# COMPLIMENTS AND THEIR RESPONSES PERFORMED BY THE MAIN CHARACTER IN INTO THE WILD MOVIE

# **THESIS**



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#### **ABSTRACT**

Hidayat, S. (2021). **The Compliments and Their Responses Performed by The Main Characters in** *Into The Wild Movie.* English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ulMilal, M.Pd.

**Keywords:** compliments, responses of compliments, function of compliments

This study is about compliments and compliment's responses. It focuses on how the main character in the film *Into the Wild* gives and responds to compliment and the function of using compliments. This study uses a speech act theory, one of the sub-fields of pragmatic studies.

This research was compiled using a qualitative and descriptive method. This research data comes from conversations that contain topics about giving and responding to compliments both verbally and nonverbally and the function of using compliment. Verbal data is taken from the conversation of the main character. In contrast, nonverbal data is body language, such as facial expressions, smiles, and eye gaze.

A compliment is a positive word about someone. A compliment makes people who hear it feel flattered therefore compliment and compliment response is needed in the social sphere. Herbert stated that a compliment has the operating structure of a linked pair or a series of action events. In a sense, compliment and response cannot be separated. There are three types of compliment topics used by the main characters: compliments for appearance, compliments for performance or skills or abilities, and compliments for personality.

On various occasions, compliment has different roles in interaction or communication. The higher state of the speaker will affect the impact of the component itself and vice versa. The Researcher used the theory of Wolfson (1983) to define several compliment functions. However, in this case, the researcher only found five functions of compliment, namely: Compliment serves to increase and strengthen solidarity and to create or maintain relationships. Compliment as a spontaneous expression of admiration. Compliment serves to express a positive assessment—moreover, compliment as encouragement. While responding to compliment is classified into four classifications: token appreciation, a form of acceptance of compliment done either verbally or nonverbally, scale reduction, questions, and disagreements.

#### **ABSTRAK**

Hidayat, S. (2021). **Pujian-pujian dan Respon-respon Pujian yang Ditampilkan oleh Para Tokoh Utama dalam Film Into the Wild**. Program Studi Sastra Inggris, UIN SunanAmpel Surabaya. Pembimbing: Dr. A. Dzo'ulMilal, M.Pd.

Keywords: Pujian, Respon Pujian, Fungsi Pujian

Penelitian ini membahas mengenai pujian dan tanggapan pujian. Adapun pembahasannya berfokus pada bagaimana karakter utama di film *Into The Wild dalam* memberi pujian, menanggapi pujian, dan membahas fungsi dari penggunaan pujian tersebut. Studi ini menggunakan teori tindak tutur yang merupakan salah satu sub bidang kajian pragmatik.

Penelitian ini disusun dengan menggunakan metode deskriptif kualitatif. Data penelitian ini berasal dari percakapan film tersebut yang mengandung topik mengenai memberi dan merespon suatu pujian, baik secara verbal maupun non verbal, dan juga fungsi dari pujian tersebut. Data verbal diambil dari percakapan yang digunakan oleh karakter utama. Sedangkan data nonverbal adalah bahasa tubuh seperti ekspresi wajah, senyuman, dan tatapan mata.

Pujian adalah suatu perkataan positif tentang seseorang. Pujian membuat orang yang mendengarnya merasa tersanjung, karena itulah penggunaan pujian dan respon pujian dibutuhkan dalam lingkungan sosial. Herbert menyatakan bahwa pujian memiliki struktur operasi dari runtutan sebab akibat atau kronologi suatu peristiwa. Ini berarti pujian dan tanggapan atas pujian merupakan sesuatu yang tidak dapat dipisahkan. Ada tiga tipe pujian yang digunakan oleh karakter utama, diantaranya yaitu pujian untuk penampilan, pujian untuk kinerja atau keterampilan atau kemampuan, dan pujian untuk kepribadian.

Di berbagai kesempatan, pujian memiliki peran yang berbeda dalam interaksi atau komunikasi. Status dari speaker yang lebih tinggi akan mempengaruhi dampak dari pujian itu sendiri begitu juga sebaliknya. Peneliti menggunakan teori dari Wolfson (1983) untuk mendefinisikan beberapa fungsi pujian. Namun dalam hal ini peneliti hanya menemukan lima fungsi pujian yaitu: pujian berfungsi untuk meningkatkan dan memantapkan solidaritas, pujian untuk menciptakan atau memelihara hubungan, pujian sebagai ungkapan kekaguman secara spontan, pujian berfungsi untuk mengungkapkan penilaian positif., dan pujian sebagai penyemangat. Sedangkan dalam jenis respon atas pujian diklasifikasikan menjadi empat klasifikasi, yaitu apresiasi token yang merupakan bentuk penerimaan pujian yang dilakukan baik secara verbal atau non verbal, pengurangan skala, pertanyaan, dan ketidaksetujuan.

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# CHAPTER I INTRODUCTION

# 1.1 Background of Study

To communicate, humans use language as a tool to convey thoughts. Language is a collection of words. Each word has a meaning and regularity of relations according to a mutually agreed system. One of the purposes of language is to communicate with other humans. The benchmark for success in communication is the response he gets. Communication is considered successful when the listener can understand the meaning intended by the speaker.

In communication between one person and another, it is not uncommon for the speaker to respond to the conversation in compliments to create a good relationship by expressing admiration or approval. (Holmes, 2013, p. 275). Defined compliment as a speech act that considers the speaker's interest, speaker's desire, speaker's necessity, and appearance. Herbert states that a compliment has an operating structure or chain of action (Herbert, 1990, p. 53). Therefore, compliment and response of compliment are inseparable. Speech act composes over requests, apologies, complaints, refusals, compliments, and responses to compliments. According to Holmes compliment is a speech act used to deliver an explicit or implied message from the speaker to the hearer (Holmes, 2013, p. 317). Usually, there are activities of praising each other in a conversation. These activities are going through the process of accepting the positive values of the speaker and hearer. In that way, compliments as a strategy works in social life. In addition, Holmes (2013, p. 368) indicated that compliment works in the realm of

social and affective instead of informative or referential. The ideas above confirm that miscommunication or misunderstanding in a conversation occurs due to the norm differentiation in giving compliments and responding to them.

Besides, (Levinson, 1983, p. 339) defined a compliment as a speech act to express positive politeness. In other words, the use of compliments aims at maintaining a relationship in social life. This idea is also supported by (Wolfson & Judd, 1987, p. 157). They suggested that complement is the combination of approval and admiration used by the speaker to maintain a good relationship with the hearer. Accordingly, compliments will create a comfortable atmosphere so that the speaker and the hearer will feel good. For instance, when old friends meet by chance, she compliments, "amazing! you look so beautiful now", this simple expression will undoubtedly make up their feelings.

Furthermore, compliments are necessary to understand if the speaker will be more aware of its usage. The use of apologies, compliments, or thank reflects the values of a particular cultural group. Usually, people use these speech acts to assess appearance, character, behavior, accomplishments, or possessions. Thus, how close the relationship of the speaker and the hearer will influence how they address compliments. At this point, the speaker and the hearer are addressing implied meaning when they complement each other.

Compliment responses are the response given by the hearer toward the speaker's given compliment. According (Herbert, 1990, p. 207), Compliments always have the sequence event. Hence, compliments and their responses are inseparable. According to (Wolfson & Judd, 1987, p. 90), "compliment is

classified into two classifications." These compliments are topic of appearance and topic of ability.

So far, (Herbert, 1990, pp. 208–209) Categorized compliment responses into twelve includes appreciation tokens. The appreciation is; comment acceptance, Compliments upgrade, comment history, reassignment, return, scale down, question, disagreement, qualification, no acknowledgment, and request interpretation.

