Compliment Response Strategies of Female English Learners: Distinguishing from Current Online Interaction

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ABSTRACT

This research aims to explore the types of compliment response strategies used by the female English learners *at Darul Lughah wal Karomah Islamic boarding school*. It also analyses the relationship between the speaker of the language and the society. It is conducted before the pandemic of covid19. Therefore, it has different result according to the current situation. This research used descriptive qualitative research design. There were 10 female English learners selected for this research. The finding of the research shows that the most dominant used is *Ignore* types. The result of the interview explained that the society of the research's participant can be determined from how they respond to the compliment in their class. It is found that the female English learner has different response regarding the compliment that they receive. This research done before the pandemic of covid-19, therefore this research draws the activities of school in offline mode. Conducting a research in the current situation might draw different result than this research.

Keywords: Compliment, Compliment Response, Linguistic Relativity, Female English learners, Islamic Boarding School.

1. INTRODUCTION

Since the pandemic of Covid19, everything has been done online because of suggestions to do social distancing, as well as schools. At the present time, schools are carried out through online meetings, both junior and senior high school, or even university students. This makes schooling activities no longer conducive, because teachers have limitations to check the originality of the student assignments or the progress that students have made. Students are also constrained by several things such as sample signals, some who live in rural areas do not have a smooth network to run schools online.

This research was conducted before the pandemic of covid19 and located in a boarding school called Darul Lughah wal Karomah at Kraksaan, Probolinggo. This study examines the type of compliment response u sed by the participants of the study regarding with their specific reasons for using certain types based on the context of being a student in Islamic boarding schools. This research was carried out before the pandemic and the participants of the study could interact freely in the classroom so that they received compliment from the teacher for the good work they did, besides that when this research was conducted, the students did not have to keep a distance, unlike the present condition that done to prevent the spread of covid19 and the school activities is carry out the student's each house.

Several studies in the same topic has been conducted by different researchers those researches conducted by [1] [2] [3] [4] [5] [6] [7], however this research conduct different theory and situation, therefore this research presents different result. The situation of this research is rare to observe by several researcher, it is because the Islamic boarding school commonly known for the use of Arabic language, but the selected Islamic boarding school in this research develops bot Arabic and English language, the selected participant of the research is the English native speaker and also a member of English club at the Islamic boarding school.

The compliment in Islamic boarding school has differentiation from the other living places. It is because the Islamic boarding school prioritizes religious science and morals. The existence of Islamic boarding schools

in Indonesia, in their development is greatly influenced by surrounding community, especially in terms of education and attitude. This is because, from the very beginning, the Islamic boarding school was prepared to educate and spread Islamic teachings to the community through recitation.

This research focuses on the compliment responses produced by female English learners after getting compliments from their teachers in the classroom session as explained theory from Holmes [8]

The selected participant of this study is from the highest class in the English course, they were the most active class rather than the other class. Therefore, the students are appropriate for the need of the study. It is also because the data gained from the class session in the term of interview, and the class activeness help the researcher to gain more data properly.

Islamic boarding school is categorized into two types, they are Salafiyyah Islamic boarding school and Khalafiyah Islamic Boarding School [9]. Salafiyyah is an Islamic boarding school that organizes the teaching-learning process using a traditional approach. Meanwhile, Khalafiyyah Islamic boarding school which organizes the teaching-learning process with a modern approach. Darul Lughah wal Karomah Islamic Boarding School is one of the Islamic boarding schools in Probolinggo. It is an Islamic boarding school which prioritizes the traditional approach, while the other boarding schools use modern approach. Moreover, Darul Lughah wal Karomah Islamic boarding school prioritizes the development of the languages. The use of language in the Islamic boarding is more intensive than the other Islamic boarding schools. Therefore, this Islamic boarding school is selected for this research. Moreover, the Islamic boarding school prioritizes the development of the languages. Therefore, the use of language on the Islamic boarding school is more intensive than others.

Language and society cannot be separated [10]. Somebody has grown up by using the language. The Islamic boarding female English learners also have their local style, which usually taught by their teacher in the Islamic boarding school. However, the responses of the compliment delivered by the Islamic boarding school female English learners have their uniqueness. It is because female English learners learn about moral and attitude in the Islamic boarding school [9].

Since this research explored the types of compliment responses strategy used by female English Learners and the reasons of using compliment responses, there two questions could be formulated 1) What are the types of compliment responses strategy used by female English learners at Darul Lughah wal Karomah Islamic Boarding School? And, 2) What are the reasons of using compliment response strategy by female English learners at Darul Lughah wal Karomah Islamic Boarding School

2. REVIEW OF RELATED LITERATURE

The phenomenon of investigating compliment and compliment responses has undoubtedly become one of the most interesting topics in synchronic linguistics in the last three decades Herbert [11]. There have been a large number of studies published on this topic since the early 1970s by researchers from various subfields of linguistics (e.g., Pragmatics, discourse analysis, sociolinguistics, psycholinguistics, and communication ethnography). Most of this research has sought to establish a clear relationship between linguistic choices and the socio-cultural integrative process. In other words, they try to explore how the former calls and, at the same time, is formed by the latter.

The person gives the great majority of compliments which occur in interactions between statuses unequal in the higher position [12]. In this research, the data gained from the compliment that the teacher gives to several female English learners who deserve the compliment because they are active or smart in the class. Moreover, people pay compliments to start a conversation, smooth an interaction, strengthen an emotional exchange, and enhance the mutual understanding and friendship of the people who are involved in the conversation. However, when people responding to a compliment, they have their levels, such as how to respond to their teacher, friends, roommate, and others.

2.1 Compliment Responses

2.1.1 Definition of Compliment Responses

Compliment response is a verbal acknowledgment that the recipient of the compliment heard and reacted to the compliment [13]. This reaction may differ from one person to another society depending on a variety of contextual and cultural factors. Compliment responses mean a very common phrase or sentence that people say after another person that has complimented them for possession, ability, appearance, or anything valuable for social or other reason. The existence of a compliment response is to complete compliment. Therefore, compliment and compliment response cannot be separated from one another [11].

