

The Compliment Strategies Used by the Native Speakers in Teaching the EFL Learners at De Access Hotel and Culinary Training Centre

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ABSTRACT

This study aimed on elaborating the compliment strategies done by the native speakers in teaching English as foreign language students. The writer applied descriptive research design which applied the participant observation method with passive observer. The population of the research was the students of De Access Hotel and Culinary Training Centre with 172 students and divided into 7 groups and the samples are group 3 and 6 consisted of 50 students. The researcher found four compliment functions used by the native speakers, namely expressing admiration, solidarity, conversation strategy and reinforced desired behavior.

Keywords: Native Speaker, Compliments, Strategies.

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INTRODUCTION

Language is a basic requirement for human communication. With the help of language, the speaker conveys the meaning that the listener infers or infers from the meaning. He is one of the branches of linguistics that deals with examining meaning based on context is pragmatics. Linguists have used the term "speech act" to describe the essential and essential subfield of pragmatics that deals with the mechanics of phrase interpretation. Austin was the first to develop the concept of speech act. The actions performed when giving orders or making promises are called speech act (Austin, 1962).

People use compliments to build, maintain, and strengthen interpersonal relationships (Searle, 1976). People often admire the beauty, achievements, character, and abilities of others in a variety of ways. According to Berowa (2020), giving and receiving compliments is an important verbal act that strengthens or weakens

interpersonal relationships. Compliments can keep a relationship going, as receiving a compliment can make you feel better about yourself. Zhu (2019) then states that compliments are viewed as a positive politeness strategy to enhance good relationships in the process of communication. Cheng (2011) classified compliment responses into three categories: acceptance, avoidance, and a combination of both. Speakers can use a variety of compliments, depending on their needs and preferences.

There are different types of compliments based on their function (Herbert, Wolfson, Manes in Yusof and Hoon, 2014). The first is to express feelings of admiration. The speaker wants to express admiration and approval of the recipient's appearance, hobbies, and work. The speaker usually gives these compliments to the recipient spontaneously because the recipient is surprised (Herbert in Yusof and Hoon 2014). Second, one of the most important functions of complimenting is to establish a sense of solidarity. The speaker can build a good relationship with the receiver by complimenting others. This can be used as a way to build good relationships with others (Wolfson, 1989). Compliments can also be used in place of language formulas, such as: B. Thank you, sorry, and greetings. Other compliments are used to soften threatening behavior. This feature is used when the speaker wants to share his personal opinion with the recipient, but still wants to maintain a good relationship with the recipient. This compliment is usually used when people want to apologize, demand or criticize. Therefore, speakers mostly use the word "but" and other contrarian conjunctions. Flattery can also be used as a conversation starter because it can cover simple, neutral topics. In addition, compliments serve to encourage the recipient to continue exhibiting the desired behavior (Manes, 1983). This compliment is usually used by teachers as positive feedback to encourage students in their class. The expression is great, well done, or well done.

There are already several studies analyzing compliments. The first is "The Compliment: Its concept, function, common theme, typical response in communication". This study attempted to theoretically explain concepts, functions, common themes, typical responses to compliments, compliments and culture in communication and interaction. While other studies have explored how gender differences affect the use of compliments between males and females, this study focused on the function of compliments used by both male and female characters. want to know Yusof and Hoon (2014) investigated "compliments and compliment responses on Twitter". They suggest that there are marked differences in compliments and responses to compliments between male and female participants. Women were more likely to compliment their appearance, while men were more likely to compliment their belongings. When responding to a compliment, female speakers take the compliment in a positive light, while male speakers tend to accept the comment.

De Access Hotel and Culinary Training Center is an A-Accredited training center which is under the Directorate General of Early Childhood Education and

Community Education, Ministry of Education and Culture, which operates in the hospitality industry. De Access Hotel & Culinary Training Center Course & Training Institute has values, namely as the best partner for the government, service businesses (hotels, restaurants, resorts, villages, restaurants & cafes, airlines, travel agents, etc.) and the community (students) by offering a smart solution by providing training in the hospitality service industry that can accommodate requests from the service industry. The institution carries out the correct course & training process and in accordance with government regulations and in accordance with industry needs and become a provider of affordable ready-to-use workforce services for the community with the best quality ready-to-use workforce. The researchers aimed to find out how native-speaker flattery strategies affect EFL students in De Access Hotels and Culinary Training Centre.