A real conversation is not the only data to analyze speech act. The movie also can be used as data since it reflects reality. A movie is a social event that represents an actual event in life. It is imaging the common aspect carry out by the characters on the screen. The idea adopted by the movie comes from reality as well as the dialogue between the characters.

Based on this explanation, the researcher decided to observe or analyze the application of compliment and response to the compliment. The author wanted to show that films can be a suitable medium for learning. In this study, the main point is to find out how the characters in Into The Wild use compliments. To describing this research approach. The writer analyzed the utterances of the characters related to "the giving," "The function," and "responding to compliments."

Indeed, a study about giving and responding to compliments has been done by the previous writer. First, (Rahayu, 2010) analyzed politeness strategies in giving and responding to compliments: a socio-pragmatics study of compliments in *The Devil Wears Prada*. This research aimed to learn more about

how the characters in *The Devil Wears Prada* used compliments and compliment answers and politeness methods when giving and replying to compliments. As a method of analysis, this study used a socio-pragmatic approach.

The second research was conducted by Choironi (2013), her thesis entitled Compliment Responses on Facebook Status Used by Foreigners: Gender Perspective. She employed sociolinguistics as her analysis—this study aimed at describing the distribution of disparities in Facebook status between men and women in compliments

The third is the thesis of (Hudustiah, 2016). It is entitled "Compliment and Its Response Used by The Characters of You Again Movie. "This study focused on the compliments and their responses in the movie "You Again." This study is a qualitative descriptive study and used a pragmatic approach. The results from this study originated from talks in this video which contain complementary, verbal, and nonverbal actions.

In this present study, the researcher also explored how the compliments worked by applying Wolfson's theory and & Herbert's function of compliments. This study examines compliments and responses and the function of compliments used by characters in the film, in contrast to previous studies. In this study, the researcher is interested in complimenting characters in films to adapt to the environment they encounter.

Into the Wild is an American adventure drama film written and directed by Sean Penn in 2007. It was filmed at Rome Film Fest 2007. The film was adapted from the nonfiction book of the same name which (Krakauer, 2015) wrote. Like

the book, the film also revolved around the story of Christopher McCandless, also known as Alexander Supertramp. He traveled across North America to the Alaskan wilderness in the early 1990s.

The film's turning point is about Chris, who decided to leave the house after his parents separated. After his college days in 1990, Chris donated all of his savings to OXFAM before starting his life of adventure. OXFAM itself is an organization whose mission is to break the chain of hunger in the world. Not long after, he also made his first trip to Mexico by canoeing through the Colorado River to reach his destination. However, it seems Chris is not satisfied with the trip. Finally, in 1992, he decided to take a trip to Alaska after traveling in Arizona and the Dakotas.

The data from this research is the film *Into the Wild*, and the researcher used the film to find out the full context. In this film, Christopher McCandless, in his adventure, met new people such as a hippie couple, Jan Burres and Rainey. Here Rainey told Chris about his failed relationship with Jan, then met Tracy Tatro, a teenage girl interested in Chris. While camping near Salton City, California, Chris meets Ron Franz, a retiree. The latter tells about his family missing in a car accident while serving as a soldier in the United States Army. In light of the above explanation, this research wants to examine the use of compliments made by the main characters and participants' responses in the film *Into the Wild*. In addition, the researcher trusts that this present research is fascinating. The reason why is because this research analyzed adventure films where we can take lessons about living in adventure, and meeting new people can

be significant than living flatly. Researchers in conducting this study used a descriptive qualitative approach. In data collection, the researcher transcribed the video into transcription text. Then, underline and encode sentences, words, and phrases that contain and compliments.

This study wants to enrich knowledge about compliments and their response; the researcher hopes that this research can be helpful both practically and theoretically. In addition, the researcher Wish that this research can contribute to the study of giving and responding to compliments and their functions.

# 1.2 Problems of the study

Related to the background of the study, this research aimed to answer the following research questions:

- 1. What are compliments and responses given by characters in the film entitled *Into the Wild*?
- 2. What are the functions of compliments the film entitled *Into the Wild*?

# 1.3Significance of the study

As expected from this research, the researcher hopes that this research can give the best understanding of the concept of compliments and its functions, represented by the social characters in this film. Moreover, the researcher hopes that this research can enrich readers and future researchers to understand the importance of polite language.

# 1.4 Scope and Limitation

This study focuses on how the characters in the film Into the Wild give and respond to compliments. Besides that, researchers will explore the functions of complements that appear or are used by characters in the film. The limitation of this study is that it only uses four types of compliments responses from Herbert's twelve theories of compliments responses. The responses are token appreciation, scale down, questions and disagreement.

# 1.5 Definition of Key Terms

The Compliments: is a statement of compliments, an expression of approval, admiration, or respect for somebody.

**Responses of Compliment:** is an answer to someone's statement about compliments or approval of someone; it is responding to the one who gives a gift or respects or honors or the one who expresses congratulations.

Into the Wild Film is an American adventure drama film written and directed by Sean Penn in 2007. This film adaptation of a nonfiction book of the same name, written by Jon Krakauer in 1996. Like the book, this film also revolves around the story of Christopher McCandless or known as Alexander Supertramp. He did adventure on a North American trail into the Alaskan wilderness in the early 1990s.

#### **CHAPTER II**

# REVIEW OF RELATED LITERATURE

This chapter contains several theories needed in this research. In regulating this research, the researcher used an approach, namely pragmatics, speech act, face, kinesics, compliments, and context.

# 2.1 Pragmatics

Pragmatics is a branch of linguistics that deals with the language use related to the context in which it is used. The meaning of the language can be understood when the context is known. The Pragmatic limitations are the rules of language use regarding the form and meaning associated with the speaker's intent, context, and circumstances. (Levinson, 1983, p. 5) defines pragmatics as the study of language-related to its context. Thus, pragmatics and context cannot be separated because the listener can understand the meaning emphasized by the speaker through the context.

According to (Tarigan, 2009, p. 30), Pragmatics examines particular utterances in special situations. It focuses on various ways that become containers for various social contexts. (Rahardi, 2005, p. 49-50) states that pragmatics is a science that studies the conditions of human language, which is determined by the context that forms the language. In pragmatics, language is researched based on context or situation. Therefore, it is necessary to study pragmatics to determine the compatibility of using the speaker's language or the interlocutor in giving or responding to compliments.

Pragmatics defines the language used based on the conditions of language use or the background of the context in which the language is used. In addition, people also use direct, indirect, imperative, and other types of speech to have a good conversation with their listeners. To make a successful conversation, both the speaker and the listener must be careful what they say. In the end, the listener will get or interpret what the speaker said and possibly so that the conversation can run well.

# 2.2 Speech Act

The speech act is a subfield of pragmatic study. According to (Schiffrin, 2002), the speech act is actions that carry out through utterances. It concerns how words can present information and actions at once. In a conversation, the speaker is uttering sentences and acting his sentences.

Following Searle, giving commands, making promises, asking questions, and making a statement in the form of a speech act, (Wijana, 1996). Meanwhile, Yule indicated that a speech act is a verbal action that accomplishes something: apology, compliment, promise, and request.

Austin (1962) divided the speech act into three kinds:

**Locutionary act**: the performance of the speaker utterances.

**Illocutionary act**: is the intended meaning that the speaker wants to accomplish by the hearer.

**The Perlocutionary act**: is the effect on the hearer after hearing the speaker's utterances.

locutionary act is the realization of utterances. The illocutionary act is the message that the speaker aims to accomplish by the hearer. The perlocutionary act is the effect produced by the utterances. For instance:

A: "You are gorgeous!"

B: "Thank you (smiling)."

The statement above is an example of a compliment. The act of saying "you are gorgeous" is the locutionary act. Complimenting is an illocutionary act. The admission of compliment is the perlocutionary act.