2.1.2 Types of Compliment Responses

The response of compliment into three parts: Accept, Reject, and Evade. Each category has its own explanation; here are the categories for each type [8].

2.1.2.1 Accept

The first category is "accepting". This part has a particular category that convinces that the subject of the research accepts the compliment even if they don't say "yes" directly or sometimes expressing through body language. The "accept" type happens when the receiver of compliment feeling great about the compliment that they receive. This type has a characteristic that sometimes the receiver smile or saying thanks or complimenting back the opposite speaker [8].

The accept type consists of four categories, as follows:

2.1.2.1.1 Appreciation token

Appreciation token means that the receiver of compliment appreciates the compliment. The receiver feels that they deserve the compliment. In addition, this category commonly has a short response of compliment, such as giving a smile or saying thanks to the opposite speaker. e.g., Thanks, Yes or smile

2.1.2.1.2 Agreeing utterance

Agreeing utterance means that the receiver of compliments agrees about the compliments for them. The receiver of compliments usually responses to the compliment by saying such a nice thing for the opposite speaker. It explains that the receiver of the compliment feels comfortable for the compliment: e.g., I think it's lovely.

2.1.2.1.3 Downgrading or qualifying utterance

No one remained silent after receiving a compliment. However, this does not mean that the participant of the research did not reject, rather they resorted to verbal responses such as downgrade and question. Downgrading or qualifying utterance is when the receiver of compliment qualifies the compliment force/compliment assertion or downplays the object of the compliment. e.g., It's not too bad, isn't it?

2.1.2.1.4 Return compliment

Return compliment is when the receiver of compliment reciprocates the act of complimenting by paying back the compliment to the speaker of compliment. When the receiver of compliment returns, their compliments mean that they do the same thing to someone else as that person has done to them. It is possible that the speaker of compliment may have the same as the receiver, for example when someone complimented for their beautiful appearance, the receiver of compliment will repay the compliment with such 'you're beautiful as well': e.g. You're looking good too.

2.1.2.2 Reject

Rejection happens when the receiver of compliment feels inappropriate because of the relationship between the participants [8]. It is possible that the receivers of compliment do not feel nice for the compliment. Rejection's category is divided into three categories, as follows:

2.1.2.2.1 Disagreeing utterance

The disagreeing utterance is when the receiver of compliment disagrees the utterances from the speaker of compliment and reject the compliment.: e.g. I am afraid I don't like it much

2.1.2.2.2 Question accuracy

Question accuracy is when the receiver of compliment questioning the truth of compliment to reject it, the receiver of compliments doesn't feel convenience about the compliment from the speaker: e.g., is beautiful the right word?

2.1.2.2.3 Challenge compliment's sincerity

Challenge compliment's sincerity is the receiver of compliments do not really sure that the speaker compliments them sincerely, therefore the receiver of compliment rejects it by challenging the compliment's sincerity toward the speaker of compliment: e.g., You don't really mean that

2.1.2.3 Ignore

Ignore type is the most interesting type in many ways. The receiver of compliment avoids accepting the attribution of credit in a variety of ways [8]: by deflecting or shifting the credit elsewhere or by evading acknowledgment of the positive effect expressed by the speaker of compliment. The 'ignore' type consists of five categories as well.

2.1.2.3.1 Shift Credit

Shifting credit is a method used receiver of compliment alike to give credit to someone else other than themselves, sometimes they even shift it to the speaker of compliment. Usually, the recipients shift credit when they think that they don't deserve the credit, and that is worthy of giving credit to the person who deserves it.: e.g., my mother knitted it.

2.1.2.3.2 Informative Comment

An informative comment is a compliment response that contains relevant information to the compliment. This type used to give additional information to the speaker of compliment in order the speaker forgets the

compliment for the receiver e.g. I bought it at that Vibrant Knits places.

2.1.2.3.3 Ignorance

Ignorance means the receiver of compliment changes the topic of conversation while getting a compliment. This evasion can be achieved by providing a semantically relevant informative response, which simply ignores the positive effect expressed by the compliment, or it is sometimes achieved less satisfactorily in terms of a skillful conversation by a response that simply ignores the compliment and changes the topic. Closely related to the "ignore" response, though not so obviously an evasion or avoidance by the recipient, there is a small group of compliments where the speaker of compliment provides the addressee with an out by following the compliment with another utterance which permits the recipient to avoid responding to it. e.g. it's a time we're leaving, isn't it?

2.1.2.3.4 Legitimate evasion

Legitimate evasion is the response shown to the following utterances that enable the listener to avoid the necessity to respond to the compliment, legitimate evasion is also when the recipient requests the speaker of compliment to repeat the compliment in some way. The implication is that modesty prevents the recipient's accepting the compliment yet the recipient does not wish to reject it outright. This is a risky strategy to the extent that it could be heard as questioning the speaker's sincerity or veracity: e.g. you know that shop in the north street.

2.1.2.3.5 Request reassurance

Request reassurance is when the receiver of the compliment questions the compliment to the speaker. The receiver of compliment is asking the truth about the compliment to the speaker: e.g. do you really think so?

From the explanation above, it is found that when somebody receiving their compliments, they have several categories for each way whether to accept or to reject. It assumes that not everyone who rejects compliment says "no" and not everyone who accepts compliments says "yes" the receivers of compliments are able to express their response by using body language or return the compliment by several different sentences. While those who ignore, sometimes questioning the compliment they get because of their reason whether they feel shy or something else. Just like the example above.

2.2. *Linguistic Relativity*

The existence of language cannot be separated from society, and this phenomenon is commonly discussed in sociolinguistics. Sociolinguistics is part of a research that focuses on languages related to social. It is ordinarily explored in the field of language, society, and things that are related to social sciences [14]. Therefore, the use of certain language toward somebody is determined by their society which shapes them in their first place, this definition is commonly known as sociolinguistic.

The existence of language toward somebody determines their society, and it is also applicable to the use of compliment and compliment responses toward somebody [15]. Sociolinguistic is learning the relationship between language and society [16]. Sociolinguistics is interested in explaining why we speak differently in different social contexts and concerned with identifying the social functions of language and the ways it is used to convey social meaning. This idea implies that sociolinguistics examines the way people use language in different social contexts, which provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language.

