CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1. Pragmatics

Birner (2012) stated that pragmatics is the study of language use in context. In other words pragmatics is a study about how context can affect meaning, such as how sentences are interpreted under certain conditions (or interpretations of linguistic meaning in context). The linguistic context is the discourse that precedes the sentence to be interpreted and the situational context is the knowledge of the world. Yule (1996) defined pragmatics into four parts, namely: (1) pragmatics is the study of the meaning of speakers; (2) pragmatics is the study of contextual meaning; (3) pragmatics is the study of how people become more communicative; and (4) pragmatics is the study of the expression of relative distances.

A pragmatic approach is closely related to speech act. Illocutionary act is one of classification of the speech act itself. The illocutionary act is used to inform order, warn and undertake something. It is as an utterance which has a certain (conventional) force. Searle (1979) divided five general categories of illocutionary act, namely: Assertives (it used to tell people how things are), directives (it used to try to get them to do things), commissives (it used to commit ourselves to doing things), expressives (it used to express our feelings and attitudes), and declarations (it used to bring about changes in the world through our utterances). From the five

general categories, compliment is categorized as the expressives because it is used to express feelings and emotions.

This research used pragmatics approach because it needed the context (condition and situation) to know the meaning of utterances from speaker and hearer. Pragmatics is being able to talk about the meanings that people mean, their assumptions, intentions or goals, and the types of actions they take when they speak. This pragmatic approach helped researcher understand and find out the answer of the first and the second questions.

2.1.1 Compliment

Holmes (1988) stated that a compliment is a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some 'good' (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer. It means that when giving compliment to someone means building good relationships because through the compliment given can be a major factor in how to treat others. Manes and Wolfson (as cited in Al-gamal, 2017) stated that the main function of complimenting behaviour is "to create or reinforce solidarity by expressing appreciation or approval". The compliment shows the appreciation to the one's achievement. It helps them create and reinforce their solidarity by doing compliment.

The characteristics that identify the statement is a compliment. When giving compliment, the speaker will usually use positive sentences, explain the advantages

of the object being praised, make the hearer being complimented feel proud and even motivated and feel happy. For example, Ana went to party and she saw her friend Rani wearing a beautiful dress. Ana happily complimented Rani by saying "You are beautiful in that dress". The compliment that Ana gave to Rani was a positive sentence and the compliment made Rani felt proud of what she was wearing.

2.1.2 Topics of Compliment

The topic of compliments is the theme of the compliment so that the speaker knows what topic to compliment. Holmes (1988) divided some topics that often appear in compliments, namely: Appearance, ability or performance, possessions, personality or friendship and others.

1. Appearance

Appearance in the topic of compliments is when the speaker looks at the outer packaging of the hearer, hearer's clothes, hearer's make-up and everything related to what hearer is wearing then at that time the speaker compliments the hearer about his/her appearance because of the admiration of what the hearer is wearing. The example can be seen as follows.
"You look good at a party" (Jin-pei, 2013)

2. Ability or performance

Ability or performance in the topic of compliments is the speaker's admiration for the hearer related to skills and talents. This admiration leads to compliment from

the speaker to the hearer, such as the example below shows the compliment from the speaker because of the hearer's ability to make a good presentation.

"Nina made good presentation" (Jin-pei, 2013)

3. Possessions

The topic of possession in the topic of compliments is usually related to material possessions. The speaker sees the hearer's property and the advantages of the property so that a sense of awe is expressed through the speaker's compliment to the hearer. This is called the topic possession, as shown from the utterance below.

"You have a nice Ipad" (Jin-pei, 2013)

4. Personality or friendship

Personality or friendship in the topic of compliments means when the speaker gives compliment related to the internal traits or friendship or emotions of the hearer. This topic shows the speaker's admiration because of hearer's personality or friendship so that the compliment from the speaker is given to the hearer, as shown from the utterance below.

"I mean, she was so nice" (Wu, 2008)

5. Others

This is a topic in compliments that is not included in the 4 types above or may have a mixed topic. For example, this compliment was from Amanda to a cameraman in the presence of Betty in the American Comedy TV-series Ugly Betty. The man was handsome and Amanda had a close relationship with this guy in private. It cannot

be distinguished on the spot what the objective of the compliment was: to compliment the man's appearance or his ability to flirt with other women.

"Oh, he's amazing" (Wu, 2008)

2.1.3 Compliment Responses

Pomerantz (1978) is the first expert who discussed the compliment response. Then, Herbert (1990) simplified the compliment response itself into several types to make easier to understand. Herbert (1990) stated that compliment response is used to re-establish balance between speakers following a compliment. Herbert (1990) divided 12 types of compliment responses, namely: Appreciation token, comment acceptance, praise upgrade, comment history, reassignment, return, scale down, question, disagreement, qualification, no acknowledgement, request interpretation.