Meanwhile, Searle has his categorization. He classified speech act into five types general functions bellow:

#### a. Declarations

A declaration is an act of declaring something essential or sacred. In this case, the speaker who declares should have an institutional role, for example, declaring a married couple, naming a baby, and so on.

# b. Representatives

A representative is an act of saying about what the speaker believes or not, for the example:

"May I borrow your book?"

"Turn on the lamp, please!"

# a. Expressive

Expressive is utterances that are showing the speaker's feelings. It comes along with the speaker's psychological condition. It means that expressive is the

way of the speaker to share his/her feeling with others. Generally, people will share about the feeling of pain, pleasure, like or dislike. How to express it can be in compliment, refusing, appreciating, thanking, and apologizing.

#### For instance:

- · "I will never forget what you've done."
- · "You look so beautiful with your new style."

#### **b.** Directives

A directive is an act of saying to make someone else do something. It can be expressed verbally or non-verbal, such as command, request, suggestion, and order.

# For example:

- · Would you mind bringing my book?
- · Open the window, please!

#### **2.3 Face**

The face is the personality aspect of a person that is most important in determining the success of the interaction. For this reason, the study of politeness cannot be separated from the face. In addition, (Yule, 2005, p. 119) also defined face as an image that everyone has and must be respected and recognized by others in public. In the social environment, everyone desires to be respected and known by others.

(Yule, 2005, p. 120) discussed some face studies, including face-saving and face-threatening activities. The face serves as a mechanism for preventing the face

from losing face. The speaker can say something to help decrease facial attacks. It managed to accomplish this by reducing the likelihood of the speaker threatening the listener's face. Losing face can have a detrimental effect on a person's reputation, impact society, and even social status. As a result, society does not wish to lose face in public, so preventing such a loss is a face-saving act. When we communicate with one another, the act of saving face is critical.

Brown and Levinson divided faces into two aspects, namely Positive faces and Negative faces. A Positive face refers to a person's desire to be judged as good by others. A negative face refers to wanting a person not to be bothered by others.

# 2.3.1 Negative Face

(Brown & Levinson, 1987, p. 62) stated that what is known as a negative face is the desire of each person to be independent and not be limited by others. Every individual desire to be free to act, free from coercion and impediment force toward all things. (Brown & Levinson, 1987) explain that negative decency is an essential claim to territory, personal protection, and the right to non-interference. This argument involves wanting others to like the same things, agreeing with others, and freely expressing solidarity. In other words, a negative face refers to a person's freedom to determine an action.

#### 2.3.2 Positive Face

(Brown & Levinson, 1987) stated that a Positive face is when someone wants to be accepted and respected by others. This point means a person uses a

Positive face to show his or her desire to be approved, appreciated and liked by others. A Positive face involves several aspects, such as avoiding coercion on others, wanting to complete actions alone. Without the interference of others, expressing respect for others, and expecting respect from others. In other words, a Positive face is a behavior that expresses a desire to be acknowledged. Additionally, particular acts known as the Face Threatening Act determine a person's feelings or appearance (FTA).

#### 2.3.3 Intrinsic FTAs

The assumption underlying this theory is that faces are constantly at risk. All forms of language action called face-threatening act FTA, which connects speakers with interlocutors, threaten language opponents. Therefore all these face-threatening acts must be neutralized using the correct dose of politeness. To be precise, politeness is understood to produce social order and is a tool to facilitate interaction. This theory tries to overcome the social disturbances faced by speakers in their interactions with other people. Therefore, when performing an act, a face-threatening is considered by the speakers. They try to minimize threats to face unless the speaker is in a particular situation that demands language efficiency, scilicet in times of emergency such as accidents.

#### 2.4 Kinesics

Kinesics is a study that deals with the interpretation of body motion in communication associated with shrugs, blushes, or eye movements (Merriam-Webster dictionaries online 2015). Kinesics focuses on non-verbal

communication rather than verbal communication. (Chaika, 1994, p. 231-234) added that kinesics is the study of behavioral communication which refers to silent language.

Furthermore, kinesics' basic repertoires consist of body language, eye contact, gazing, facial expression, touching, and postures. In social life, every community has different values in interpreting body motions. It depends on the culture of the community. Therefore this diversity will probably cause misunderstanding without knowing the background of its culture (Cahaika, 1994) There are some kinds of kinesics repertoires as follows:

# a. Body Language

Body language or gesture is the form of non-verbal communication. Generally, people used to combine both verbal and gestures in communicating. Body language is not easy to interpret in practice since humans may have various emotions in one gesture. For instance, eyebrow lifting can be a symbol of agreement as *yes* or an expression of flirting. Thus, the interpretation of body language depends on the culture of the community.

#### b. Smiles

One of a human's facial expressions is a smile. There are some types of smiles with different functions and models, such as smile, friendly smile, sick smile, skeptical smile, derisive, and grin. When greeting someone, usually people give a giant smile and appear their teeth. It depends on the background culture of every individual. Some of the people also do closed-mouthed smiling.

### c. Eye Contact

When some people are talking, they do not forget to make eye contact with their respondents. This statement is one of the crucial parts of making a conversation. Like smiling, eye contact also has various types of frequency and length, such as gaze, stare, etc. It also has some functions it will be different based on people's cultural background, female or male, range age, and status on every individual. It also depends on the closeness or status of the relationship between the speaker and addressee; for instance, the superior and subordinate persons must be different.

# d. Touching

Touching sometimes is accomplished when doing interaction, such as a handshake. The frequency of touching is also different; it depends on some factors. For example, handshaking in some cases may strengthen the solidarity between the participants. However, in other conditions, touching between adults may indicate sexual interest. Touching with a firm grasp may indicate power, solidarity, and intimacy. It will give a different impression also when a teacher or student in the class gives a warm handshake; it may indicate respect or love.

# 2.5 Compliment

A compliment is saying something positive about someone, sincerely and honestly. A compliment makes people who hear it feel flattered, motivating the

person to be complimented. According to Hebert (1989), to make people feel good, a compliment is used to negotiate solidarity with the recipient

Compliments can show how much we like what someone said, did, or accomplished. A compliment makes people better. Holmes (2003: 177) defines compliments as a speech act that explicitly or implicitly attributes credit to someone other than the speaker, usually the person being addressed, for some good possession, characteristic, and skill, judged positively by the speaker.

The two classifications of complement described by Wolfson have the following purpose. First, topic of appearance are given to admire someone's appearance; this is usually about the other person's appearance, such as clothes, hair, and body. For example, "Your clothes look beautiful!" Second, topic of ability is a compliment given to the interlocutor as a quality of something produced through his skills or efforts in achieving achievement. For example, "That is a nice cheesecake, you made it.

# 2.5.1 Function of Compliments

Compliment used in daily conversation has some functions. Based on Wolfson (1983) in his book "Sociolinguistics and Language Acquisition," he identified some compliment functions. The functions of compliment are such as:

1). to develop and strengthen solidarity.

One function of giving compliments or responding to compliments is developing and strengthening the solidarity between the speaker and addressee. Moreover, a compliment is undoubtedly a positive expression that also can portray a positive social relationship between the speaker and addressee.

#### 2). to establish a relationship

Mentioned at number one above, compliments can establish a good relationship between the speaker and addressee.

#### 3). to express a spontaneous admiration

A spontaneous expression impresses originality of expression, including in the expression of admiration. This spontaneous expression also can impress a sincerity that belongs to the speaker's intention.

# 4). to express the positive evaluation

The evaluation given to another person used compliments usually is related to a good image, concerned with everything about what he commends.

#### 5). to motivate

Sometimes a compliment is given to encourage the addressee. That expression might give motivation to the listener.