The Sapir and Whorf Hypothesis is a Hypothesis that was developed by Benjamin Lee Whorf (1897 - 1941) and derived from the teacher's linguistic approach, Edward and Shapir (1884 - 1939). This hypothesis shows that a language determines and resolves the thoughts and perceptions of its speakers. Whorf himself called this seeing "the principle of linguistic relativity."

Moreover, the Sapir and Whorf hypothesis [15] consisted of two consistent and integrated ingredients as follows:

Linguistic Relativity: In accordance with linguistic relativity, languages that are entirely different in vocabulary and their structure, place, and convey meanings and meanings of different society. This belief, indeed, states that the way people perceive the world is determined in whole or in part by their mother tongue structure.

The theory of linguistic relativity states that different society interpret the world in different ways and that languages encode these differences. Some societies will perceive all water as being the same, while others will see it important differences between kinds of water, such as rain, floodwater, still water. The term relativity refers to the idea that there is no absolute or natural way to label the world. We label the world according to our perception of it and that perception is relative. Language

differences will make different thoughts of the speaker of the language.

Linguistic Determinism: In proportion to linguistic determinism in versions, models, and strong samples of thought and observation and understanding of reality are resolved, agreed upon, and discovered by people of language.

The theory of linguistic determinism states that not only does our perception of the world influence our language, but the language we use affects how we think. Once a linguistic system is in a place that influences how members of that speech community talk about and interpret their world. The life of people in society is established due to the habits and the characteristics of the language they use. Therefore, there is no language which is the same representing the different society. Every language of society has established its own world for its language speakers. So, the number of people in this world is the same as the number of languages that exist. What we see, hear, and experience, and do is due to the habits of our language.

The present research focuses on the discussion of "Linguistic Relativity". The exploration discusses the use of compliment response and the relationship with the society of the language speaker. As explained above, the Whorphian hypotheses claimed that the existence of language is strongly associated with the society. Language is created and developed all the time. Society of the speaker influences how the speaker is producing a certain language. The certain society of each speaker determines their languages, those societies shaped how people pick their language to use.

2.3 Islamic Boarding School

2.3.1 Islamic Boarding School in General

The modern era of reform and globalization has led to a shift in people's life behavior, which results in various social changes that not only involve the outward aspects but also affect religious value. Each society has different characteristics and views [17], those who move about it, which gave birth to his character and his distinctive personality. The implementation of Islamic teachings in daily life, well-realized, and sustainable in personal and community life that started from the family.

The strength possessed by the Islamic boarding school is recognized by the surrounding community with a boarding system. Santri receives religious education through the learning system or madrasah, which is entirely under the sovereignty of kyai leadership, with charismatic and independent characteristics in all respects. The development of Islamic boarding school education is a manifestation of

the community's need for an alternative education system.

The female English learners of Islamic boarding schools tend to have their uniqueness. They learn English in their own way and not leaving their identity as the Islamic boarding school female English learner. Therefore, their way of producing English is strongly associated with their society. Even though female English learners are smart in English, their identity is not like western people. Besides, female English learners defend their identity as the Islamic boarding Learners who prioritize the attitude rather than the knowledge [9].

One of the educational institutions that allegedly has long been implementing character education is a boarding school [18]. Islamic Boarding School, as one of the indigenous Indonesian sub-systems of National Education, is even seen by many as having special advantages and characteristics in applying character education for their learners (santri). Such a view seems to stem from the fact that: Islamic boarding schools are more likely to shape the character of their female English learners because this educational institution uses a dormitory system that allows it to apply the values and world views it adopts in the daily lives of santri.

Islamic boarding school is an Islamic educational institution with a dormitory system and in their acts as an educator and central figure of the kyai, or master teacher, and there are Learners, dormitories, rooms, and mosques as the center [9]. In addition, several Islamic boarding schools have their own systems. Several systems of Islamic boarding school are developing languages, holy books *(Kitab Kuning)*, memorizing Al-Qur'an, and modernity.

Darul Lughah wal Karomah is an Islamic boarding school that uses language development as one of the systems. It is appropriate with this research. It is because female English learners are very traditional and language development is very dynamic according to everyday activity.

2.3.2 Darul Lughah Wal Karomah

Darul Lughah wal Karomah Islamic boarding school prioritizes the traditional approach. While the other boarding schools evolve in a modern way. That is why this Islamic boarding school is appropriate for this research. Moreover, this Islamic boarding school prioritizes the development of the languages. Therefore, the use of language in this Islamic boarding is more intensive than the other. It is because this Islamic boarding school has a particular program for language development that is English and Arabic.

The female English learners of the English program have their additional activity aside from the Islamic boarding school activity. They have more classes which consist of English activities. This research conducted the female English learners of English program from the participant of this research by examining their use of compliment response and the relativity with their languages. The selected class as the subject of this research is the highest one, namely "advanced class" this class is appropriate for this research because it consists of active female English learner .

3. METHOD

This research used descriptive qualitative research design to analyze the data. Qualitative design seeks to establish the meaning of a phenomenon from the view of participants [19]. It means it is identifying a social life-sharing group, how it develops shared patterns of behavior over time. This research used a qualitative research design because it aims to investigate and describe the type of compliment response used by female English learners at Darul Lughah wal Karomah Islamic boarding school and the relationship with the society.

The data source of this research is the female English learners from the Advanced Class of Darul Lughah wal Karomah Islamic boarding school. Meanwhile, the data of the research are the utterances of the female English learners from the Advanced class of Darul Lughah wal Karomah Islamic boarding school containing compliment responses produced after they got a compliment from the teacher.

In collecting the data, the researcher did several steps. The first step was that the researcher came to the class and recorded the class activity. The second step was the researcher transcribe the conversation between the female English learners and the teacher during the class session. The fourth step was that the researcher underlined the compliment response in the conversation, based on the theory of [8]. The fifth step was that the researcher chose several students who mostly got compliments in the class. The sixth step was that the researcher interviewed the female English learners who mostly got compliments in the class. The seventh step was that the researchers transcribe the result of the interview. The data were collected in a week to find the pattern of female English learners in the Advanced class in using compliment response.

