

## **4. FINDINGS AND DISCUSSION**

In this chapter, after collecting and analyzing the data by interviewing and analyzing types of compliment responses produced by 10 Chinese Indonesian students and 10 Javanese students of English Department in Petra Christian University, the writer presents what she found in her study. Then, she discusses and interprets her findings. In here, she has three main headings. The first heading discusses about types of compliment responses used by the Javanese students to respond the compliments, the second discusses about types of compliment responses used by the Chinese Indonesian students to respond the compliments, and the third discusses the differences and similarities of types of compliments used by Javanese and Chinese students.

### **4.1 Types of Compliment Responses Used by Javanese Students to Respond the Compliments**

In this analysis, the writer only found nine out of twelve types of compliment response which were produced by the Javanese students. Those were Appreciation Token, Comment Acceptance, Comment History, Reassignment, Scale Down, Question, Disagreement, Qualification, and No Acknowledgement.

Table 4.1: Types of Compliment Responses Produced by The Javanese Students

Types of compliment responses	%
Scale down	28.6
Appreciation Token	21.4
Comment acceptance	19.6
Comment History	12.5
Disagreement	5.3
Question	3.6
Qualification	3.6
No Acknowledgement	3.6
Reassignment	1.8
Praise Up-grade	0
Return	0
Request Interpretation	0

The table shows that the Javanese students mostly used Scale down (28.6%) and Appreciation Token (21.4%). They rarely used Question (3.6%), Qualification (3.6%), No Acknowledgement (3.6%), and Reassignment (1.8%), and they never used Praise Upgrade, Return, and Request Interpretation (0%). In this following part, the writer discusses the types of compliment responses from the highest percentage until the lowest percentage.

#### 4.1.1. Scale down

This response occupies the first rank of compliment responses used by the Javanese students. It got 28.6% from total responses.

Excerpt 1 (Appendix 1 (3.7) page 56)

O : *kok semuanya deket-deket gereja ya, jangan-jangan rumahnya di situ* [What you do is all near church, or is it your home?]

Y : *iya, sehari-hari di situ, rumah ke dua* [Yes, I am usually there everyday; it is second home]

O : *bagus ya* [It is good]

Y : (smiling)

O : *religius ya, anak Tuhan* [What a religious guy]

Y : ***yaa nggak religious amat (7)*** [well, I'm not really religious]

The writer praised the subject and the subject responded it by stating the opposite fact. He pointed some flaw of his personality, “well, I’m not really religious” when the writer complimented him. It seems that the subject felt that the compliment was an overstatement. However, it is contrast with the fact that he is really a religious person.

Excerpt 2 (Appendix 1 (6.2) page 62)

O : *emm.. terus hobimu apa aja?* [What is your hobby?]

T : *hobi saya? Hobi saya main gitar* [My hobby? My hobby is playing guitar]

O : *main gitar?* [Playing guitar?]

T : *gitar* [guitar]

O : *o ya sih, kamu kan pinter main gitar* [O I see. You are good at playing guitar]

T : ***ee ya.. pinter sih enggak lebih cuma bisa-bisa dikit (2)*** [Eee.. well, not that good, I just can play a little bit]

It is the same with the first example of Scale Down. The writer praised and he responded it by stating the opposite fact. He stated some flaw of his ability, “Eee.. well, not that kind of mastered, I just can do a little bit” when the writer complimented him. It seems that the subject felt that the compliment was an overstatement. However, it is contrast with the fact that he is good at plying guitar.

This compliment response is produced when addressee shows his/her disagreement with the compliment; he/she pointed some flaw in the object

complimented or stated that the praise is an overstatement. The writer also noticed that the addressees did this response because they might try to be humble.

#### 4.1.2. Appreciation Token

This type of compliment responses is the second rank of compliment responses that was mostly used by the Javanese students of English Department. Appreciation token was used 21.4%. It is used when a person wants to accept the compliment given. The examples of Appreciation Token produced by the Javanese students are “*Oke, terima kasih*” [“Ok, thank you..”], “*Iya..*” [“Yes..”], and “*sip*” [“good”].

Excerpt 3 (Appendix 1 (2.5) page 54)

- O : *oo.. oke.. terus kamu pandai main gitar itu sejak dari kecil atau?*[Have you been good at playing gitar since you were kid, or?]  
Y : *sejak kelas 6 SD* [Since I was in the 6<sup>th</sup> grade of elementary school]  
O : *berarti sekarang sudah lancar no* [So now you have mastered it, right?]  
Y : *iya sudah lancar* [Yes, I have]  
O : *iya.. kok lancar banget gitu* [yeah, so good]  
Y : ***siip (5) [good]***

In the situation above, when the writer complimented the subject in his skill, he said “*sip*” as his way of accepting the compliment. The writer categorized it into Appreciation Token because the meaning of the word “*sip*” is similar with “ok”. “*Sip*” indicates that the person accepts the compliment. It is similar with the example below, when the writer complimented the subject in his appearance that he has a good hairstyle. He responded the compliment by saying “*ok, makasih*” or “ok thank you”. The examples are as follows:

Excerpt 4 (Appendix 1 (5.2) page 61)

- O : *oo.. pangkas rambut,.. kamu biasanya kalau milih model rambut itu dipikirkan atau milih sendiri gitu?* [Do you usually choose your hairstyle by yourself? Or another person chooses it for you?]  
H : *milih sendiri* [By my self]

O : oo.. yaya.. tambah keren kok rambutmu kalau begini [ o I see, you hair looks so cool]

**H : oke makasih (2) [ok, thank you]**

The word “ok” and “*makasih*” [“thank you”] indicate that the person accepts the compliment. Like what in the example of Herbert’s theory (1990), ‘thank you’ is included in Appreciation Token. Appreciation Token is used by the Javanese students to indicate that they agree and accept the compliment given.