1. Appreciation token

The first type of compliment response that Herbert (1990) mentioned is appreciation token. Appreciation token is a compliment response which in response to compliment the hearer will accept the compliment by saying thanks or thank you. The hearer will respond to the compliment given by the speaker to him/her verbally or non-verbally, for example as follows.

A: "Nice glass"

B: **"Thanks a lot"** (Jin-pei, 2013)

2. Comment acceptance-single

This is a type of compliment response in which the hearer accepts the compliment that the speaker gives him/her. In response to the compliment, hearer provides comments that are relevant to the topic of compliments as a form of appreciation to the speaker. The example can be seen as follows.

A: "That's a good topic to be discussed"
B: **"I like this topic very much and I have good information in this topic. It goes with my eyes"** (Yousefvand et al., 2014)

3. Praise upgrade

Praise upgrade is compliment response which hearer receives a compliment and hearer responds the compliment. This compliment response emphasizes that the strength of the compliment given is not enough so that hearer will give statement/question to make sure the compliment is appropriate. The example can be seen below.

A: "You did it well"
B: **"Of course it is an inherent talent. I worked hard"** (Yousefvand et al., 2014)

4. Comment history

Comment history is a compliment response where the hearer responds to the compliment given to him by giving a series of comments on the object being complimented. The type of compliment response is given by explaining the history of how the object that was complimented was obtained, for example as follows.

A: "That's a good calligraphy"
B: **"When I was a kid I went to calligraphy class. I got it from Selfridges earlier this month as a rather pricey treat to myself"** (Yousefvand et al., 2014)

5. Reassignment

Reassignment is the compliment response which hearer receives the compliment given but hearer responds to the compliment by directing the third person or object itself. The example can be seen below.

A: "That's a cute dog"
B: **"My parents gave it to me for my 17th birthday"** (Jin-pei, 2013)

6. Return

Return is a type of compliment response in which the hearer accepts the compliment and responds to the compliment by giving the compliment back to the speaker as a form of appreciation to the speaker for the compliment given. The example can be seen below.

A: "You look great"
B: **"You look great too"** (Jin-pei, 2013)

7. Scale down

Scale down is a compliment response in which the hearer does not agree with the compliment given to the object being complimented because the compliment given is considered excessive by the hearer, then the hearer responds to the compliment by pointing out the weakness of the object being complimented. The example can be seen below.

A: "The bag is beautiful"
B: **"It's not very new, but I still like it"** (Jin-pei, 2013)

8. Question

Question is a type of compliment response in which the hearer responds to the compliment by asking the speaker questions about the object being complimented.

The purpose of the question is to ask whether the compliment given to the object is sincere or appropriate, for example as follows.

A: "That was a good idea"
B: **"Are you serious? Are you kidding?"** (Yousefvand et al., 2014)

9. Disagreement

Disagreement is a type of compliment response in which in response to compliment, the hearer gives a statement that expresses disapproval of the compliment given by the speaker on the object being complimented. Hearer gives the statement that expresses disapproval because the compliment given by the speaker was considered wrong or inappropriate, for example as follows.

A: "You are fluent in English"
B: **"You're too kind. I'm not that good in English"** (Jin-pei, 2013)

10. Qualification

Qualification is a type of compliment response where in response to a compliment usually the hearer responds to a compliment by accepting it. In this type of compliment response, the hearer usually responds to compliment by comparing the object being complimented with other better ones, usually using the words though, but, well, etc., for example as follows.

A: "You did it well"

B: **"Not like the professors, but I tried my best. But I feel I could have developed my arguments more poignantly"** (Yousefvand et al., 2014)

11. No acknowledgement

This is a compliment response in which the hearer responds to the compliment by indicating that hearer does not hear the compliment the speaker gives him. In this

type of compliment response, usually the hearer responds to compliment by providing irrelevant comments or a topic shift to avoid the compliment given by the speaker to the hearer. Even in this type, the hearer can also not give any response in response to the compliment, for example as follows.

A: "That's a beautiful performance"
B: **[Silence]** (Yousefvand et al., 2014)

12. Request interpretation

The last type of compliment response by Herbert (1990) is request interpretation. Request interpretation is a compliment response that consciously or not, the hearer interprets the compliment given by the speaker to him as a request. Hearer thinks it is not a simple compliment. In this type of compliment response, the hearer interprets that the compliment given to him is not just a compliment but there is another desire, for example as follows.

A: "I like your shoe. It looks cool"
B: **"You want to borrow it?"** (Jin-pei, 2013)

2.2 Previous Study

Previously, there had been many studies discussed compliment and compliment response. First, Jin-pei (2013) analysed compliment and compliment response in Philippine English. This research of this study used the theories of Yuan (2002) and Holmes (1986). The result showed that Philippine English speakers used more explicit compliments plus bounded semantic formulas. The study also reported that Filipinos received more compliment given to him/her than rejecting compliment.