# 6). to strengthen other speech act formulas

Compliments are also used to strengthen other speech act formulas, like thanking, apologizing, and greeting. For instance: "Thank you for this gift, Wow I really love it."

#### 7). to soften criticism

When participants want to maintain their good social relationship, a compliment expression can be used to decrease the irritating effect of the speaker when he is criticizing.

# 8). to modify the sarcasm

Sometimes people say something, but in a different meaning, such as paradox, called sarcasm. Compliments also can be used to express sarcasm in varying ways; they might be given not as a compliment but as a mock sometimes.

# 2.5.2 Responses to Compliments

The responses compliment is an expression or reaction made to appreciate another person's work or an issue considered reasonable by the compliment. (Herbert, 1990, p. 53) states that compliment has an operating structure of linkage or chain of action events. Therefore, compliments and responses cannot be separated. (Herbert, 1990, p. 60) distinguishes 12 types of compliment responses.

# 1. Appreciation Token

An appreciation token is a verbal or non-verbal acceptance of a compliment response that indicates the acceptance of compliments. It is not tied to the specific semantics of the stimulus, For example: "thank you, nod, or smile" (nonverbal acceptance).

# 2. Comments Acceptance

Compliment recipients offer relevant comments on the topic of compliments; acceptance of comments is the case. For example: "yes, I like these shoes too."

# 3. Compliment Upgrade

In compliment Upgrade Addressee, the compliment's recipient emphasizes that the compliment's power is not enough to agree and accept and provides

comments showing that the compliments are beneficial. For example: (S) This dish is delicious! (H) Of course, all materials are of premium quality.

# 4. Comment History

Comment History, The recipient, provides a compliment response or a series of comments on the complimented object. For example, "I bought this sweater for tomorrow's hike.

# 5. Reassignment

The recipient agrees or accepts the compliment, but the complementary power is transferred to some third person or the object itself. For example: (S) your lunch is delicious, (H) my mother cooks it for me.

#### 6. Return

In this case, it means to return that the listener receives the compliments, and then the compliments are returned to the speaker. For example, "you are lovely, so are you."

#### 7. Scale Down

Scale down, or the listener rejects the compliment by making comments indicating that the compliment is inappropriate or appropriate for a particular situation by being too hyperbole. For example: wow, this is the most delicious food I have ever eaten.

#### 8. Question

Questions Listeners question the veracity of the compliment to the other person who is giving the compliment. For example: "Does this shirt fit me?"

# 9. Disagreement

Disagreement is that the recipient insists on rejecting the compliment by commenting that the compliment is not genuine. For example: (S) You look elegant in that dress (H) I think it is too tight.

# 10. Qualification

In qualification, this type of listener gives a weak rejection like disagreement by using exceptions, like, but, and well. For example: (S) *It is okay*, (H) *but he did better*.

# 11. No Acknowledgment

The listener does not give any response or response after receiving a compliment, including verbal or non-verbal. The target is silence. For example (S) "What a beautiful day, huh?" (H) "did not respond."

# 12. Request Interpretation

Request for Interpretation, Listener interprets the compliments given by the speaker as a request. For example: (S) "I like your hat." (H) "Do you want to borrow this one too?"

#### 2.6Context

Context and pragmatic theory studies are how language users define or interpret language based on their practical knowledge. It means aspects of text or speech that can affect the suitability of language context. According (Yule, 2005, p. 154), a context is where utterances are applied in contextual conversations that

researchers need to pay attention to in pragmatic analysis because this context influences the meaning of a speech. states that context references and understands what other people are conversing. Thus, without context, a speech has no clear meaning. Therefore, the researcher cannot ignore the context when analyzing the meaning of a speech because it is equivalent to the context that occurs in it. As stated, (Leech, 1983) divided context into several aspects that occur in a conversation called situational context.

#### 2.6.1 Situational Context

The definition of a situational context is what speakers acknowledge based on what they see around their current environment. Thus, language users shape their environment as a dynamic context model is controlled by how they shape their environment. Based on this definition, (van Dijk, 2008) divides it into several concepts that occur in a situation; the explanation is shown below.

# (1) Setting

Setting refers to the concrete physical environment in which the conversation takes place. The setting refers to a situation about where they are, time or part of the day, date or part of the year.

# (2) Participants

Participants are the people who are considered speakers and interlocutors in the conversation. Other participant aspects also influence the flow of context in the conversation, such as social identity, role, and relationship in controlling many properties of text and speech.

#### (3) Action

Action is a central concept of pragmatics and a significant category in how language users interpret communicative situations as a Context Model. Modern pragmatics is founded on the Austin slogan that we do something when we do it using words (Austin, 1962). However, such action is a discourse, variously described as verbal interaction, conversation, talk (shouting or whispering).

# (4) Intentions, plans, and goals

The intention is a strategies arrangement in a plan that can better achieve goals and modify habits and behavior. It is subject to objective intent because it determines when, where, and how parts of goal-directed behavior. This concept suggests that implementing intentions can result in a higher probability of achievement of goals.

#### (5) Knowledge

Knowledge is awareness and understanding of facts, truths, or information obtained through experience or learning. Knowledge is a term with many definitions depending on the context, which requires the speaker and the listener to have or lack special knowledge. More generally, discourse is unthinkable without the speaker making assumptions about the knowledge of the recipient. They do this in a fast strategic heuristic manner, such as assuming that recipients of the same. Epistemic communities know more or less what they know as speakers, except for personal experiences (as in personal stories) or public events (as in news stories).

#### CHAPTER III

#### RESEARCH METHOD

In this chapter, the researcher explained the approach for this study. This chapter consists of many sections. It consists of research design, data collection, data and data source, research instrument, the technique of data collection, and the last is the data analysis.

# 3.1 Research Design

The study deals with the use of language in a social context. So the researcher used a qualitative research design. Ary, Jacobs, and Razavieh (2002) stated that qualitative research focuses on the total picture of a phenomenon rather than the variables of the phenomenon. Ary (2010), instead of using statistics or numbers, a qualitative approach uses words to describe this phenomenon. In other words, in this study, the researcher utilizes detailed data explanations rather than numerical data. Therefore, qualitative research is applied in this study; it focuses on analyzing the phenomenon of using and responding to compliments by the main characters in the film *Into the Wild*. It means that descriptive qualitative is the most suitable approach for this research.

# 3.2 Data Collection

In this section, the researcher described the aspects and steps required for data collection, including data, data sources, instruments, data collection techniques, and data analysis.

#### 3.2.1 Data and Data Source

The data source of this research is an adventure film with the title *Into the Wild*. In addition, the researcher made the video transcriptions firstly to analyze the data in conducting this research. The data of this study was all the words, phrases, sentences, and utterances by the main characters and other participants that contain the use of compliments.

#### 3.2.2 Research Instrument

In this study, the researcher used two instruments, namely the main instrument and the secondary instrument. The main instrument was the researcher himself, who collected the data and analyzed it. In addition, computers are a supporting instrument for carrying out this research and downloading sources and references.

# 3.2.3 Technique of Data Collection

In regulating this research, the researcher used some steps to collect the data. It is illustrated briefly by this graphic below:

- Researchers downloaded a film with the title Into the Wild through the Vidmate application. The researcher then watched the entire film to understand the film's dialogue and plot clearly.
- 2. In the second step, the researcher opened the transcribe film file in the <a href="http://www.stockq.org/moviescript/I/into-the-wild.php">http://www.stockq.org/moviescript/I/into-the-wild.php</a> and then copied it to the Ms. Office Word file.