#### **4.1.3. Comment Acceptance**

The type of compliment responses that would be analyzed is Comment Acceptance. This response is used to show that addressee accepts the compliments and also gives comment related to it. The examples of comment acceptance are:

Excerpt 5 (Appendix 1 (2.7) page 54)

O : oo.. *terus kamu milih model rambut itu biasa dipikirkan atau internet atau terserahlah potongkan?* [Do you choose your own hairstyle or look from the internet, or does the hairstylist choose it for you?]

Y : *biasanya sih terserah aku pokoknya apa ya..emm.. nggak terlalu rapi* [Usually, it is up to me, not too neat]

O : oo.. *gitu* [oo.. I see]

Y : *jadi sukanya yang* [so, I like..]

O : *natural* [the natural one]

Y : *natural yang agak berantakan ngga terlalu rapi* [natural, a little bit untidy, not really neat]

O : OO.. *ya ya.. ya kemajuan.. yos kan tambah keren ngono..* [oo.. I see.. It is a progress. Yos becomes cooler]

**Y : tambah keren ngeenng....ngg.. iyo no (7) [coller err.. indeed]**

The first example shows that the subject agreed and accepted the compliment about his appearance. Here, the writer put the utterance “*tambah keren ngeenng....ngg.. iyo no*” into the comment acceptance because here the subject not only accepted but also gave related comment. It can be seen from “*iyo no*” means

“indeed” that the subject accepted, and “tambah keren” means “looks cooler” that the subject gave related comment.

Excerpt 6 (Appendix 1 (9.1) page 68)

O : *paling suka mata kuliah apa dan kenapa?* [Which subject does you like the most? Why?]

G : *paling suka mata kuliah seminar* [I like Seminar the most]

O : *oo seminar kenapa?* [O seminar, why?]

G : *karena itu adalah persiapan untuk skripsi terus yang ke dua juga uji mental* [because it is preparation for thesis, and it is also a kind of mental exercise]

O : *uji mental.. oke. kamu merasa mampu atau sangat pandai di mata kuliah apa saja?* [mental exercise.. ok.. in what subjects do you think you master in?]

G : *ee apa ya... bisa mungkin kayak pelajaran yang berkaitan dengan teaching* [emm.. I can, perhaps, master in subjects which are related to teaching]

O : *oo.. teaching.. oo iya se kamu kan pinter ngajar, ngajar di mana-mana* [oo..teaching.. oo, I see you are very smart in teaching, aren't you? You teach in so many places]

G : ***ya aku puji Tuhan karena kuliah di sasing ini jadi ada kesempatan ngelesi terus juga ikut magang ngajar di sekolah SMP (1)*** [Well, thanks God, because I study in English Department, I get an opportunity to give a private course, and also join internship program to teach in junior high school]

This second example shows that the subject also agreed and gave related comment about her ability. In the second example, the utterance “*ya aku puji Tuhan karena kuliah di sasing ini jadi ada kesempatan ngelesi terus juga ikut magang ngajar di sekolah SMP*” indicates that the speaker accepted the compliment, and also gave related comment that she studies in English Department so she could get any opportunity to give a private course, and also join internship program to teach in junior high school.

#### 4.1.4. Comment History

12.5% of the data showed that some Javanese students produced comment history. The example is as follows:

Excerpt 7 (Appendix 1 (4.2) page 57)

O : *oke, terus kamu di PLT sudah play berapa kali?*[how many times have you played in PLT?]

C : *di PLT aku sebenarnya nggak juga cuma tiga kali tok* [In PLT, actually I have played three times]

O : *tapi bagus kok actingmu* [but your acting is great]

C : *ee mungkin karena aku juga main teater sebenarnya sudah dari SMA, 2006. Jadi ketika di PLT tinggal.. ya udah dapet basicnya, ditambah-tambah kayak git, jadi ya lumayan gitu lo, maksude disbanding sama yang baru bener-bener belajar ya beda. Ditambah aku juga ikut UKM theatre kayak gitu kan. Jadi memang ya kebetulan ilmunya dapet lebih banyak, kayak gitu. (2)* [ee it is perhaps because I have also been playing in theatre since I was in senior high school, 2006. Thus, when in PLT, it is only.. well, I got the basic, added by it, so it is quite good, I mean compared with when I was senior high school, just studied, it is really different. In addition, I also join theatre in the student activity. So, of course, by chance I got more knowledge, like that. ]

Here the subject accepted the compliment that she is good at acting and she told how she could play theatre well. She told when and how she has been playing theatre. The utterance that indicated that it is Comment History is “I have also been playing theatre since I was in senior high school, 2006.” Thus, the writer categorized the utterance into Comment History. The writer noticed that the student produced this compliment response when they wanted to give impersonal comment related to the topic and gave the addressor more information about the history of the object.

#### 4.1.5. Disagreement

According to table, the data showed that Disagreement appears 5.3%. The writer found out that the students produced this compliment response to show that they did not agree with the compliment given with some reasons.