The second, "Compliment Response in a Comparative Study of Native English Speakers and Iranian L2 Speakers" was done by Shahsavari et al. (2014). This study used Cheng's (2011) theory to analyse the data. The result showed that the L2 participants differed from the native speakers in many ways. These results indicated that the factors of the way participants responded to compliment were the lack of cultural background and the lack of cultural background regarded knowledge of language forms itself.

The third, "Compliment Response based on Status and Gender in Persian" was done by Yousefvand, Yousofi, & Abasi (2014). This study aimed at extracting and categorizing the various strategies used in responding to compliment according to the Persian language regarding the status of compliments and complimentary and providing an inappropriate view of the compliment response between Persian and English language. This study used the theory of Herbert (1986). The results of this study indicated that in response to compliment, the general tendency practised by Persian speakers is an "agreement" in the same status or vice versa.

The fourth was from Professor, Mohamed, Drbseh, & Hasan (2015). This study analysed the use of English compliments and compliment responses by the Arab students at Jordan University in Jordan. The theory used from Holmes (1988) and Herbert (1986, 1990). The result showed that there were 25 University students taking part in this research. The group was known to use the strategy of responding to compliment using variations caused by the existing situational setting. The research finally recommended the second language teachers to help them increase their

knowledge or competence on how to use appropriate speech acts in the target language, and one of which is to avoid mistakes in communication.

The fifth was from Sucuo & Menemenci (2015). This study aimed to assess the compliment response of native and non-native Turkish ELT students in North Cyprus. They analysed compliment responses in English: a case of North Cyprus. This study used Herbert's theory (1986). It was found that there was a significant difference in compliment strategies in English between native and non-native Turkish ELT students.

The sixth, "Compliment Response Patterns across Gender and Age among Advanced EFL Learners" was done by Khaneshan (2016). This study aimed to investigate compliment response strategies of Iranian advanced EFL learners across gender and age. This study used the theory of Holmes (1988, 1993). The result showed that there was no differences shown between CR strategies used by male and female participants in terms of frequency. Likewise, this study revealed that the frequency of CR strategies used by adolescent and adult groups was very close

The seventh, "Compliment Responses by Kuwaiti EFL Learners" was done by Alotaibi (2016). This previous study aimed to investigate the extent of 80 Kuwaiti EFL women learners who could produce compliment responses such as the target when they communicate in English, through comparing their responses with those who were English speakers. This study used the theory of Herbert (1986). The result

of this study was English language proficiency the level of the treatment group had no effect on their answers to the DCT

Based on the summaries of the previous research, the present and previous research applied the same theory regarding compliments and compliment responses. The present and previous research applied the theories in different data sources. So, it was concluded were different. This present study used the utterances uttered by the host and the guests on the Ellen DeGeneress Show as the data source.

2.3 Theoretical Framework

This research applied the pragmatics approach proposed by Birner (2012) and Yule (1996) in analysing the data. This research identified the topics of compliment theorized by Holmes (1988), namely, appearance, ability or performance, possessions, personality or friendship, and others and types of compliment responses theorized by Herbert's (1990), namely, appreciation token, comment acceptance, praise upgrade, comment history, reassignment, return, scale down, question, disagreement, qualification, no acknowledgement, and request interpretation in the utterances uttered by the host and the guests on the Ellen DeGeneres Show.
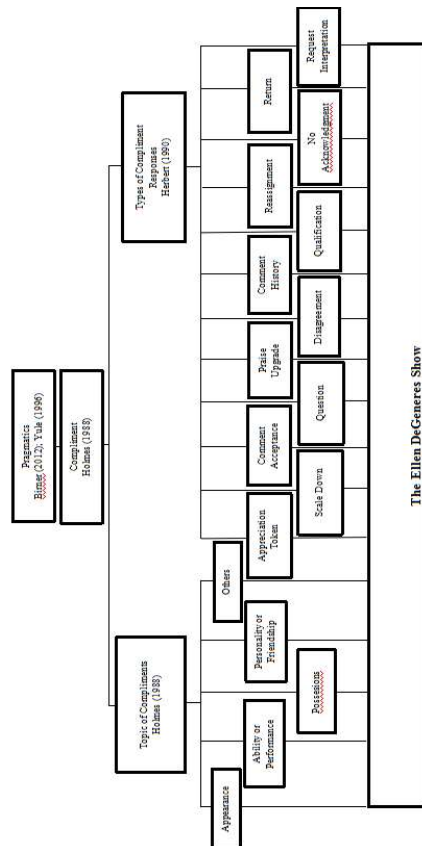

Figure 2.3 Theoretical Framework