LITERATURE REVIEW

In many respects, pragmatics is understood to be the study of the relationships between language and context that form the basis of language understanding (Nadar, 2009). Furthermore, according to Levinson (1983), pragmatics is the study of language, its context, and the use of linguistic grammar, and pragmatics analyzes the relationship between language and attitudes related to the structure of written language. It means academic. Furthermore, pragmatics is the study of the speaker's or author's context as perceived by an audience. As a result, the speaker's analysis can be referred to himself, both in discourse and in terms of words or phrases in speech (Yule, 1996). In other words, pragmatics is the study of the ability of language users to associate and coordinate phrases with context.

The concept of speech act

A. What is a speech act?

A speech act is an act that a speaker performs when speaking. Speech act theory treats aphasic acts as the product of individual utterances based on a single sentence (a practical extension of grammar) with only one aphasic point. In real life, we don't use isolated utterances. Each utterance serves as part of a larger intent or plan. Labov and Fanshel pointed out:

"Most utterances can be assumed to be performing multiple speech acts simultaneously ... A conversation is not a chain of utterances, but a matrix of utterances and actions linked by a mesh of understandings and reactions ... In a conversation, participants uses language to reinterpret the meanings of the actual and potential events that surround him in relation to each other, from which he draws conclusions about past and future actions." (1977)

People perform verbal acts when apologizing, greeting, making requests, complaining, inviting, praising, or refusing. A speech act is an utterance that performs a communicative function. A speech act can contain a single word, such as the apology "I'm sorry!", or it can contain multiple words or phrases.

"Sorry, I forgot your birthday. Speech acts involve real-world interaction and require not only knowledge of the language, but also the proper use of that language

within a particular culture. Here are some examples of speech acts we use and hear on a daily basis.

- Greeting: "Hello Eric. How are you?"
- Inquiry: "Can you pass me the mashed potatoes?"
- Complaints: "He's been waiting for the computer for three weeks already, but was told it would arrive within a week."
- Invitation: "I invited a few people on Saturday night, and I wanted to know if they wanted to join."
- Praise: "Hey, I really like your tie!"
- Rejection: "Oh, I'd love to see a movie with you, but I can't do it this Friday."

In a second language, learners may be unaware of the second language's idioms and cultural norms, or assume that rules and conventions are universal, and may move from the first to the second. Speech is difficult. Because language learners inherently tend to rely on what they think is appropriate in their native language, it is important to understand what they are doing in their native language in order to be able to understand what is transferable to other languages. It is important to understand exactly what something that works in English may not make sense when translated into a second language. For example, the following statement by a native English speaker could easily be misinterpreted by a native Chinese speaker:

- Sarah: "I couldn't agree with you more. "
- Cheng: "Hmmm...." (Thinking: "She couldn't agree with me? I thought she liked my idea!")

An example of misunderstandings that can occur to American learners of Japanese is a guest thanking the host at dinner in Japan. A guest may apologize several times for the invitation and the meal, in addition to expressing gratitude (thank you). For example, breaking into a private house (excuse me, I'm sorry), causing a riot, etc. Standing at the table (excuse me), and sending the host off after the guest has left (sorry) to cook, serve, or wash the dishes. American guests, unaware of the social conventions associated with making such speech acts in Japanese, find this disrespectful or inappropriate, and praise or thank the host for the excellent food and festive atmosphere. You may choose to such compliments and expressions of gratitude are appropriate in Japanese, but not sufficient for native Japanese speakers. Some apologies must be made.

According to Rahman (2006) and Sternstrom (1994), in the context of speech act use in speech, the speaker's utterance in conversation is not an isolated phenomenon, but depends on the overall context of its interpretation. She further explained: "What exactly a speaker means when he or she says something is not only the immediate context related to what the previous speaker just said, but also the broader context, the narrative context, the topic, the speaker and His relationship with each other, and the knowledge he shares."