After the researcher collected the data, the data were analyzed by doing several parts. The first step was the researcher classified the types of compliment response based on the theory of [8]. The second step was that the researcher found the compliment response often used by the female English learners. The third step was the

researcher analyzed the result of the interview based on the theory of [15]. The final part was the researchers made a conclusion toward the result of the research.

4. FINDINGS AND DISCUSSION

The researcher found 100 data that contain compliments and compliment responses based on [8]]. The data of this research show that there were 58 data of the ignore types used by the participant of this research, while the accept types consist of 42 data used by the participant of this research. The last type was rejection, this type was not used by the participant of this research.

4.1 Types of Compliment Responses

The types of compliment responses used by the participants of this research consist of two types, they were accept and ignore. The detailed explanation is as follows:

4.1.1 Accept

The "accept" type happened when the receiver of compliment felt great about the compliment that they received. This type has a characteristic that sometimes the receiver smile or say 'thanks' or complimenting back the opposite speaker [8]. Some of the female English learners in this research felt motivated by getting a compliment or felt more powerful for their work in the class.

The accept type consists of four categories as follows: appreciation token, agreeing utterance, downgrading or qualifying utterances, return compliment. Each category has its characteristic, the main was that the receiver of compliment agrees about the compliment for themselves. The researcher found 42 data categorized as accept types which are divided into four parts. Those are: 17 data of Appreciation token, 15 data of agreeing utterance, 3 data of downgrading/ qualifying utterances, 5 data of return compliment. Here are the detailed explanation and examples of each category.

4.1.1.1. *Appreciation Token*

Appreciation token means that the receiver of compliment appreciates the compliment. The receivers feel that they deserve the compliment. In addition, this category commonly has a short response of compliment, such as giving a smile or saying 'thanks' to the opposite speaker. Here is an example from the participant of this research.

Datum 1:
Female English Learner 2: "Here is my work Miss."
Teacher   : "Yes, please" (take the book and check the female English Learner's work)
Teacher   : "Good Job Dear, keep fighting."
Female English Learner 2: "Thank you, Miss.".

The conversation happened in the classroom since the datum of this research was gained from the classroom session. The participants of the conversation were female English learner and the teacher. The female English learner collected her work to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher satisfied with the result of the female English learner therefore, she complimented the female English learners. Finally, the female English learner responded to the compliment and she accepted the compliment as written in the conversation. The category was used by the female English learner was by saying thank you and left.

The female English learner felt so grateful that she did the work given by the teacher. The other female English learners were doing their works. Moreover, the teacher complimented her for her good work. The teacher employed such a compliment "Good job dear, keep fighting" for the female English learner after collecting their work to show her positive remark about the female English learner's good performance. Spontaneity was usually linked with the originality of expression. In this case, the teacher gave a compliment for her female English learner with pleasure. The compliment was included the topic of appearance since the complimented object referred to the female English learner's work.

Based on the explanation above, the teacher felt happy. She was proud of her female English learners who did a good job. She felt happy by saying that expressions of a compliment for her female English learner spontaneously. Thus, it could be concluded that the function of a compliment was to express admiration and approval.

The receiver of the compliment was the female English learner. The response regarding the compliment was appreciation token. Appreciation token is one of compliment response types by [8] that refers to the acceptance of the compliment by saying 'thank you' or 'thank. So, the compliment can be accepted by the receiver of the compliment. While the non-verbal responses of appreciation token can be shown by giving a smile or nodded toward the opposite speaker.

Datum 2:

Female English Learner 12: [Come forward and write an example]
　　Teacher: "Good job"
　　Female English Learner 12: "smile and nodded."

The conversation happened in the classroom since the data of this research was gained from the classroom session. The participants of the conversation were female English learners and the teacher. The female English learners did the assignment by writing on the whiteboard. Furthermore, the teacher checked up on the female English learner result. The teacher satisfied with the result of the female English learner; therefore, she complimented the female English learners. Finally, the

female English learner responded to the compliment and she accepted by using body language that was smile and nodded. The response used by the female English learner was one of appreciation token category.

The female English learner came forward confidently and wrote the assignment on the white board as told by the teacher. The teacher was proud of the female English learner's assignment and then complimented her for the reward. A compliment was not an ordinary reward, this reward was able to make the female English learner felt more confident in doing assignments. Moreover, by giving a compliment towards one another, it made both of the receiver and speaker strengthen their relationship. The female English learner accepted the compliment through body language.

The response was used by the female English learner by smiling and nodding, it indicated that the female English learner agreed about the compliment that she received. Besides, answering by body language is one of the appreciation token categories, whether it smiled, nodded, and another agreeing compliment sign. It explained that the receiver of compliment felt nice after getting a certain compliment from the speaker.

There were many types of appreciation token in the data since this research collected the data from six meetings in a week and found 42 data that consist of compliment responses in accept type and 17 data of appreciation token types.

4.1.1.2 Agreeing Utterance

Agreeing utterance means that the receiver of compliments agrees about the compliments for them. The receiver of compliments usually responds to the compliment by saying such a nice thing for the opposite speaker. It explains that the receiver of the compliment feels comfortable for the compliment. The following data are the example of agreeing to utterances used by the participant of this research after getting compliment from their teacher.

Datum 3:
Female English Learner 1: (come forward) "I have done your task, Miss. Here it is." (give the book)
　　Teacher: "Ok, let me see" (check-up the result)
　　Teacher: "You always give me your best result. Thank you."
　　Female English Learner 1: "You're welcome Miss, I will do much better for you." (leave the teacher and back to the chair)

The conversation happened in the classroom. The participants were female English learners and the teacher. The female English learners collected their works to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher was proud of the female English learner's result, therefore she complimented the female English learners. Finally, the female English learner responded

to the compliment and she accepted the compliment as written in the conversation. The category used by the female English Learner was by saying a nice word to comfort the teacher's the opposite speaker who gives the compliment.

The female English learner felt so happy to be complimented by the teacher. Moreover, the teacher was smiling while complimented the female English learner. The female English learner also felt happy because she did her work from the teacher. The teacher complimented the female English learner unconsciously, it made the female English learner felt confident about her work and respected the compliment from the teacher. The compliment mentioned by the teacher was "You always give me your best result, thank you". It indicates that the female English learner is always making good work. Therefore, the teacher says such words.