Excerpt 8 (Appendix 1 (4.3) page 57)

- O : *SKKK mu berapa* [How many points are your credit points?]  
C : *SKKK terakhir aku liat itu 150an dan itu sudah sekitar setahun yang lalu. Ga tau kalau sekarang* [Last time, I saw, it was about 150, it was about one year ago. I don't know how many points I get now]  
O : *wuah banyak banget. Akpres ya berarti* [wow, the point is a lot. You will get the reward, won't u?]  
C : ***ah enggak, dengan IPK yang cuma segitu, nggak mungkin (3)*** [No, with the cumulative GPA of just that much, it is impossible]

Here, the writer gave compliment about the subject's ability that he is an active student because he has a lot of credit points. The subject did not agree that he will get the reward; he really stated it by the word "*enggak*". He gave reasons why it is so, "*ah enggak, dengan IPK yang cuma segitu, nggak mungkin*". With the word "No" and the reason, it is clear that the response is Disagreement. In Disagreement response, the addressee may feel that the compliment is in error or claims that the object is not worth complimenting.

#### 4.1.6. Question

Question occupies the second of the least responses used by the Javanese students (3.6%). In the example below, the writer gave compliment to the subject's ability in playing guitar. He responded it with the interrogative sentence.

Excerpt 9 (Appendix 1 (6.3) page 62)

- O : *o ya.. tapi pinter kok kamu kapan hari play berapa kali nggitar* [O I see.. but you are good enough, last time you played guitar for several times]  
T : ***ah masak? bisa aja (3)*** [o really? you are kidding]

Here, the writer just analyzed the word “ah masak?” because the word “bisa saja” is categorized into Scale Down. The writer categorized “ah masak?” into the Question response because the subject here questioned the seriousness of the compliment given. It can be seen in the utterance “O really?”. Thus, in this situation, the Javanese English Department students produced this compliment response when they questioned the sincerity of the addressor.

#### 4.1.7. Qualification

Besides the types of compliment response above, the Javanese students also used qualification in responding the compliment (3.6%). The example is below:

Excerpt 10 (Appendix 1 (10.2) page 70)

- O : *oo..belum.. terus hobimu apa aja?* [Oo.. you have not checked it (the credit points).. then, what are your hobbies?]
- B : *main music* [playing music]
- O : *main music.. seberapa sering kamu melakukannya?* [Playing music.. How often do you do that?]
- B : *eem.. kalau memang nggak sibuk dengan tugas-tugas ini bisa seharian.. tapi ya mungkin 8 jam, 6 jam.. terus sisae belajar* [emm.. if I’m not busy with assignments, I can do it in a whole day, around 6 or 8 hours.. then I study]
- O : *wah musisi sejatih nih.. rajin kayak gitu* [Wow, you are an true musician]
- B : *tapi itu pun misale liburan aku full gitu, tapi kalau sudah kuliah ini kadang aku tinggal sebentar, jadi aku lebih fokus ke tugas (2)* [ **But it just may be when I am on holiday, I do it fully, but when it is college time, sometimes I leave it for a while, so I focus on assignments**]

The subject here did not really agree with the writer’s compliment that he is a true musician who is diligent in exercising and playing guitar. His response is weaker than disagreement. He qualified the original assertion with “but”. He explained that he is not that diligent/ frequently playing guitar. In this case, the writer may state that the Javanese students produced this compliment response to show disagreement, but

it is weaker that the subject qualified the addressor's claim by using "though", "but", "well", etc. They explain and give more assertion.

#### 4.1.8. No Acknowledgement

Besides Question and Qualification, No Acknowledgement also occupies the second of the least responses used by the Javanese students (3.6%). Here is the example:

Excerpt 11 (Appendix 1 (2.3) page 53)

- Y : *petra parade aku nggak nyanyi* [I did not sing at Petra parade]  
O : *eh, kok petra parade to..PGJ* [I mean PGJ]  
Y : *Iyo PGJ.. Petra Golden jubilee* [Yes, it is.. Petra Golden Jubilee]  
O : *iyoo.. aku be melisa iki sampe wuah suarane iki koyok iwan.. iwan fals* [Yes.. Melisa and I felt that, wow, Yos' voice is like Iwan Fals's]  
Y : ***iwana darmono (3) [iwana darmono]***

The writer complimented the subject that his voice is very nice like Iwan Fals' (one of the Indonesian famous singer). However, he responded it by saying "Iwan Darmono" which is unrelated to the topic. After the interview, the writer asked to the subject who actually Iwan Darmono is, whether he is a singer or a famous person. Then, he said Iwan Darmono is not a singer, or a name of a person he knows. He only mentioned it spontaneously. The writer may say that No Acknowledgement is used by the addressee when he/she seems unaware of the compliment and responds by giving either an irrelevant response or no response.

#### 4.1.9. Reassignment

Reassignment rarely happened; it got only 1.8% from the data. It is the least response used by the Javanese students. Below is the example of Reassignment.

Excerpt 12 (Appendix 1 (4.5) page 58)

- O : *tapi nyatanya kamu sudah eksis gitu dengan ikut kepanitiaan* [But actually you have already been famous by joining committees]  
C : ***eksis itu kan hanya sebab akibat (5) [the fame is just cause and effect]***

When the writer complimented the subject that she is a famous student, actually she did not deny the compliment, and then she transferred the compliment to the object complimented, i.e. the “fame”. She told the writer that that the fame is just only the result of being an active student. Reassignment is used to show that the speaker accepts the compliment but transfers the complimentary force to a third person or to the object complimented. Thus, the writer categorized it into Reassignment.