1. Austin's Theory

There are several theories about speech acts, some of which are due to Austin (1962) and Searle (1969). Austin claims that when he says a sentence, he produces three acts at the same time called a locutionary, an illocutionary and a perlocutionary act. Austin 1962, 108:

'/performing/ a locutionary act ... is roughly equivalent to uttering a certain sentence with a certain sense and reference, which is again equivalent to meaning in the traditional sense. Second, we said that we also perform illocutionary acts such as informing, ordering, warning, undertaking, etc., i.e. utterances which have a certain conventional force. Thirdly, we may also perform perlocutionary acts: what we bring about or achieve by saying something, such as convincing, persuading, deterring and even, say, surprising or misleading'.

The locutionary aspect seems to correspond to the conventional content. Locutionary act is the utterance of a sentence with a specific meaning and reference. Illocutionary act is a statement, offer, promise, etc. made by the conventional force involved (or its explicit histrionic paraphrasing) in uttering a sentence. A verbal act may be indicated by a performative verb, but may also be indicated implicitly. In some cases, explicit use of a performative does not necessarily represent the corresponding speech act.

The illocutionary aspect is said to be identical to what Austin calls conventional speech proficiency. (1) It is snowing. So in (1) the locutionary aspect of the sentence says something about weather conditions, whereas the illocutionary aspect of (1) is its conventional power as a statement.

Perlocutionary act: To influence an audience by uttering sentences. Such effects are due in particular to the speech context. example: give me an apple. Locutionary act: the utterance itself. Illocutionary act: Request, command. Perlocutionary act (presumably): H hands the apple to S.

2. Searle's theory

Another theory was proposed by Searle (1969) in his book *Speech Acts*. An essay on the philosophy of language. Systematization and extension of Austen's original theory. It is still the default view of speech conduct. The goal is to analyze the speech proficiency of utterances based on speech situations, explicit performatives, and other speech proficiency indices. According to Searle, the conditions of happiness are not simply the dimensions in which speech can go wrong, but they collectively constitute the possible range of all speech powers. Additionally, Searle Confidential Speech works such as:

- Representatives: This mandates the truthfulness of the sentences spoken by the speaker (paradigm cases: asserting, affirm, believe, conclude, deny, report, answering, etc.)
- Directives: These are attempts by the speaker to get the recipient to do something (requesting, inviting, asking, challenging, commanding, insisting, questioning)

- Commissives: A promise to the speaker of a future course of action (promising, threatening, offering, guarantee)
- Expressives: Expression of state of mind (thanking, apologizing, welcoming, congratulating, appreciating, regretting, deploring)
- Declarations: They bring immediate changes to the institutional situation and are primarily aimed at advanced extraverbal institutions (excommunicating, declaring war, christening, firing from employment).

METHOD

1. Research Design

In this study, the researcher employed a descriptive research design with passive observer participation observation. The aim was to capture data observed during conversations. Data were presented by analyzing the compliments used by native speakers within the classroom.

2. Population and Sample

The population of the research was the batch XV students of De Access Hotel and Culinary Training Centre that joined the Hospitality English Class and consisted of 172 students and divided into 7 groups. The researcher used targeted random sampling. This means that the researcher have deliberately selected the sample. The samples in this study were Groups 3 and 6.

3. Instrument of the Research

The instrument of this study was participant observation by a passive observer, and the authors recorded the native speaker and students conversations with a video recorder and transcribed the conversations. Using this research instrument, data were collected on participants' teaching-learning processes, specifically speaking behavior of native speakers.

4. Procedure of Collecting Data

When collecting data, the authors became passive participatory observers. This means that the observer takes no responsibility for the conversation process and only sees what is happening around him. He just focused on collecting data. The observations in this study were made to collect data on the language act process of native speakers.

The procedures were as follows:

- a) The writer as a passive observer attended the class that taught by the native speakers.
- b) Without disturbing the teaching learning process, the writer observed while recorded the classroom activity in conversation especially on the use of speech act.
- c) The writer transcribed the conversation between the native speakers and the students.