The response used by the female English learner is categorized as agreeing utterances. The chosen word used by the female English learner was "Thank you Miss, I will do much better for you". The female English learner responded to the compliment by saying a nice word to comfort the opposite speaker who gave her a compliment. Another reason that the female English learner agreed to the compliment was that she felt appropriate for the compliment from her teacher.

In this part, the female English learner as the receivers of the compliment while the teacher who give a compliment. There were many types of compliment responses in the data that are categorized as 'agreeing utterances', but the displayed data was chosen, it is because the different conversation has the same explanation regarding the 'agreeing utterances' type. Therefore, the displayed data represented the same data to make the analysis clear and easy to be understood. From 42 data of 'accept' type, the researcher found 15 data of 'agreeing utterances' type used by the participant of this research.

4.1.1.3 Downgrading or qualifying utterance

No one remained silent after receiving a compliment. However, this does not mean that the participant of the research did not reject, rather they resorted to verbal responses such as downgrade and question. Downgrading or qualifying utterance is when the receiver of compliment qualifies the compliment force/compliment assertion or downplays the object of the compliment.

Datum 4:
Teacher: "Congratulation, you put in the effort to success."
Female English Learner 9: "It such a pleasure, isn't it Miss."

The conversation happened in the classroom. It happened in the fourth meeting. The participants were the female English learner and the teacher. The female English learner collected her works to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher complimented the female English learner for her result. Finally, the female English learner responded to the compliment and she accepted the compliment as written in the conversation. The category was used by the female English learner was by qualifying the compliment toward the opposite speaker which categorized as a downgrade of qualifies the compliment.

The female English learner did the exercise given by the teacher, the teacher felt so satisfied with the result of the exercise made by the female English learner. The female English learner was the receiver of compliment, while the teacher was the person who complimented the female English learner. Unconsciously, the compliment was given by the teacher to make the female English learner more comfortable, therefore, she put her effort more in doing the other exercise from the teacher. However, one of the compliment's aim is to strengthen solidarity between the receiver and the giver. Furthermore, the teacher and the female English learner make better solidarity by expressing compliment and its responses to one another.

In this part, the compliment responses were used by the female English learners categorized as 'downgrading or qualifying compliment', this part is usually ended up with qualifying the compliment, such as written in the conversation above. By qualifying the compliment, it did not mean that the female English learner rejected the compliment, but the female English learner accepted the compliment that they received. The female English learner qualifies the compliment to make sure that the compliment was right for her, therefore qualifying was the proper way.

This type is not only ended up by qualifying the compliment to the opposite speaker, but the receiver of compliment is also able to downgrade the compliment that they receive from the speaker of compliment. similar data with one discussion. In order to make it simple and easy to understand by the reader.

4.1.1.4 Return Compliment

The receiver of compliment reciprocates the act of complimenting by paying back the compliment to the speaker of compliment. When the receiver of compliment returns the compliments means that they do the same thing to someone else as that person has done to them. It is possible that the speaker of compliment may have the same as the receiver, for example when someone complimented for their beautiful appearance, the receiver of compliment will repay the compliment with such 'you're beautiful as well'. Here is the example of return compliment types by the participant of this research.

Datum 5:

Female English Learner 8: [come forward and write an example]

Teacher: "Your words are gorgeous!"

Female English Learner 8: "Yours are even more."

The conversation happened in the classroom session, participated by the female English learner, and the teacher in the third meeting. The female English learner wanted to do an exercise by raising her hand then finally came forward and filled the exercise on the whiteboard. After giving an example, the female English learner got a compliment from the teacher and responses by the female English learner such in the conversation. The compliment response used by the female English learner was categorized as a type of return compliment by [8]classification of compliment responses.

The words were created by the female English made the teacher proud of her works. The female English learner felt so wonderful about it. The female English learner as the receiver of a compliment while the teacher was who give the compliment by the female English learner. The female English learner felt much better after getting a compliment given by the teacher, it showed that the compliment strengthened their relationship as teacher and female English Learner. However, this phenomenon is one of the compliment's aims as explained in the previous chapter.

The female English learner was the receiver of the compliment in the conversation. The compliment response was used by the female English learner categorized as a type of 'return compliment because the chosen word was used by the female English learner for the teacher was 'your words are even more'. The female English learner returned the compliment to the teacher as the person who complimented the female English learner. In this type, the receiver of compliment commonly returns the compliment to the opposite speaker as long as the compliment is related to their topic of conversation.

4.1.2 Ignore

Ignore type is the most interesting type in many ways [8]. The receiver of compliment ignores accepting the attribution of credit in a variety of ways: by deflecting or shifting the credit elsewhere or by evading acknowledgment of the positive effect expressed by the speaker of compliment. This evasion can be achieved by providing a semantically relevant informative response which simply ignores the positive effect expressed by the compliment, or it is sometimes achieved less satisfactorily in terms of a skillful conversation by a response that simply ignores the compliment and changes the topic. Closely related to the "ignore" response, though not so obviously an evasion or avoidance by the recipient, there is a small group of compliments where the speaker of compliment provides the addressee with an out by following the compliment with another utterance which permits the recipient to avoid responding to it.

In general, someone who ignores the compliment from the opposite speakers because they do not feel nice about the compliment that they receive. Otherwise, in this research when the receiver of compliment is ignoring their compliment, it does not mean that they do not feel comfortable or feel disturbed. The data are taken from the teacher and the female English learners in the classroom situation and the female English learner as the receiver of compliment, therefore, such a thing is impossible to happen in this research.

The 'ignore' types consist of five categories as well. They are: Shift Credit, Informative Comment, Ignore, Legitimate evasion, Request reassurance/repetition. When somebody ignores the compliment, they have several choices as well [8]. Whether, to credit their compliment response, giving such an informative response to help them ignoring the compliment or reassurance and legitimate the compliment that they receive from their opposite speaker. Each category has its explanation. Here are the detailed explanation and examples of each category.