- 3. The third step is rechecking; the researcher replayed the film to ensure the dialogue matched with the transcription. The researcher did these steps to make sure the data was already valid.
- 4. The fourth step in this study aimed to identify data by viewing and comparing the film *Into the Wild* with subtitles copied into a Microsoft Word document. Then, the researcher highlighted the utterances that contain compliments in the data; the coding below was used to make it easier for the researcher to select and sort the data collected.
  - a. The topic of Appearance (TAP),
  - b. The topic of Ability (TAB),

Then, to identify the responses to compliments found in the data. The researcher provided the following codes:

- a. Appreciation token (AT),
- b. Scale down (SD),
- c. Question (QT),
- d. Disagreement (DG)

In addition, complement also has the intention of providing positive support. It has been compiled and coded to make it easier to classify the types of complements functions. Complement has the following functions such as:

- a. Increase and consolidate solidarity (ICS)
- b. Create to maintain rapport (CMR)
- c. Spontaneous expression of admiration (SED)
- e. Expression positive evaluation (EPE)

- f. Encouragement (E)
- g. Strengthen other speech act formulas (SSF)
- h. Soften criticism (SC)
- i. Modify the sarcasm (MS)

# 3.3 Data Analysis

After data collection, then an analysis of the collected data is carried out. In terms of analyzing data, the researcher did several stages. The data analysis steps generally are as follows:

# 1. The researcher described the data which have been identified above.

Here, the event that happened in the scene was explained chronologically. It was accomplished to get the best understanding in every utterance. The words or phrases consisted of Compliment, Responding to Compliment, and function of compliments.

# 2. The researcher described the statement which has been coded.

The previous steps were apprehended that the data marked must be included in Compliment, Responding to Compliment, and the function of compliments. In the next paragraph of the analysis, the researcher analyzed them specifically to decide about the compliments and respond to compliments employed in the data. The researcher also analyzed the functions of compliments used by the main character of the film.

#### **CHAPTER IV**

## FINDINGS AND DISCUSSION

This chapter contains findings and discussion. The data are presented based on the theoretical framework as stated in the previous chapter. Based on data discovery analysis, these findings discussed the utterances used by the characters in the film *Into the Wild*.

## 4.1 Findings

The researcher found the data related to compliments, response, and the compliments' function. The researcher used Wolfson's theory to analyze the compliments and their function and Herbert's theory responding to compliments.

After analyzing all the data found in the film *Into the Wild*, mainly the characters use compliments. Meanwhile, the Compliments for performance, skills, ability, and compliments to create or maintain a relationship dominate this invention. In addition, the characters use four types of compliment responses through their utterances. They are appreciation token, scale down, question, and disagreement.

## **4.1.1** Compliments and their response

In this part, the researcher identifies the types of compliments and analysis the function of compliments. The researcher classifies them as follows:

4.1.1.1Topic of appearance

According to Wolfson's opinion, compliment related to appearance is divided

into two types: personal appearance and possession.

4.1.1.2 Personal Appearance

This category is specified to discuss using compliments on appearance. This

topic is given to admire someone's appearance; this is usually about the other

person's appearance, such as clothes, hair, and body.

Data 01

**Jan:** "you look like a loved k<mark>id.</mark> Be fair."

Alex: "fair?"

Jan: "you know what I mean."

Alex: "I'll paraphrase Thoreau here." "Rather than love, than money, than faith,

than fame, than fairness, give me truth."

That night Alex, Rainey, and Jan were enjoying the night looking at the

firewood. They chatted casually to enjoy the evening. Jan is trying to lighten the

mood by finding topics of conversation to create a conducive situation by

exploring conversations through Alex. In this conversation, Jan tries to dig up

Alex's information by giving compliments about his appearance to respond by

revealing his background. Jan, who tried to lighten the mood, looked for topics of

conversation to create a Conducive situation by exploring conversations through

Alex. Jan expressed how she felt by giving compliments for Alex's appearance.

According to Jan, Alex came from a family background with good social status;

these strategies are used when the speaker says the opposite of what the speaker

meant "You look like a loved kid. Be fair." In this case, Alex uses response

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questioning compliments by repeating part of the previous Jan said in response to her statement, "Fair?"

## 4.1.1.3 Compliments for Topic of ability

The second kind of Compliments is the topic of ability. The topic is divided into two broad types, general and specific-act ability.

## 4.1.1.4 General ability

This category of data discussed using compliment given to the interlocutor as a quality of something produced through his skills or efforts in achieving achievement.

### Data 02

**Wayne:** "Don't be shy with it. Get it moving there. That's good."

- "That's your speed right here."
- "Right."
- "You go too fast, you won't get all the wheat."

This conversation takes place over the tractor that Wayne uses to harvest wheat. The participants in this conversation are Alex and Wayne. Wayne is teaching Alex how to use the harvester. In this situation, to create an atmosphere of confidence, Wayne shows Alex how to control the machine used to harvest wheat to maximize the results obtained. Between the instructions Wayne gave, he also compliments the instructions that Alex was able to follow well.

The close relationship between Wayne and Alex made Wayne ignore Alex's feelings by forcing his face into giving instructions to Alex. This relation is a type of speech act used by the speaker to make the listener do something. The speech act used by Wayne to giving compliments, "Don't be shy with it. Get it moving there. That's good ", this used to express compliments for Alex's performance. Meanwhile, Alex, who received compliments for successfully carrying out the instructions, did not respond verbally. He responded to Wayne's compliments by using an Appreciation token, a nonverbal response in the form of acceptance using a Positive face smiling as a sign of approval of the compliments received.

#### Data 03

Mr. Franz: "Sitting on my butt? Yeah."

Alex: "Come on, old man. Come climbing."

**Mr. Franz:** "Sitting on my butt."

**Alex:** "Come on. Keep going! You're doing great!"

- "Keep going, Keep going, Ron!"

Mr. franz: "Yeah!"

The conversation takes place on a hill; the participants are Mr. Franz and Alex. Mr. Franz is a retired soldier. He met Alex when he was dropping Alex off at his tent. Mr. Franz, who, while serving as his family's soldier, was killed by criminals. When he met Alex, he was so happy that he wanted to follow Alex's desire to climb a hill to enjoy the scenery around Alex's camp.

The closeness of Alex and Mr. Franz makes conversations between them tend to use face-threatening acts. In the unique institutional role with Mr. Franz, Alex uses the declaration to express the ability compliment for Mr. Franz to climb the hill, "Come on, old man. Come climbing!". In this case, Mr. Franz as a recipient of compliments, is in a state of exhaustion. The use of short sentences will have efficiency in conveying compliments. This dialogue occurs when Alex

invites Mr. Franz to see the scenery on the hill. Mr. Franz could not give an extended response to Alex's compliment by using a sign of appreciation token. He gave a verbal response in the form of a short sentence, "Yeah!" In response to the compliment he received.

#### Data 04

Alex: "Hi, Dad."

Walt: "Congratulations, Son. This is a big step."

Alex: "Thank you, Dad."

Walt: "All right."

**Alex:** "My grades are good enough, I think, to get into Harvard Law."

Wilhelmina: "Chris, that's wonderful.

Walt: "That is a big deal."

The conversation above is between Alex, his father Walt, and his mother, Wilhelmina. Alex and his family are at a restaurant to eat together in celebration of Alex graduating from college. Alex, who arrives late with his younger sister Carine is immediately greeted by his parents. His mother, who had followed the entrance, brought Alex and his younger sister to the table they had ordered; there was already his father waiting. Alex immediately greeted his father 'Hi, Dad' and Alex's father responded, "Congratulations, Son. This is a big step". Alex conveyed about his achievement with good graduation results. He plans to continue his study at the Harvard law department.

"My grades are good enough, I think, to get into Harvard Law." His mother, Wilhelmina, was amazed and felt happy with his son's achievement and support Alex to continue his studies. According to the plan he made, "Chris,

that's wonderful." His father also complimented Alex by supplementing his

mother's compliment gave, "That is a big deal."