5. Technique of Data Analysis

The authors, analyzing the data collected through observation by using video recorder, first, transcribe the spoken conversation between the native speaker and the participant, and then after the transcription, the writer analyze the compliment strategies by using speech act used by the native speakers based on the theory of Austin.

RESULTS AND DISCUSSIONS

Results

After examining the data, the researcher found compliments that have several functions as seen in Table 1.

Table 1 Compliment Functions Frequency Find in the classroom

| No | Function of Compliments | Total |
|----|-------------------------------|-------|
| 1 | To Express Admiration | 3 |
| 2 | To Establish Solidarity | 3 |
| 3 | To be a Conversation Strategy | 1 |
| 4 | To Reinforce Desired Behavior | 2 |

Table 1 reveals the compliment functions that are used by the native speaker in teaching the students. There are 9 compliments found in this study. Based on the data analysis, there are four compliment types used by the native speakers, namely expressing admiration, establishing solidarity, being a conversation strategy, and reinforcing desired behavior.

The activity that happened in the classroom, was the role-play activity done by the students within the theme "serving the guest in the restaurant". The groups of students consisted 3 until 4 students for each group, performed the role play which some of them played as guests and the rest would play as the waiters. While practising the role-play, the students also carried specific foods of certain district or regency of their hometown. And the native speakers, after the role-play ended, he or she would give any feedbacks for the group of students that presented the role-play.



Picture 1. The compliment utterances used by native speaker



Picture 1. The activity of role play and feedback of the native speaker

Discussions

The native speaker, in teaching the EFL learners employ four compliment functions, namely expressing admiration, maintaining solidarity, conversation strategy and reinforcing desire behavior.

To Express Admiration

One of many ways to express an admiration to someone is by giving a compliment to the receiver. The compliments are usually given spontaneously and sincerely to receivers to show that the givers really adore the receivers (Herbert, Wolfson, and Manes in Yusof and Hoon, 2014).

In this classroom activity, the native speakers also use compliments to show admiration to others (students). The first example happens when the Native Speaker observed and had a chance to try the specific food performed by the students when doing role-play

Native Speaker; Do you know Samosa

Student ; yeah

Native Speaker; you know Samosa, right? It tastes like samosa, do you know samosa, do you know samosa, really it tastes like samosa, very delicious.

The locutionary aspect can be seen that the Native Speaker is new in Indonesia and he was asked to teach the students as “the native speaker” and he tried to taste several specific food of Indonesia. The native speaker thought that the food was delicious and it was like a food from his origin country.

The Illocutionary acts shows that Native Speaker likes the food that is brought and performed by the students. The Native Speaker gives a compliment right after the first time he tries the food. He directly says, “*it tastes like samosa, very delicious*” after he tried the food. The way the Native Speaker looks at the students and the facial expression shows an admiration to the food that the students brought. Besides, The Native Speaker chooses to use a positive adjective word that is “delicious”.

According to Cambridge Dictionary, the word “delicious” means “having a very pleasant taste” (cambridgedictionary.org) which can be classified as a compliment to express an admiration. The positive statement is direct and straight forward. Pour and Zarei (2017) also suggest that people have the tendency to be direct in paying compliments.

Establish Solidarity

Compliments are employed to establish the solidarity. It happens because compliments can build closer relationships among the speakers and the receivers. If speakers and receivers have a good relationship, they can establish solidarity by giving compliments (Wolfson & Mannes, 1980).

Native Speaker; what's your name?

Student; me, Novita,

Native Speaker; she is doing great, very good. And one thing more, like a heroine, you know heroine, just give a little smile

Student; yes, sir. I will. Thanks for the advise.

The Locutionary act was the native speaker did his observation when the students practise in doing the restaurant-theme role play. After seeing their performance, he gave several advices for the students but before that he gave a compliment for their performance that she was doing a good performance but for the criticism, it will be better if the students applied a little bit smile.