The ignore type consists of five categories as follows: shift credit, informative comment, ignorance, legitimate evasion, request, or reassurance. The researcher found 58 types of accept category which are divided into five parts. These are: 3 data of shift credit, 15 data of informative comment, 19 data of ignorance, 11 data of legitimate evasion, 9 data of request / reassurance. Here are the detailed explanations and examples of each category

4.1.2.1 Shift Credit

Shifting credit is a method used receiver of compliment alike to give credit to someone else other than themselves, sometimes they even shift it to the speaker of compliment. Usually, the recipients shift credit when they think that they don't deserve the credit and that is worthy to give the credit to the person who deserves it. Here is the example of shifting credit by the participant of this research in responding to the compliment from the teacher.

Datum 1:

Female English Learner 3: "I will collect my task, Miss" (giving the book to the teacher)

Teacher: "Yes," (take the book and check it up)

Teacher: "How good your sentences is" (smile)

Female English Learner 3: My friend taught me in arranging it, Miss (back to the seat)

The conversation took place in the classroom at the first meeting between the teacher and the female English learner. The female English learner wanted to collect the task and came forward to the teacher. The teacher checked the female English learner's assignment. After checking the assignment, the teacher complimented the female English learner. She felt shy to be complimented by the teacher in front of her classmates and she ignored the compliment by saying

such things as written in the conversation to the teacher. The female English learner ignored the compliment by shifting the topic of the conversation.

The female English learner felt shy to be complimented by the teacher then, she ignored the compliment given by the teacher. However, feeling shy in accepting a compliment is common, especially between a teacher and a female English learner. Besides, the teacher compliments the female English learner to show that the female English learner has done the best in the class. Otherwise, the female English learner felt that she did not deserve the compliment because she felt that it was ordinary to do the task given as exercise. It meant the female English learner ignored the compliment was not because she did not feel comfortable in the teacher's compliment. But she was questioning her ability whether the compliment was right for her or not.

The female English learner as the receiver of compliment, compliment responses used by the female English learner was categorized as shift credit, it was based on the female English learner response that she said such sentence, "My friends taught me in arranging it". The teacher complimented the female English learner for her good sentences and the female English learner response that her friend taught her for it. However, the female English learner shifted the topic of compliment by giving a credit to another person, as the female English learner responses to the teacher that she got good sentences because her friend taught her, this reason was used to ignore the compliment from the opposite speaker.

4.1.2.2 Informative Comment

An informative comment is a compliment response that contains relevant information to the compliment. This type used to give additional information to the speaker of compliment in order the speaker forgets the compliment for the receiver. Here is the example of an informative comment used by the participant of this research in ignoring a compliment.

Datum 2:

Female English Learner 14: "I will collect my assignment" (give the book to the teacher)

Teacher: "Yes" (take the book and see the female English Learner's work)

Teacher: "Your words are always impressive"

Female English Learner 14: "I find these words while reading magazines, Miss" (back to the seat)

The conversation happened in the classroom in the first meeting, participated by the female English learner and the teacher. The female English learner collected her works to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher satisfied with the result of the female English learner therefore, she complimented the female English learners. Finally, the female English learner responded to the compliment and she accepted the compliment as written in the conversation. The category that was used by the female English learner was ignoring the compliment by giving information related to the compliment

The female English learner did the task properly. Therefore, she complimented by the teacher for her impressive words. The teacher told the female English learner that she had her impressive words, it meant that the female English learner always gave the teacher's interesting words in the exercise. The teacher complimented the female English learner spontaneously after checking the female English learner's work. Commonly, the female English learner who got a compliment from the teacher was motivated and felt happy. However, the participant of this research was ignoring the compliment by giving relevant information regarding the compliment.

In this part, the female English learner was the receiver of compliment. The responses used by the female English learner was an informative comment, the female English learner gave information that relevant to the compliment to the teacher. The teacher as the speaker of compliment respected the female English learner works by supporting and giving such good sentences. It is parallel that the function of compliment is to reinforce solidarity between the speaker and the receiver. Even if the female English learner ignores the compliment, their solidarity has been strengthened. There are 15 types of informative comments found by the researcher.

4.1.2.3 Ignorance

Ignorance means the receiver of compliment changed the topic of conversation while getting a compliment. This evasion can be achieved by providing a semantically relevant informative response which simply ignores the positive effect expressed by the compliment, or it is sometimes achieved less satisfactorily in terms of a skillful conversation by a response that simply ignores the compliment and changes the topic. Closely related to the "ignore" response, though not so obviously an evasion or avoidance by the recipient, there is a small group of compliments where the speaker of compliment provides the addressee with an out by following the compliment with another utterance which permits the recipient to avoid responding to it.

Datum 3:

Teacher: "Ok, let's continue the next exercise. Give me an example of preference by 'would rather' as the formula"

Female English Learner 2: "I will, Miss" [raises her hand]

Teacher: "Yes, please"

Female English Learner 2: "I would rather speak Korean than Japanese"

Teacher: "How you always fast in answering questions in the class"

Female English Learner 2: "I think, I am only lucky at this time Miss"

The conversation happened in the classroom since the data of this research gained from the classroom session. The participant of the conversation was a female English learner and the teacher. Those who wanted to make an example of the exercise raised her hand. The teacher proud of the result of the female English learner, therefore she complimented the female English learners. Finally, the female English learner responded to the compliment and she ignored the compliment as written in the conversation. The category that is used by the female English learner was ignoring the compliment by talking another topic rather than the compliment.

Answering exercise by raising a hand was not as easy as writing on the whiteboard. However, the certain female English learner answered the exercise confidently and made her teacher was proud of her words. In this session, the exercise was done in a spoken session, this session also revealed the spoken skill of each female English learner while the other exercises done in a written session. The female English learner gave a proper example toward the teacher. Furthermore, the teacher complimented the female English learner which finally ignored by switching the topic in the conversation. The female English learner was back to her seat and left the teacher.

The female English learner as the receiver of the compliment, the compliment response used by the female English learner was ignorance. The female English learner did not agree or disagree about the compliment given by the teacher, it was explained in the conversation that written like this "I think, I am only lucky this time". The female English learner believed that at the time she got her luck. It meant that she did not feel right about the compliment given by the teacher. The user of 'ignorance' types was usually ignored their compliment by talking such different topics to make the speaker of compliment did not talk about the compliment anymore. In fact, the researcher found 19 types of ignorance.