#### 4.1.10 Mixed Types

Based on the writer’s data, she found that there were some utterances that have two functions produced by the Javanese students. One of them is Appreciation Token and Scale Down.

Excerpt 13 (Appendix 1 (4.6) page 59)

O : *oo.. iya.. lebih seger kok kamu potong pendek* [Oo I see.. You look fresher in short hair.

C : *oo.. terima kasih.. tapi ketok bullet (6)* [O.. thank you, but my face looks round]

Here the writer gave compliment on the subject’s appearance. Then she produced two compliment responses. First is Appreciation Token, she accepted the compliment given by saying “thank you” which indicates that the subject agreed and accepted it. Second is Scale Down, she then pointed some flaw in the object complimented, i.e. she thought her face looked round in her short hair. Below is the next example of mixed type produced by the Javanese students.

Excerpt 14 (Appendix 1 (5.1) page 60)

O : *hobimu apa aja?* [What are your hobbies?]

H : *emm, main bola, berenang, nonton film* [emm. Playing football, swimming, watching movie]

O : *terus seberapa sering kamu melakukannya?* [How often do you do that?]

H : *em.. seminggu sekali* [Once in a week]

O : *oo.. seminggu sekali.. kamu pandai bermain sepak bola ya, kapan hari katanya sapa gitu kamu pandai main sepak bola* [Oo.. once in a week. You are skillful in playing football, aren't you? Last time, someone said that you were skillful in playing football]

**H : *ee.. bisa cuman nggak mahir (1)* [ee.. I'm able, but not really good]**

Here the writer gave compliment on the subject's ability. Then, he produced two compliment responses. First is Comment Acceptance; he accepted the compliment given by saying "bisa" which indicates that the subject agreed and accepted it. Second is Scale Down, he then tried to be humble by saying that he is not really good at playing football.

Excerpt 15 (Appendix 1 (6.3) page 62)

T : *hobi saya? Hobi saya main gitar* [My hobby? My hobby is playing guitar]

O : *main gitar?* [Playing guitar?]

T : *gitar* [Guitar]

O : *o ya sih, kamu kan pinter main gitar* [O yes, you are good at playing guitar]

T : *ee ya.. pinter sih enggak lebih cuma bisa-bisa dikit* [ee I'm not good, just can play a little bit]

O : *o ya.. tapi pinter kok kamu kapan hari play berapa kali nggitar* [ o yes.. but you are so good, last time you played for several times]

**T : *ah masak? bisa aja (3)* [O, really? You are kidding]**

In the example above the writer gave compliment on the subject's ability. Then, he produced two compliment responses. First is Question, it can be seen from the word "really?" which indicates that the subject asked about the writer's sincerity in complimenting him. Second is Scale Down, it can be seen from the utterance "bisa aja".

Excerpt 16 (Appendix 1 (6.6) page 63)

O : *emm biasanya kamu milih model potongan rambut itu dipikirkan, milih sendiri atau* [do you usually choose your hairstyle by yourself or someone chooses it for you?]

T : *yah sendiri lah* [I choose it by myself]

O : *oh sendiri* [o by yourself]

T : *he em* [yes]

O : *kliatan seger kalau kamu potong pendek daripada gondrong dulu* [You look fresh in short hair rather than long hair last time.]

T : *ee yaa tuntutan pekerjaan lah (6)* [ee yes.. demands of work]

Here the writer gave compliment on the subject's appearance that he has fresh look in short hair. He responded it by producing two types of compliment response. First is Appreciation Token; he accepted the compliment given by saying "yes" which indicates that the subject agreed and accepted it. Second is No Acknowledgement; he uttered about something that was unrelated with the topic discussed. After the interview, the writer asked the subject what actually the relation between the job (guitarist) and the hair was. The subject told that there was no relation between his job (as university students and guitarist) and the short hair. He just said without any attention or just said unrelated response.

Excerpt 17 (Appendix 1 (10.7) page 71)

O : *terus biasanya kamu milih model potongan rambut itu milih sendiri atau dipikirkan?* [Do you usually choose your hairstyle by yourself or someone choose it for you?]

B : *nggak, aku milih sendiri, yang menurutku cocok gitu sama aku, yang aku nyaman aja* [No, I choose it by myself, which I think suitable with me.]

O : *oo.. ya ya.. unik potonganmu* [Oo.. I see I see.. Your haircut is so unique]

B : *iya..ee gak ini.. (7)* [yes..ee..no]

Here the writer gave compliment on the subject's appearance. Then, she produced two compliment responses. First is Appreciation Token, he accepted the compliment given by saying "yes" which indicates that he agreed and accepted it. Second is Scale Down; he then produced the utterance " ee gak ini" which may mean similar that he wants to say like "no, not that kind of good".

The writer may say that the Javanese Indonesian students of English Department not only produced single compliment response, but also uttered some responses which contain double functions.

#### 4.2. Types of Compliment Responses Used by Chinese Indonesian Students to Respond the Compliments

Here, the writer found nine out of twelve types of compliment responses which are produced by the Chinese Indonesians students. Those were Appreciation Token, Comment Acceptance, Praise Upgrade, Comment History, Return, Scale Down, Question, Disagreement, and Qualification.