As a speaker, Wilhelmina, Alex's mother, fulfilled the desire of Alex's

Positive face to provide a supportive response for Alex's plans to continue his

studies. Wilhelmina expresses feelings to compliment Alex's ability to exaggerate

the response in approving by intensifying the excessive use of the word

"wonderful." Wilhelmina uses its compliments to motivate Alex, who receives the

compliments. Walt, Alex's father, also supports and agrees with the compliments

given by Alex's mother, "That is a big deal." As the recipient of compliments,

Alex responded with an appreciation token by showing a smile as a non-verbal

response to a sign of approval or gratitude for his parents' compliment and

support.

Data 05

**Walt:** "Your mother and I will be glad to contribute the balance for Harvard."

Wilhelmina: "That's right."

Alex: "I've got to figure out what I'm going to do. I've got a lot of things to pack

and organize here first. "

The participants in this dialogue are Alex, Wilhelmina (mother), and Walt

(father). Wilhelmina and Walt were Alex's parents. Walt is a genius scientist

whom NASA recruited to handle the design of the American satellite radar

system. Alex's father and mother then set up a consultancy institution which

eventually became a success. They visited Alex to join the graduation procession

for Alex's graduation from Emory University on this occasion. In this scene, after

the graduation procession is over, Alex's parents have a family meal at a

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restaurant, discussing Alex's plans after graduating from college. The closeness between children and parents is shown here; this conversation creates a family dialogue between parents and children. So, the setting in the standard room makes the conversation above run in a relaxed and informal manner.

It also shows compliments for Alex's performance so far in studying and graduating with good grades. Supported by his mother's statement that also supports his father's opinion, "*That's right*," this is a form of positive support. Alex as a son responded by rejecting the compliment by giving comments indicating that the compliment was inappropriate or giving excessive support. Alex was not ready with his plans to go to college soon.

Walt uses representatives to convey compliments as a form of appreciation for Alex's ability performance in education. Walt said, "Your mother and I will be glad to contribute the balance for Harvard." It is common for parents to appreciate their children's achievements. So, according to Walt, Alex's idea is very appropriate to continue his education to a higher level. Moreover, Alex graduated with cum laude predicate, making Alex's parents give full support. Likewise, Alex's mother emphasizing his father's compliments, "That's right." In this conversation, Alex, the recipient of ability compliments, gives the Scale down response by rejecting compliments and making comments. Indicating that compliments in the form of support are too much, which Alex is not preparing for and is just a plan "I've got to figure out what I'm going to do. I've got a lot of things to pack and organize here first."

#### Data 06

**Alex's partner:** "Alex, I don't mean to be on you about everything. You're doing a great job. I wanna keep you on and we all wanna help you get to Alaska, but you've got to start wearing socks."

The conversation took place in a fast-food restaurant; the participants are Alex and his work partner. The work partner advised Alex to wear socks at work. In this case, it is a standard procedure for fast food restaurants that must be accommodated. He advises Alex that he also cares about Alex's aspirations to continue his adventure to Alaska. However, he needs money to get there because Alex must still work at the restaurant to achieve his goals.

Alex's co-workers use illocutionary acts in conveying ability compliments. She noticed Alex's appearance. In this case, it is an act of concern for co-workers. She uses representatives in order to avoid misunderstandings in receiving advice. "Alex, I don't mean to be on you about everything. You're doing a great job." These compliments are used to illocutionary acts, and Alex's co-workers use Directive evaluation and aim to pay attention to Alex's kindness; "I wanna keep you on, and we all wanna help you get to Alaska, but you've got to start wearing socks."

Alex chose to remain silent to respond to the compliment in the form of advice. It can be identified from his non-verbal response from the way Alex looks at his partner. He gives an appreciation token as a response to a compliment. A positive facial gaze can be interpreted as an act of accepting the suggestions given by a colleague for the recipient's benefit; in this case, it can be categorized as a

positive response. Judging from the setting and the topic of conversation between them, who are fellow employees, this is an extraordinary form of caring. To remind them by giving the best advice to pay attention to continue to work and realize Alex's dream to Alaska.

#### Data 07

**Alex:** "I heard you play your song last night."

**Tracy:** "I'm terrible."

**Alex:** "You are not terrible. You sing sweet."

Tracy: "Thank you"

Alex tries to be friendly because he is currently a bookseller by opening a chat and responds to Tracy's performance when singing while playing guitar at the event held last night. Tracy thought last night's performance was terrible. "I'm terrible." but Alex responded, "You are not terrible. You sing sweet" as a form of support for Tracy's performance.

Alex tries to be friendly as a bookseller by opening the conversation and responding to Tracy's performance, "I heard you play your song last night." On the other hand, Tracy thought last night's performance was terrible "I'm terrible." The conversation continues with Alex using illocutionary acts; these topics use to convey compliments for Tracy's ability, "You are not terrible. You sing sweet" This compliment is to give Tracy motivation. Tracy, who received compliments or recognition for singing the song, responded with a verbal appreciation token, "Thank you."

#### Data 08

**Alex:** "It's amazing how malleable this is."

**Mr. Franz:** "Yeah, it is. When the leather is wet you can really."

Alex: "It's like butter."

Mr. Franz: "Yeah."

Alex: "It's amazing. And then it hardens up, and, I mean, it stays right there."

**Mr. Franz:** "A good whack with the mallet. Crack it down. Whack. Bang."

Alex learns about sculpting in Mr. Franz's garage. Here Alex gives his

view on the texture of the chart he sculpted. "It's amazing. And then it hardens,

and, I mean, it stays there." In this case, Mr. Franz complimented Alex's ability to

sculpt; by guiding him, Mr. Franz gives instructions on how he should sculpt. "A

good whack with the mallet. Crack it down. Whack. Bang." Alex focused on his

work and could not comment; he only complimented Mr. Franz with feedback.

This dialogue takes place between Alex and Mr. Franz. When Alex

decides to learn about sculpting with Mr. Franz to create or maintain a

relationship, Mr. Franz uses declaration to cultivate Alex's interest in sculpting. In

this case, Mr. Franz compliments Alex's ability to sculpt by guiding him. Mr.

Franz gives instructions on how he should sculpt. "A good whack with the mallet.

Crack it down. Whack. Bang." Alex, who was too enthusiastic about learning, did

not respond to the conversation between them, so he only responded with a

nonverbal appreciation token in the form of a smile.

Data 09

Jan: "Just living on the cheap under the sun. Can't beat it."

**Alex:** "Sounds good."

**Jan:** "If you come, I'll make you a proper hat."

**Alex:** "Promise?"

Jan:" I swear to God."

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The conversation above is between Alex and Jan. They are exchanging ideas about living life as an adventurer. Jan gave his ideas on how he would live life as an adventurer "Just living on the cheap under the sun. Can't beat it". Alex, who tries to imagine how Jan's life will be, agrees to live a life like Jan. "Sounds good." In this case, Jan felt that his time with Alex would not last long. Because Alex is also an adventurer, of course, each of them has ambitions that must be fulfilled. In this case, Alex expresses his admiration for Jan. He uses Personality Compliments or the resulting compliments for a person's internal traits or emotions" Sounds good."

Alex marvels at Jan by complimenting her to create or maintain rapport with Jan's personality. She will live life as an adventurer in all its simplicity. "Just living on the cheap under the sun." Can't beat it" make Alex very impressed. As she received compliments, Jan responded with an Appreciation token, a nonverbal response in the form of a smile as a sign of approval for the compliment received. In this case, Jan promises to give Alex a hat when they meet again. "If you come, I'll make you a proper hat," Then Alex responded to Jan's words; He confirmed the deal with the verbal hedge. "Promise?" Responses come with a smile or nonverbal expression. In this case, it implies that Alex wants to emphasize Jan's seriousness with his promise. Thus, the way Alex responds is also affected by the relationship between them.