4.1.2.4 Legitimate evasion

Legitimate evasion is the response shown due to the following utterances that enable the listener to avoid the necessity to respond to the compliment, legitimate evasion is also when the recipient requests the speaker of compliment to repeat the compliment in some way. The implication is that modesty prevents the recipient's accepted the compliment yet the recipient does not wish to reject it outright. This is a risky strategy to the extent that it could be heard as questioning the speaker's sincerity or veracity

Datum 4:
Teacher: "Next please, you who wear pink clothes"
Female English Learner 4: "Yes, Miss"

Teacher: "Give me an example of conditional sentences"
Female English Learner 4: "If you set your mind to a goal, you'll eventually achieve it"
Teacher: "Thumbs up for your wonderful example!
Female English Learner 4: "You know everyone has its ability, Miss"

The conversation located in the classroom, participated by the female English learner and the teacher. The female English learner was appointed by the teacher and told to do the exercise by spoken. The teacher satisfied with the result of the female English learner therefore, she complimented the female English learners. Finally, the female English learner response to the compliment and she ignore the compliment as written in the conversation. The category was used by the female English learner was by legitimate the compliment toward the teacher.

When the teacher appointed the female English learner randomly, the female English learners must be ready because they did not know which one will be appointed. Some of the female English learners are nervous to be appointed by the teacher. However, this certain female English learner answers the exercise properly and success to make the teacher proud of her. Therefore, the teacher compliments the female English learner because she was doing great in the exercise session. In contrast, the female English learner ignores the compliment.

The female English learner was the receiver of the compliment. The compliment response used by the female English learner was categorized as a legitimate evasion category. The female English learner responses to the compliment by saying such "you know everyone has its ability, Miss". It explained that the female English Learner ignored the teacher's compliment because her friend in the class was doing great as well. Moreover, the female English learner realized that the great exercise was not only made by her, but it was also because there were several female English learners who answer the exercise before she did. Therefore, she answered such responses to the teacher.

4.1.2.5 Request Reassurance

Request reassurance is when the receiver of the compliment questioning the compliment to the speaker. The receiver of compliment is asking the truth about the compliment to the speaker. Here is the example of request reassurance by the participant of this research.

Datum 5:
Female English Learner 4: "Here is my assignment, Miss" [give the book to the teacher]
Teacher: "Yes" [take the book and check the assignment]
Teacher: "You got your wonderful argument in the sentences"
Female English Learner 4: "Do you think so Miss?"

The conversation happened in the classroom since the data of this research gained from the classroom session. The participant of the conversation was female English learner and the teacher. The female English learner collected her works to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher satisfied with the result of the female English learner, therefore, she complimented the female English learners. Finally, the female English learner responded to the compliment and she ignored the compliment as written in the conversation. The category used by the female English learner was qualifying the compliment toward the teacher.

Exercise is aimed to measure the understanding of female English learners. Therefore, the teacher created a different exercise in each meeting. The female English learner who understood about the subject very well would master the exercise and gave an example properly in sentences. In this part, the exercise was in a writing session. The female English learner did the task given by the teacher and collected it to the teacher, the teacher checked up the result of the female English learner and compliment them if they produced a proper example as explained by the teacher. However, the female English learner ignored the compliment in this session. She was questioning the compliment from her teacher.

The female English learner as the receiver of the compliment, the compliment responses used by the female English learner was categorized as "request reassurance". It was a situation when the receiver of compliment asking or questioning about the truth regarding the compliment. Sometimes, this happens because the female English learner does not feel right that she is as the compliment by the speaker. Therefore, she ignores the compliment by questioning. There are 9 types of request reassurance found by the researcher during the data collection. The researcher only explains 1 to represent the rest of

After analyzing all the data found in the utterances of the female English learners, the researcher found two types used by the participant of the research, from the three types of compliment responses by [8] they were 'accept and ignore", while the "reject" type is not used by the female English learners. It is because female English learners respect their teacher for giving them compliments. Besides, the characteristic of someone who rejects a compliment is because they did not feel nice for the people who give the compliment for them. Since this case takes place in a classroom session that consists of a teacher and female English learners, it is impossible that the female English learner feels uncomfortable with the teacher's compliment. Otherwise, the female English learners feel so grateful or being shy to receive the compliment.

4.2 The Reason of Female English Learners in Expressing Compliment Response

This part explains the relationship between language and society of the user of the Islamic boarding school female English learners as the participant of this research. In addition, there are 10 female English learners interviewed by the researcher, they are selected people because of their activeness in the class. 7 female English Learners are those who ignore the compliment that they receive in the class, while the other 3 female English learners are those who accept the compliment in the class. Each female English learner has their reason, whether it is from their childhood, the influence of the environment, and their society. This case is related to the [15] that discuss the use of language toward somebody determine by their society. Here is the transcription from the interview session.

The researcher provides two questions in the interview session. The 10 female English learners were asked by the same questions. The first question is what types of compliment responses used by the female English learners and the second question are the reason for using certain compliment responses by the female English learners. There are 3 female English learners who accepted the compliments and 7 female English learners who ignored the compliment.

4.2.1 The Reason of Female English Learners Classified as Accept Types

The first question was asking about the types of compliment responses used by the participant of this research. The 3 female English learners accepted the compliment that they get from their teacher. Each female English learner has a different strategy in accepting the compliment from their teacher. The first female English learner tends to accept the compliment given by the teacher and responding by saying thank you. The second female English learner tends to accept the compliment by agreeing to the utterance of the teacher and giving additional arguments regarding the topic. The third female English learner tends to respond to the compliment by using body language, she smiles and nods in responding to the teacher's compliment.

The 3 female English learners accepted the compliment and giving an additional reason. The first reason from the first female English learner was that she accepted the compliment because her parent taught her to appreciate people who respected what she has done. It was found that the first reason for this certain female English learner was her parent. She argued that her parent was her first school and education for her. She learned many things from her parent, whether the way to eat something the first time, and especially the way how to produce her language or to act.