Table 4.2: Types of Compliment Responses Produced by The Chinese Indonesian Students

Types of compliment responses	%
Appreciation Token	40
Comment acceptance	21.7
Disagreement	15
Comment History	8.3
Qualification	6.7
Question	3.3
Praise Up-grade	1.7
Return	1.7
Scale down	1.7
Reassignment	0
No Acknowledgement	0
Request Interpretation	0

As shown on the table above, Chinese Indonesian students of English Department in Petra Christian University produced almost all the types of compliment responses classified by Herbert (1990), those are, Appreciation token, Comment acceptance, Praise upgrade, Comment history, Return, Scale down,

question, Disagreement, Qualification. They mostly used Appreciation Token (40%), and rarely used Questions (3.3%), Praise Up-grade, Return, and Scale Down (1.7%), and. They never used Reassignment, No Acknowledgement, and Request Interpretation (0%). In this following part, the writer wants to discuss the types of compliment responses from the first rank until the last rank.

#### 4.2.1. Appreciation Token

This type of compliment responses is the highest rank of compliment responses that was mostly used by the Chinese Indonesian students of English Department. Out of all compliment responses uttered, Appreciation token is used (42.1%). It is used when a person wants to accept the compliment given. The examples of Appreciation Token produced by the Chinese Indonesians students are “*Thank you*”, “*Terima kasih*” [“Thank you..”], “*Iya..*” [“Yes..”], “*Amin..*” [“Amen..”]. The following examples are the examples taken from two different respondents:

Excerpt 18 (Appendix 2 (11.1) page 72)

O : *o ya si, aku kapan hari liat kamu main di play theatre* [yeah, last time I saw your performance in PLT]

C : *o ya heem* [ o yes]

O : *bagus kok, ya lumayan actingmu* [Good job, yur performance quite good]

C : **thank youuu (1) [Thank you]**

In the situation above, when the writer complimented the subject in her ability of her performance, she said “thank you” as her way of accepting the compliment. The word thank you obviously indicates that it is an Appreciation Token.

Excerpt 19 (Appendix 2 (18.1) page 87)

O : *terus kalau boleh tau IP terakhirmu berapa?* [If you don’t mind letting me know, what is your last GPA?]

R : *IPS atau IPK?* [GPA or cumulative GPA?]

O : *ya IPS IPK* [both GPA and cumulative GPA]

R : IPS terakhir 3.56, IPK terakhir 3.52 [My last GPA is 3.56, my last cumulative GPA is 3.52]

O : **wah tingginya.. kumlaude [Wow, it is a high GPA. It is cumlaude]**

R : **amin (1) [Amen]**

It is similar with the example before. When the writer complimented the subject in her ability that she got a good GPA, she responded the compliment by saying “Amen”. ”Amen” here is a religious term which can mean “yes” so it means that she accepted the compliment and felt grateful that she got a high GPA. Here people often used this compliment response to indicate that they agree and accept the compliment given.

#### 4.2.2. Comment Acceptance

Besides Appreciation token, Chinese Indonesian students of English Department also used Comment Acceptance (22.8%) to respond the compliments. This second type of compliment response also occupied the second rank of compliment responses that were mostly used by the Chinese Indonesian students of English Department. For example:

Excerpt 20 (Appendix 2 (13.1) page 76)

O : *emm.. kalau boleh tau ni, IP terakirmu berapa?* [If you do not mind letting me know, what is your last GPA?]

M : *IP...???* [GPA?]

O : *tersera de IPS, IPK..* [Either GPA or cumulative GPA]

M : *34 3.. aku lupa.. 34an gitu* [3.4.. 3.. I forget. It is around 3.4]

O : *oo..tinggi lo brarti* [**I think it is a high score**]

M : *ya lumayan* (1) [**yes, it is quite good**]

The subject here gave compliment about the subject’s GPA. The subject responded the compliment by saying “yes, it is quite good”. Comment Acceptance happens when the subject accepted the compliment and gave comment related to it. Here, the subject accepted it, it can be seen from the word “yes’ and she gave related comment

“it is quite good”. The example below is another situation that a subject produced Comment Acceptance.

Excerpt 21 (Appendix (17.1) page 85)

O : *kamu kok hebat main Pump.. hebat to permainan Pump'mu* [You play Pump very well.. You have a great performance]

D : *iya karna sering-sering latihan, sering main gitu. Jadi ya memang sudah kebiasaan main, ya jadi bisa* [yes, because I often play and practice. So, it has already been my habit. So I can do it]

It is not really different from the previous example of Comment Acceptance; here the writer also gave compliment related to the subject's ability. Here, the subject is really able to play Pump (a name of a dance game), and the writer complimented it. The subject accepted it and gave comment related to it.

It is clear that the Chinese Indonesian students did not always use Appreciation token in responding the compliments. They also used Comment acceptance to respond it. This response indicates that addressee accepts the compliments and also gives comment related to it.

#### 4.2.3. Disagreement

According to table, the data showed that Disagreement appears 15%. The writer found out that the students produced this compliment response to show that they did not agree with the compliment given with some reasons.

Excerpt 22 (Appendix 2 (15.3) page 81)

O : *terus sejauh ini perna ikut kepanitiaan apa saja* [What committee have you ever joined so far?]

S : *banyak* [A lot of committees]

O : *oo banyak.. tingkat apa?* [What level of committee is it?]

S : *tingkat universitas* [University committee]

O : *wuah, aktif berprestasi dong berarti* [Wow, you will get the reward, won't you?]

