise which belongs to the type of disagreement, which is about an announcement that occurs because of a disagreement with the compliment that is given that the recipient of the complement does not accept the compliment.

Question Accuracy

The accuracy of the question occurs when the complement recipient questions a sincere compliment and rejects it. The recipient does not feel comfortable about the compliment from the speaker, as shown below.

Datum 15:

Teacher: wow your writing is very good

Student: Is this clear enough, ma'am?

Teacher: yes of course.

The conversation above occurred when the teacher ordered the students to write the students' answers on the whiteboard in front of them. There was the first student who came forward and wrote the answer in front. After the student answered in front of the teacher, the teacher praised the student spontaneously because the writing the student wrote on the whiteboard looked very good, but the student would dodge and reject the compliment. This is done by students by asking questions to the teacher, the questions he wants to make sure that the writing written by students is visible or not. That way the teacher will not continue to praise this student.

The statement uttered by the student is by stating "*is this clear enough?*" It was explained that the statement included a rejection response made by the student. Rejecting a compliment that has been conveyed by the teacher to the student is impossible if the student rejects it by directly avoiding the teacher who has just praised. Besides, the alternative to not receiving the compliment is to respond well to the compliment that has been conveyed even though it is a statement in the form of rejection. The refusal expressed by the students was by giving a question to the teacher, to clarify whether the statement of praise that had been conveyed was true purely for the excess of the actions the students had taken.

In conclusion, as discussed above, there are many types of compliment and compliment responses found by researchers, of which almost every type gets an example from data obtained at the Al-Masduqiyah Islamic Boarding School. After discussing the findings on the use of complements and compliment responses, this study also aims to explore how students respond to compliments and are expressed by the teacher, where the student used as the subject of this research is a student who lives in an Islamic boarding school.

CONCLUSION & SUGGESTION

There were 2 types of compliments used by English teachers at Al-Masduqiyah Islamic Boarding School when praising students in class during teaching and learning activities. The compliments are topic of appearance and topic of ability, from 66 overall data found there are 11 data including the topic of appearance and 55 data including the topic of ability. The topic of appearance type consists of 2 categories, personal appearance, and possession. While the topic of ability type consists of 2 categories: general ability, and specific-act ability. The most dominant research on giving praise uses the topic of ability type, which is also carried out in the class activities. There will be a lot of compliments that aim to motivate students in class, with the hope that students who have excelled will still

maintain their achievements, while students who still lack achievement hopefully can increase their learning motivation.

The compliment responses that found in this research are accepted, ignored, and rejected types. From the 66 data, it was found that there were 45 data belonging to the accept type, 16 data belonging to the ignore type, and 5 data belonging to the reject type. The accept type consists of appreciation token, agreeing on utterance, qualifying utterances, and returning the compliment. The ignore type consists of credit switch, informative comment, refusing, sequential avoidance, and asking for reassurance. The reject type consists of disagreement utterance, question accuracy, and defiance of the integrity of the compliment, but this study only uses 2 types of reject, namely disagreement and question accuracy because the researcher did not find research data for the type of defiance the integrity of the compliment. The category of compliment response that is often used is the type of acceptance, while students often receive praise spoken by the teacher and respond to compliments.

The future researchers who want to raise the discussing about compliment and its responses may be able to discuss this topic from a different angle, for example researching compliment and responses in everyday life, in literary works, in a corporate agency, in film, or discussing focusing on the differences between male and female in using complement and its response. Hopefully, this research can provide new ideas and contribute a lot to the latest research in the future. Researcher hopes that the next researchers will be able to provide more research on different approaches or subjects.

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