The second female English learner accepted the compliment from the teacher because she felt that the compliment motivated her in an unexpected way. After

getting the compliment, the female English learner tried to do her best and give her best in doing exercise in the class. The female English learner has a certain principle that is her reason that she kept. Unconsciously, the relationship between the teacher and the female English learner is strengthened, since the basic function of compliment is to build solidarity between the speaker and the receiver.

The third female English learner accepted the compliment and has her own principle as the Islamic boarding school female English learner. She told that "as the Islamic boarding school female English learner, she must not be arrogant when she had more ability because above the sky is another sky and mosquito dies with many applause". As the Islamic boarding school female English learner, she has a very strong religious argument. She got her idea from one of the Islamic boarding school books that she taught every day. The Islamic boarding school was not only a place to live for her, but it was her identity.

Those 3 female English learners live in the same society, which was an Islamic boarding school at Darul Lughah wal Karomah. The correlation between the answer of the 3 female English learners is that they prioritize the moral in responding to the compliment that they receive from their teacher. Even if they have a different reason for accepting the compliment, those 3 female English learners have a similarity that was to appreciate people who respect what they have done. As the Islamic boarding school female English learner, respecting each other was a must because in the Islamic boarding school moral was above knowledge. This finding is in line with the theory of linguistic relativity [15] that explained if language shaped by the environment. Therefore, the language is influenced by the environment, how people produce their language are depends on the environment they live, good language gained from a good environment.

4.2.2 The Reason of Female English Learners Classified as Ignore Type

The 7 female English learners ignore the compliment that they get from their teacher. Most of the female English learners feel shy, they feel that they did not appropriate to receive a compliment from their teacher in the class. Each female English learner has a different strategy in ignoring the compliment. The first female English learner ignores the compliment because she doesn't want to be an arrogant person, while the second female English learner ignores the compliment because she is afraid of becoming an arrogant person and making her of having a bad attitude. The third female English learner is ignoring the compliment because she did not feel appropriate for the compliment, since she did a good exercise only because of her luck.

The fourth female English learner ignores the compliment because she is afraid of being proud of her self and making her a bad person. The fifth female

English learner ignores the compliment because she wants to be a humble person who always lowers the attitude in any condition. The sixth female English learner ignores the compliment because she prioritizes the moral lesson that she learned in the Islamic boarding school, which is to stay humble. The seventh female English learner ignores the compliment because she wants to stay humble just like the "bow" in pray.

The first female English learner, the second female English learner, and the third female English learner have the same reason in ignoring compliment. They were afraid of becoming bad people by considering their appreciation for the compliments they got. The first female English learner tends to ignore the compliment from her childhood, taught by her parent. The second female English learner has the principle from one of the kitab kuning that she learned in the Islamic boarding school. The third female English learner ignores the compliment because she doesn't sure that she really has the ability mentioned by the teacher.

Those 3 female English learners live in the same place that is an Islamic boarding school. However, they have a different principle of language use. For the first female English learner, it can be concluded that she learned language mostly from her parent during her childhood, therefore she responses such word. The reason of the first female English learner was her parent. While the second female English learner has the principle of Islamic boarding school that has been her identity, it is found from the way she explained her reason using certain compliment responses, she learned her principle from the kitab kuning in the Islamic boarding school. The third female English learner did not really consider the compliment since she told that she was only lucky by chance and got a compliment from her teacher.

The fourth and the fifth female English learner has the same reason in using certain compliment responses. They were afraid of becoming people with a bad attitude and they wanted to stay humble in their life. The forth female English learner ignores the compliment because she learned from the teacher that the seeker of science needs to be like water, water flow to the low place. The fourth female English learner wants to low her attitude and not to be a person who proud of a compliment. While the fifth female English learner has the principle from the kitab kuning that she learned in the Islamic boarding school, which is ilmu padi. She argued that the more people be smart, the lower they get. Seems like the rice (padi) the more it contained, the low it gets.

Both the fourth and fifth female English learners have their principle as the Islamic boarding school female English learner. Even if they have different reasons for the different objects, the main thing is they prioritize the good attitude in responding by appreciation after getting compliment from their teacher. This phenomenon explains that the reason of language use of the female English learners is the

Islamic boarding school since they argued with a religious argument that refers to a moral lesson. In conclusion, the Islamic boarding school has shaped their background and had been their cultural identity.

The sixth and the seventh female English learner have the same reason in using a certain compliment response. The sixth female English Learner prioritized the moral lesson she learned in the Islamic boarding school, she argued that moral is above everything. While the seventh female English learner learned her principle from one of her teachers in the Islamic boarding school that she needed to stay humble in her life just like the "bow" in pray. In conclusion, both of the female English learners have their Islamic boarding school lessons as an example in responding to the compliment responses given by the teacher during the class.

The structure of language influences how the speakers viewed the world [10], it means the use of language for everybody related to their society. Those 7 female English learners live in the same society that was an Islamic boarding school. Therefore, the way they respond to the compliment is similar, most of the female English learner ignores the compliment because they do not want to have a bad attitude who only cares about a compliment. As the female English learner of Islamic boarding school, moral and attitude are the first thing to prioritize, several religious arguments argued by the female English learners is the determiner that the Islamic boarding school is the cultural identity for the female English learners.

In summary, there are two reasons for responding to the compliment used by the participants of the research, the first reason claimed by the participants was taught of their parents since childhood, the second reason was the learning in the Islamic boarding school. It proves that even if someone lives in the same place, but the use of language from each person is different.

5. CONCLUSION

The conclusion of this research shows that the environment of each individual determines the use of language toward particular person. Such as the participant of this research who live in the Islamic boarding school, therefore they have particular way in responding the compliment response from their teacher, absolutely with several reason related to the environment. Therefore, to explore the use of language, we need to know the environment of the speaker first or we can determine the environment of the speaker toward the language style used by the speaker. The situation of the present research is fresh because it located in the Islamic boarding school. Hopefully, this research will be benefit for the next researcher, especially in the current situation of pandemic covid19, and gain more interesting idea due to the pandemic situation.

AUTHORS' CONTRIBUTIONS

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