**S : *enggak, banyak ngga dapet KP juga (3) [No, I don't really get so many credit points]***

The situation is that the subject told the writer that he joined so many committees. Thus, the writer thought that if he joined so many committees, he would get so many credit points. Then, the writer complimented that he would be an active student. However, the subject did not agree with it. He said "No". He also gave reason why it is so. He explained that several committees he joined are not the committees that give the students credit points. That is why the writer classified it into Disagreement. In Disagreement response, the addressee may feel that the compliment is in error or claims that the object is not worth complimenting.

#### **4.2.4. Comment History**

8.3 % of the data showed that some students produced comment history. The example is:

Excerpt 23 (Appendix 2 (19.2) page 89)

**O : *oo iya sih, kamu pinter main badminton juga kapan hari juara [You are very good at playing badminton]***

**A : *ee [ee]***

**O : *atlit ya wah [wow, you are an athlete]***

**A : *juara empat (2) [I got the fourth rank]***

Here the subject accepted the compliment that he was considered as an athlete and he said that he was in the fourth rank of the match. The subject told the *history* that he got the fourth rank. The writer noticed that sometimes the students produced this compliment response when they wanted to give impersonal comment related to the topic and gave the addressor more information about the history of the object.

#### **4.2.5. Qualification**

Besides the types of compliment responses above, the Chinese Indonesian students also used qualification in responding the compliment (6.7%). Below is the example:

Excerpt 24 (Appendix 2 (16.5) page 83)

O : *kapan hari aku liat kamu hobi photography juga ya?* [Last time I knew that your hobby is in photography, isn't it?]

W : *photography itu masih belajar saya* [I have just learned photography]

O : *Cuma sudah bagus tuh hasilnya* [But the result is quite good]

W : *hasil bagus itu dari lensanya bukan dari skillnya* (5) [**a good result is from the lens, not from the skill**]

The subject here did not really agree with the subject's compliment. He agreed that the result of the photo is good, but he thought that it was not because of his skill, but rather because of the camera's lens. He qualified the original assertion by saying "a good result is from the lens, not from the skill".

In this case, the writer states that the Chinese Indonesian students produced this compliment response to shows disagreement, but it is weaker in that the subjects qualifies the addressor's claim using *though, but, well*, etc. They explain and give more assertion.

#### 4.2.6. Question

Question was also produced by the Chinese Indonesian students (3.3%) among all responses.

Excerpt 25 (Appendix 2 (19.4) page 90)

O : *terus kalau milih model ini, kamu model rambut dipikirkan atau milih sendiri?* [Did you choose your hairstyle by yourself or other people choose for you?]

A : *milih sendiri* [ I chose it by myself]

O : *oo.. milih sendiri. Terus kalau semirnya ini juga milih sendiri?* [Oo, and the color? Did you also choose it by yourself?]

A : *ya milih sendiri. Ya Cuma kadang itu kan, saya kan punya masalah sama mata, kurang bisa melihat warna makanya kadang itu minta tolong sama tukang semirnya, suruh milih yang cocok yang mana kira-kira, kayak gitu.* [Yes, I do. But sometimes I have problem with my eyes, I can't really

recognize colors. Sometimes I ask the hairstylist to choose which one is suitable for me.]

**O** : *o ya keren-keren. Dan dirimu jadi lebih better lah kalau di semir* [It is cool. And you look better in dyed hair]

**A** : *o ya ta? (4) [Really?]*

Here the writer complimented the subject's hair. The writer told the subject that his dyed hair makes him look better. The subject responded it by saying "really?". It questioned the seriousness of the compliment given. Thus, the writer put it into Question. In this situation, the Chinese students of English Department produced this compliment response when they questioned the sincerity of the addressor.

#### 4.2.7. Praise Up-grade

The praise up-grade only appeared 1.7%. The example is:

Excerpt 26 (Appendix 2 (13.4) page 77)

**O** : *belum pernah denger kamu nyanyi, kapan2 nyanyikan ya, kok denger dari sapa gitu katanya dirimu rajin nyanyi, dibilangi sapa ya kapan hari* [ I have never heard you singing, next time sing for me ok, I heard from someone that you are diligent in singing practice ]

**M** : *ya ikut padus mosok ga rajin nyanyi (4) [I joined the choir of course I am diligent in singing practice]*

In the example above, the writer complimented the subject that she is diligent in singing practice. Then, the subject accepted and showed her ability that she is diligent in singing practice. She praised herself as she said that she is diligent in singing practice. The characteristic of Praise Up-grade is that it happens when people accept the compliment and assert that the compliment is insufficient. The addressee shows her/his ability more because they may feel that the compliment is not adequate.

#### 4.2.8. Return

This type only appears 1.7% among all of compliment responses. The example is:

Excerpt 27 (Appendix 2 (12.3) page 74)

O : oo.. *terus jika weekend apa yang biasa kamu lakukan?* [What do you do on weekend?]

M : *weekend ke gereja, kumpul –kumpul sama keluarga, kalau ada PR ya ngerjain* [On weekend I go to church, gather with my family, do homework]

O : *wah, taat beribadah dong kamu kalau ke gereja* [You are faithful if you go to church]

**M : *kamu juga..ke vihara (3)* [You too, you go to the monastery]**

In this case, the subject accepted the compliment and shifted it to the first person (the writer). Thus, the addressee also gave the compliment back to the addressor. She accepted that she was an obedient person, then she gave the compliment back to the writer which stated that the writer is too “*kamu juga..ke vihara*” [You too, you go to the monastery].