### Data 10

**Wayne:** "Alex, you're a hell of a young guy, a hell of a young guy. But I promise you this. You're a young guy! Can't be juggling blood and fire all the time!"

# - "You've got to just kind of..."

At the datum above, this conversation is between Alex and Wayne. This conversation took place at the bar which the locals of Wayne's farm frequented. Alex and Wayne, and the other farm workers were relaxing and enjoying the evening at the bar. While they relax, enjoying their chat, Wayne listens to how Alex shows Wayne his views on society. Alex tried to explain the reason why he withdraws from society. Instead of responding to Alex's statement, Wayne shows Alex that he has a wrong view; his thoughts about society need to be broken. However, according to Wayne, it was because Alex was too young to understand it all.

Wayne uses the Locution act in conveying compliments using in-group identity marks. In this case, Wayne's declaration gives personality compliments generated for a person's internal traits or emotions "You're a young guy!" Can't be juggling blood and fire all the time!"Wayne Using an illocutionary act to motivate Alex's youth that must be passed with ambition.

Wayne compliments Alex's personality by showing his admiration for having the extraordinary courage to decide his actions against Alex's principles in life. Conversation situations that are influenced by alcohol affect how Wayne gives compliments. He gets too carried away with excessive enthusiasm so that which affects the language used. Alex gave no verbal response to Wayne's compliment. Alex could only respond to Wayne's compliments nonverbally, such as a smile to show his agreement with Wayne's statement or give an appreciation token.

He delivered the compliment with half-conscious euphoria as if he were positioning himself as Alex. This conversation has the potential to worsen. Thus, the compliments conveyed that Wayne was still in control of himself.

### Data 11

Sonja: "Hey. I'm Sonja."

Alex: "Hey, Alex."

Mads: "We are from Copenhagen, and you are from the rapids."

**Alex:** "*I am.*"

Mads: "You're crazy! You're crazy, man."

Sonja: "My God!

Mads: "Sonja, get away from him. Get away from him. He's crazy! Look,

he's crazv."

The participants involved in this conversation are Alex, Mads, and Sonja, while the setting is at a riverside camp. Mads, camping by the river, saw a man paddling through the rapids in a kayak. Then, Mads is shouting to call the man. Mads invites him to stop by the camp. The man was named Alex. Before pulling over, Sonja, bathing in the river, picked up Alex and helped him pull over. They got to know each other, "*Hey. I'm Sonja*," then Mads invites Alex to chat as a sign of his openness and friendliness towards guests.

Mads uses illocutionary act to give a compliment for Alex's ability to paddling through the rapids. In this case, Mads uses this topic to get the hearer to recognize the speaker's meaning. For example, Alex's carelessness in paddling through the rapids without using a helmet and other safety equipment. Mads may joke that a joke can emphasize a shared background or shared values. Alex, who

received a compliment from Mads, responded by using an Appreciation token as a verbal acceptance of compliments in showing acceptance of "I am."

### Data 12

Alex: "It's been a real great twist, meeting you two. You two look like you're

Doing good."

**Rainey:** "We are doing good."

Alex: "Yeah?"

Rainey: "We're doing real good."

The conversation above is between Rainey and Alex. Alex is reunited with the hippie couples Jan and Rainey after a long separation. This conversation is their second meeting. This time they met in "slab city," a gathering place for adventurers using vehicles. Here Alex sees Jan and Rainey's increasingly harmonious relationship. Alex and Rainey were talking while keeping their merchandise books. Argue about their success in getting through the days as adventurers.

Alex gives Rainey a Personality compliment for having a successful relationship with Jan. The sense of kinship between them influences the course of the conversation. Rainey uses expressive utterances in responding to compliments in the form of disagreement. The use of expressive speech act for avoiding disagreement here aims to avoid disputes. In a sense, it states that the extent to which speakers can twist their speech. So it appears to agree or hide their disagreement in response to previous speech. In this case, Alex compliments Rainey for the great relationship with Jan "It's been a real great twist, meeting you two. You two look like you're doing good."

## **4.1.2** The functions of compliments

Compliment used in the daily conversation has some function. In this category, the function of compliment is analyzed as follows:

### Data 13

**Tracy's dad:** "If you want to, you can try putting your hands in there. And I'mgonna do the same thing, just for the fun. *You're doing real good*. You can wipe your hands off on my shirt if you want."

Tracy invites Alex to visit her home at Salvation Mountain. Tracy brings Alex to meet her father. Tracy's father told Alex about the place, including some sewer factory tanks for naval bases in World War 2 with unique mud. Tracy's father invites Alex to play with mud. from the waste disposal of a former marine base during World War 2, which has a unique mud. They use directives speech act. "If you want to, you can try putting your hands in there." And I'm gonna do the same thing," "just for the fun" For what they do together. Tracy's dad compliments Alex's Personality "You're doing real good," This compliment is given to increase solidarity between the speaker and the interlocutor. It is generally treated as a positive affective speech act addressed to the interlocutor. Compliments are given as a powerful tool for mutual support and solidarity.

#### Data 14

**Alex:** "You can send mail to this address in South Dakota. I don't know when I'm going to get it, but I'll get it. *You're pretty magic*."

Tracy: "Yeah?

**Alex:** "Yeah. And just remember, if you want something in life, reach out and grab it."

Alex wants to continue his adventure; in this case, He finds it hard to leave Tracy. Their relationship has begun to be close, but Alex must fulfill his determination to get to Alaska. Alex gives instructions to send a letter in South Dakota if Tracy wants to contact him. Before leaving Tracy, he gave a word of parting advice "And just remember if you want something in life, reach out and grab it." In the conversation between Alex and Tracy, he uses directives to show her what to do to still communicate. Before actually parting ways, Alex took the time to say goodbye by giving a personality appearance compliments "You're pretty magic." This compliment aims to maintain the relationship between them.

#### Data 15

Mr. Franz: "you know, from what you told me about your family, your mother, and your dad. -And I know you've got your problems with the church, too. But there's some kind of bigger thing we can all appreciate, and it sounds like you don't mind calling it God. But when you forgive, you love. And when you love, God's light shines on you."

**Alex:** "Holy shit."

Mr. Franz: "I told you about that language. I told you so!"

The conversation here connects the events in the previous conversation; the participants are Alex and Mr. Franz. This dialogue occurred when they are managed to climb the hill with incredible difficulty. After that up on the hill and enjoy the scenery around the hill, Mr. Franz advises Alex about his problems. Previously Alex had told about problems with his family. Mr. Franz, who is indeed old and has gone through various twists and turns of life, tries to advise Alex; this concern arises because of the closeness of their relationship.

The closeness of Alex and Mr. Franz made the conversation between them very intimate. Mr. Franz, who had gone through many trials in life, seemed to understand Alex's problems. Their close relationship made Mr. Franz help alleviate Alex's problems by giving advice. Alex, who was surprised to hear that Mr. Franz could be so wise, then gave an expressive response, "Holy shit." With a Positive face as if giving compliments to Mr. Franz's personal quality. In this case, Alex uses compliments as a spontaneous expression of admiration. Alex inadvertently shows an expression of admiration or approval.

### Data 16

Mr. Franz: "I'd take you all the way to Alaska if I didn't have an 8:00 mass."

**Alex:** "Ron, you don't have to do that."

**Mr. Franz**: "I want to do it. Get you started on this thing of yours."

Alex: "On my great..."

**Mr. Franz:** "I know. On your great Alaskan adventure."

Alex is staying at Mr. Franz's house. At night, Alex washes clothes and prepares to continue his journey to Alaska. However, Mr. Franz wakes up and walks over to Alex before leaving. He provides adventure equipment to survive in the wild. Besides that, Mr. Franz also conveyed his intention to take Alex to Alaska "I'd take you all the way to Alaska if I didn't have an 8:00 mass".