The illocutionary act was shown when the native speaker gives a compliment to student (Novita) because he wants to maintain the solidarity with Novita's group as it is the first time they meet. Moreover. It can be seen from the compliment that is given by the native speaker to novita which uses intensifiers “very”. He uses the intensifiers because he really wants to have a good relationship with Novita's group as a speaking partner. This compliment can be categorized as a compliment to establish the solidarity because of the purpose of the compliment. Besides, the native speaker tried to build a good relationship with the students.

Be a Conversation Strategy

According to Wolfson (1983), compliments with simple and neutral topics can be used as strategies to start conversations. Compliments can also be used to establish a conversation with strangers.

Native Speaker; so how many time did you practise?, mr gandung told me you did this spontaneously? It that correct?

Student; yes, sir, we did it with No. practise at all

Native Speaker;; I couldn't get surprise more, all of you are just doing an amazing thing and very interesting. Good for you. May i ask something to youuuu? (pointing one student in the group) what is your name?

Student: My name is tika, Sir

Native Speaker;: how did you learn English, you have a very good English

The locutionary aspect can be seen when the native speaker used compliment to the students' group to get the attention before starting the conversation. This conversation strategy occurs when the native speaker observed the students performance where the students performed their role play and he was amazed that the students did a very great job without any practice before and did their work spontaneously.

The illocutionary act can be seen when the native speaker gives a compliment to students about their spontaneous performance. The native speaker said, "I couldn't get surprise more, all of you are just doing an amazing thing. Good for you" because he wants to start conversation with one student (Named Tika). In that sentence, there is a positive adjective word that is "interesting". According to Cambridge Dictionary, the word "interesting" means "someone or something that is interesting keeps your attention because he, she, or it is unusual, exciting, or has a lot of ideas" (cambridgedictionary.org). This sentence can be categorized as a compliment because it has a positive adjective word. This compliment can be categorized as a conversation strategy because it has a very simple and neutral topic that leads to other topics of conversations.

Reinforce Desired Behavior

Compliments can be used to reinforce desired behavior. According to Manes (1983), and compliments can be used as encouragement in English speaking community.

Native Speaker; Do you know what i like with this food?

Student; Nooooo

*Native Speaker; Because this food, you can find in Pakistan, same with
Pakistan, well, very good.*

Student; thank you, sir

Native Speaker; So how much this food is?

Student: that's 3000 rupiahs

The locutionary can be seen from when the Native speaker tasted the food by the students, the food reminded him of his hometown and people can find it there. The illocutionary act in this dialogue above, the Native Speaker tries to give encouragement to the group of a student. The Native Speaker gives encouragement by saying "well, very good". This compliment is expressed to reinforce desired behavior. The speaker wants to encourage someone to think better and use compliments to support others.

CONCLUSION

Compliments have the several characteristics such as explicit or implied verbal act attributed to someone other than credit speaker. usually addressed to the

person something good (possession, character, ability, etc.), which has been rated positively by the addresser and addressee (Holmes 2003:177). Researchers used a descriptive study design with passive observation with observer participation. The aim was to collect data observed during the interview. The population of the research was the batch XV students of De Access Hotel And Culinary Training Centre that joined the Hospitality English Class and consisted of 172 students and divided into 7 groups and the samples in this study were Groups 3 and 6. The instrument of this study was participant observation by a passive observer. The authors recorded conversations between native speakers and students with a video recorder and transcribed them. And the procedures of collecting the such as participating as a passive observer in a lecture given by a native speaker, observing while recording the use of classroom activities, especially verbal acts, in conversation without interfering with the teaching and learning process. And also transcribing the conversation between native speakers and the students. And also the writer analyze the compliment strategies by using speech act used by the native speakers when teaching the ESL learners. The results of the research that were found several strategies that used by the native speaker when delivering the compliment utterances in teaching the students, that were to express admiration, to establish solidarity, to be a conversation strategy, and to reinforce desired behavior.

It is therefore worth suggesting here that the use of speech acts in practical contexts could be expanded, enhanced and improved to cover further research endeavors on this subject. Therefore, it would be desirable for future researchers to follow the results of this study and develop similar studies in the field of English pragmatics. Many issues and pragmatics still need to be clarified in order for English users (e.g. learners of English) to better understand the importance of this field of research in the context of language use.

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