#### 4.2.9. Scale down

Another type of compliment response that the writer found through this study is Scale down. Similar with Praise Up-grade and Return, the data showed that a few students (1.7%) produced this type to respond the compliments given.

Excerpt 28 (Appendix 2 (14.4) page 79)

O : oo.. *terus denger-denger dari mey shiang kamu pinter mandarin ya?* [Oo.. I heard from Mey Shiang that you are good at Mandarin, aren't you?]

**M : *ngga pinter seh, cuma bisa sedikit (4)* [No, not really, I just can speak a little bit]**

O : *ah masak?* [really?]

M : *iya* [yes]

O : *ajari saya ya kapan-kapan* [someday please teach me, ok]

**M : *iya, bayar tapi ya* [yes, but you should pay]**

In this part, the writer discussed only the first response because the first response is Scale Down. The writer praised the subject that she is good at Mandarin, and the subject responded it by saying “No, not really”. The word “no” indicates any

disagreement of the compliment given. The word “not really” seems that the compliment is an overstatement. The response “not really” is contrast with the fact that actually she is good at mandarin. It can be seen from the writer’s friend, Mey Shiang, who told the writer that the subject is good at Mandarin. It can also be seen from the next response that she wants and is willing to teach and to be paid. It obviously showed that she just tried not to be arrogant by stating that kind of response.

This compliment response is produced when addressee does not agree with the compliment; he/she pointed some flaw in the object complimented or stating that the praise is an overstatement. The writer also noticed that the addressee does this response because they may try to be humble.

#### 4.2.10 Mixed Types

Based on the writer’s data, she found that there were some utterances that have two functions produced by the Chinese Indonesian students. The first example is Appreciation Token and Comment History.

Excerpt 29 (Appendix 2 (18.5) page 88)

- O : *oo.. milih sendiri. Terus kamu apa namanya belajar make up gitu-gitu nggak?* [oo.. you chose by yourself. Then, do you take any make up course?]
- R : belajar [Yes, I do]
- O : *kok kelihatannya kamu pinter dandan gitu* [It seems you are good at applying make up]
- R : *ooo.. terima kasih. Belajar itu aku pertama diajari temenku. Pertama nggak suka make up sih, terus diajari temenku. Bih rasae kok di make up cantik juga ya. Akhire belajar, belajar-belajar sendiri, belajar dari majalah-liat-liat video (5)* [Oo thank you. Firstly I learned from my friend. At the first time I didn’t like doing make up, then my friend taught me. I felt that, wow, it was beautiful. Finally, I learned, I learned by myself, from the magazine and video.]

Here the subjects produced two compliment responses when she was complimented by the writer that she seems good at applying make-up. First is Appreciation Token, she accepted the compliment given by saying “thank you”. Second is Comment History, she gave the writer more information about the history of the object complimented. She told the writer about the chronology of how she learned make-up. The second example below is another example of mixed types; it is Disagreement and Comment Acceptance.

Excerpt 30 (Appendix 2 (13.2) page 76)

- O : *ee.. nilai mu filsafat dulu berapa?* [What did you get in Basic Philosophy Class?]
- M : *filsafat dasar? Nilai ujian?* [Basic philosophy? Exam grade?]
- O : *ya nilai akhir yang keluar* [The final grade]
- M : *90an aku lupa* [around 90, I forget]
- O : *maksudnya nilai grade nya.. ABC..* [I mean the grade.. ABC]
- M : A [A]
- O : *ya bagus dong.. pintar filsafat itu namanya* [It is good. You are good at philosophy]
- M : ya ngga si.. maksudnya kan..yawes itu lah.. terserah (2) [No.. I mean.. Yaa that is.. It’s up to you]**

The writer asked the subject about her basic philosophy grade, and the subject told that she got an A grade for the final grade. It can be seen that she was good at basic philosophy and then the writer complimented the subject. The subject firstly said, “ya ngga si”, it means that she did not agree that she was good at philosophy. However, she next accepted the compliment and gave comment “Yaa that is.. It’s up to you”.

The third example below is the last mixed type that was produced by the Chinese Indonesian students.

Excerpt 31 (Appendix 2 (20.6) page 92)

- O : *oke. Terus ketika weekend kamu biasa ngapain aja?* [ what do you usually do on weekend?]
- J : *nyutos* [go to Sutos]

- O : *o ya nyutos. Oke oke. Terus kalau misalnya play drama gitu kamu sudah pinter gitu dari dulu atau* [oo.. go to sutos. OK.. If you play drama, are you good at drama since long time ago, or]
- J : *ee.. enggak sih* [ee..No]
- O : *dari SMA belajar* [You learned in senior high school?]
- J : *sebetulnya bukan pinter-pinter drama. Justru orang bilang kalau aku kaku main drama* [actually I'm not very good at playing drama. People exactly said that I'm clumsy when playing drama]
- O : *masak?! Bagus kok kapan hari aku liat, sink kamu sama celi itu* [really?! I think it is good, I watched your performance which you played with celi]
- J : *o ya? Terima kasih (6)* [really? thank you]

Here the writer discussed only the third response because it is mixed types. The writer complimented about the subject's ability of performing drama. The subject responded it with utterances "o ya?" and "terima kasih". In this case, there are two types of compliment responses occurred. First is Question, it can be seen from the utterance "o really?". The second is Appreciation Token which can be seen from the "thank you".