In this dialogue between Mr. Franz and Alex, Mr. Franz tries to offer his help directive form. It expresses what the speaker wants "I'd take you all the way to Alaska if I didn't have an 8:00 mass." with unlimited Before conveying compliments. "I know. On your great Alaskan adventure" is a form of compliments for Alex Personality, who craves his adventure in the Alaskan

wilderness as extraordinary. The use of compliments as encouragement that Mr. Franz gives is to motivate.

### Data 17

**Rainey:** "Alex with the hat on."

Jan: "Yeah, I know. You said it, man."

Alex: "Yeah."

**Rainey:** "So you're a leather now."

**Alex:** "I'm a leather?"

Jan: "Yeah, a leather tramp. That's what they call the ones that hoof it,

go on foot. Technically we're rubber tramps because we have a

vehicle."

The participants in this dialogue are Alex, Rainey, and Jan. They are an adventurous hippie couple who roams everywhere in their vehicle. At that time, the two of them were driving their car for an adventure. However, their attention is distracted by a young man who tries to ask them for a ride. The man named Alex, wearing a worn hat that he found earlier, made him look beautiful. Even when Alex asked permission to be given in a ride, Rainey as the car owner immediately compliments Alex's unique personal appearance. "Alex with the hat on." On this occasion, Alex was well received by them for a ride to their car.

Rainey uses compliments in the form of personal appearance while looking at Alex "Alex with the hat on" The use of this compliment is served to increase and consolidate solidarity between the speaker and the interlocutor. This compliment is an effective speech act addressed to the interlocutor; compliments are a powerful tool for mutual support and solidarity. It is used to achieve and strengthen good social relations.

#### Data 18

Tracy:"Hi."

Alex: "Hi."

**Tracy:** "You selling these books?"

Alex: "I am. We are. He was."

Tracy: "I like to read."

Alex: "Do you?"

Tracy: "Yeah."

**Alex:** "That's good."

Tracy approached Alex and Rainey, who was talking while keeping their merchandise book. Here Tracy started the conversation by saying hello first. Alex responds to Tracy's greeting then gets involved in a conversation With Tracy. Telling her about herself, "I like to read," He does it to create conditions for participants to enter the conversation. Alex, who is a bookseller, certainly respects potential buyers. By showing his friendliness, Alex responds to the conversation with Tracy

From the dialogue between Alex and Tracy, Alex uses an illocution act. In this case, Alex states some contradictory things when answering Tracy's question, "I am. We are. He was". This act shows that Alex is a little nervous about having a dialogue with Tracy. For that reason, she uses compliments personal quality to continue the conversation "I like to read."

In this case, Tracy is still looking for a topic of conversation to stay in communication. Alex, who could not possibly ignore the conversation, gives personal quality compliments for this girl's personal quality. Apart from being an adventurer, this girl also likes to read "*That's good*." It means that Alex uses compliments to express the positive evaluation.

#### 4.2 DISCUSSIONS

This study focuses on compliments and responses along with the function of compliments. In this case, the researcher uses facial actions as the primary tool to help analyze and detail kinesics theory. These findings indicate that compliments for personality dominates in the film *Into The Wild*. The characters more often use these topics in communication. At the same time, compliments respond. The character more often uses appreciation tokens both verbally and nonverbally.

In this study, it was found that one of the topics of appearance was used to compliment appearance with a compliment response. It was using an appreciation token in the form of a question compliment for the topic of ability. In this study, researchers found the purpose of compliment; among the data, there are seven uses of the topic of ability. In this case, the compliment response found four uses of non-verbal response token appreciation in acceptance using a smile with a positive face. There are two data in the form of short sentences to compliment responses to performance or skills or abilities for verbal appreciation tokens and scale down responses by refusing compliments.

The last is the topic of compliment for personality, namely compliment generated for a trait or emotion in a person. In this study, ten data were found—a compliment response in five non-verbal appreciation tokens in a smile and a positive face. Then, there are three uses of compliment using the verbal acceptance of compliment in showing acceptance of "yes" and "I am." One uses a

response to compliment in the form of disapproval, and one uses a down-scaled response.

The functions of compliments were found that one topic of appearance was used to compliment appearance. A compliment is given to soften the criticism because the participants want to maintain social harmony. The topics of compliment for performance or skills or abilities among the data, there are six uses of compliment for ability and one use of compliment for performance. For the topic of compliment for ability, the researcher found three uses of the compliment function. Three compliments are used to motivate the interlocutor. One compliment is used to create or maintain a relationship with the speaker, and two compliments express a positive evaluation. As for the compliment for performance, it is used to create or maintain a relationship.

Ten data were found in the compliment for personality, including three compliments to increase and strengthen solidarity. Then the two use compliment to create or maintain a relationship. Furthermore, there are also two uses of a compliment as an expression of spontaneous admiration, two uses of compliment to express positive judgment. The last is a compliment as encouragement. In this point, the compliment is used to motivate the interlocutor who receives the compliment.

Meanwhile, the studies of compliments and their responses are also found in previous studies. The difference is a variation of the complements response analysis. For example, in Rahayu (2009), in her research, only wanted to know the use of compliments and their responses without examining the function of the

compliments used. Choironi (2013) researched the difference in Facebook status between men and women in using and receiving compliments. On the other side, Farinda (2016) has a difference in choosing the film genre. Farida chooses comedy-drama, while in this study, it is a biographical adventure.

Complement is given as a powerful tool for mutual support and solidarity. It is used to achieve and strengthen good social relations. Then the two use complement to create or maintain a relationship. Furthermore, there are also two uses of complement as expressions of admiration spontaneously related to the originality of the expression—speakers who inadvertently show admiration or approval to the interlocutor. There are also two complementary uses to express Positive judgments, namely by expressing positive evaluation and relating to adjectives. Finally, discovering the use of complements discovered in the characters' dialect in the film *Into the Wild* is a complement to encourage a speaker who complements.

#### **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

This chapter presents conclusions and suggestions related to the findings of the analysis. It summarizes the findings discussed in the previous chapter and provides suggestions for the reader.

### 5.1 Conclusion

A compliment is used to create a good relationship between people. One of the functions of compliment is the maintenance of a relationship that has been established. Besides that, compliments can make us quickly adapt to various kinds of social environments. This notion can be seen from how Christopher McCandles performs social interactions with different environments in his adventure. By using compliments, McCandles can make those around him feel comfortable with his presence. Referring to McCandles' way of interacting, compliment has an essential role in our social life to create harmonious relationships between human beings.

The functions of compliments that appear in the data analysis based on Wolfson's classification of compliment functions are compliments. Increase and consolidate solidarity, create to maintain rapport, spontaneous expression of admiration, positive expression evaluation, and encouragement.

In responding to compliments, the researcher uses Herbert's theory which divides it into twelve. However, in this research, the researchers only use four types of compliment responses: token appreciation, fourteen uses verbal and non-

verbal, and scale down has two data. In question type, there was found one data, and for disagreement was found one data.

While one topic of compliments that was not found is the topic of appearance in possession, three compliments were not found in this study. Compliments often serve to strengthen other specific act formulas, soften criticism, and compliments are used to modify the sarcasm.

## 5.2 Suggestion

Compliments and responses are worth discussing since they provide readers with a profound insight into how or what techniques to implement and compliments. Since many difficulties may be analyzed using compliments and their responses. The following author is proposed to fill up the gaps, especially in other compliments, by exploring the same subject of study in pragmatics. The next writer can analyze the compliment and their responses further from various angles, such as the study of compliments and the structure of their response. Moreover, the terminology is generally used to convey compliments and responses.

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