The writer may state that the Chinese Indonesians students of English Department not only produced single compliment response, but also uttered some responses which contain double functions.

#### **4.3 Differences and similarities of types of compliments used by Javanese and Chinese Indonesian students**

After doing an analysis about the compliment responses produced by Chinese Indonesian and Javanese students of English Department, in this following part, the writer discusses the differences and similarities between the compliment response used by the Javanese and Chinese Indonesian students based on Herbert's (1990) classification.

Table 4.3: Types of Compliment Responses Produced by the Javanese and Chinese Indonesian Students

Javanese		Chinese Indonesian	
Types of compliment responses	%	%	Types of compliment responses
Scale down	28.6	40	Appreciation Token
Appreciation Token	21.4	21.7	Comment acceptance
Comment acceptance	19.6	15	Disagreement
Comment History	12.5	8.3	Comment History
Disagreement	5.3	6.7	Qualification
Question	3.6	3.3	Question
Qualification	3.6	1.7	Praise Up-grade
No Acknowledgement	3.6	1.7	Return
Reassignment	1.8	1.7	Scale down
Praise Up-grade	0	0	Reassignment
Return	0	0	No Acknowledgement
Request Interpretation	0	0	Request Interpretation

The table above is to help the readers to see the differences and similarities of percentage of each type of compliment responses used by the Javanese and Chinese Indonesian students of English Department. The writer discusses the differences and similarities on the following sub-headings.

#### **4.3.1. The Differences of Types of Compliments Used by Javanese and Chinese Students**

In this part, the writer discusses the differences between the compliment responses produced by the Javanese and Chinese Indonesian students based on Herbert's classification. In this section, the writer would discuss about the highest

types mostly used by the Javanese and Chinese Indonesian students, the lowest types used by the Javanese and Chinese students, and the types used by the Javanese but not used by the Chinese Indonesian and vice versa.

In this case, the Javanese students mostly used Scale Down. It is clear that Javanese culture *andhap-asor* i.e. to be humble still influences the way the Javanese students speak nowadays. It can be seen from the result that the Javanese students used Scale Down mostly in which they often showed as if the compliments were overstated. They also pointed some flaw in the objects complimented which contradict with the fact. In contrast, the Chinese Indonesian students produced Appreciation token mostly. It means that Chinese concept of *li*, in, which one is to denigrate the self or to humble oneself, is not really applied anymore.

The second highest rank of compliments responses used by the Javanese and the Chinese is different. The second highest rank in the Javanese students' responses is Appreciation Token; meanwhile, the second highest rank in the Chinese Indonesian students' responses is Comment Acceptance. Here, it can be seen that the Javanese students also often produced Appreciation token besides Scale Down. If they are complimented in their appearance, for example "what a beautiful shirt," they would not only respond it by saying "No, it's old", but also say "thank you". On the other hand, the Chinese Indonesian would also accept by giving comments related to the topic complimented besides just saying "thank you".

The Scale Down has significant differences among its used in the two groups of subjects. Scale Down appears 29.1% among Javanese subjects and only appears 5.26% among Chinese Indonesian subjects. It means that the Javanese students still hold their culture; in contrast the Chinese social conduct of *li* is not really applied by the Chinese Indonesian students in their daily communication.

The second difference is that the lowest types of compliment responses that were used by the Javanese and Chinese Indonesian students. The type of compliment response rarely used by the Javanese students was Reassignment while the Chinese Indonesian students almost did not use Praise Up-grade, Return, and Scale Down.

The third difference is that there are several compliment responses which were used by the Javanese students but not by the Chinese Indonesian students, and vice versa. The Reassignment and No Acknowledgement were not used by the Chinese Indonesian students, but those were still used by the Javanese students. On the other hand, Praise upgrade and Return were used by the Chinese Indonesian students and not by the Javanese students.

#### **4.3.2. The similarities of types of compliments used by Javanese and Chinese students**

In this part, the writer discusses the similarities between the compliment responses produced by the Javanese and Chinese English Department students based on Herbert's (1990) classification. The first similarity is that the writer sees both groups of students produced nine types of compliment response out of twelve types of compliment responses classified by Herbert. The both groups of subjects, Javanese and Chinese Indonesian students, also did not use and produce Request Interpretation at all.

The next similarity is that the Comment Acceptance, Comment History, and Question were all used more or less in same occurrence and or rank. Comment Acceptance is used 19.6% by the Javanese students, and 21.7% by the Chinese Indonesian students. Comment History was in the same rank on both groups, it got 12.5% from the Javanese and 8.3% from the Chinese Indonesian. Question was produced 3.6% by the Javanese students and 3.3% produced by the Chinese Indonesian students.

From those all findings that the writer got, the writer found that the Javanese and Chinese Indonesian students of English Department in Petra Christian University used almost all types of compliment responses classified by Herbert (1990). The Javanese students used Scale Down mostly (28.6%) and the Chinese Indonesian students frequently produced Appreciation Token (40%). The writer also found that the compliment responses which are also frequently produced by both Javanese and Chinese Indonesian students are Appreciation Token and Comment Acceptance. The

way Javanese students respond the given compliments can be influenced by Javanese custom. However, the Chinese social conduct *li* does not influence the way Chinese Indonesian students respond to the compliment given.