An Analysis of Compliment Used by the Teacher in the Classroom at SMA Negeri 5 Lubuklinggau

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Abstract*. The objective of this research was to analysis of compliment used by teacher in the classroom at SMA Negeri 5 Lubuklinggau. The method applied in this research was descriptive qualitative. The subject in this research was an English teacher at SMA 5 Lubuklinggau. The data was analyzed by describing the types of compliments used observation sheet, interview and documentation (field note and voice record). In analyzing the data, the research identified two types of compliments verbal and nonverbal compliments used by the teacher by using Usman (2017) theory. Based on the result of data analysis, the researcher found five kinds of verbal compliments, namely good (31 data), very good (19 data), well done (2 data), good job (20 data), excellent (3 data). And also the researcher found five kinds of nonverbal compliments namely applause and thumbs (5 data), gesture head movement (43 data), contact touching (5 data), gesture face expression (28 data), standing near to students (5 data). In conclusion, by giving a compliment the students' mood to participate in the learning process can increase so that it will create a good atmosphere for both teachers and students.*

Keywords*: Compliments, English Teacher, Senior High School*

1. INTRODUCTION

A teacher was a professional educator, besides transferring knowledge, the teacher has to make a good relationship with the students. Anjasari (2015:3) stated that the teacher mustbuild an emotional connection with the students because an ideal teacher needs a professional and personal attribute. She also said, "an ideal teacheris a teacher who should know what students need." Becoming an ideal teacher is a goal of teachers, but it is not easy.

Ida (2017:144) mentions of a good teacher make students understand teaching material, good looking, objectives, pays attention to the students and helps with students problem and encourages them. One of the characteristics that can build a good relationship with the student is giving compliments. A compliment has a fundamental role in a relationship. Nurhijannah (2021:55) compliments is saying good thing of others. These can be responded in many ways. Eliwarti, Purwanti and Ariani (2021:132) A compliment is one speech act that people perform to give praise or to show their admiration. A teacher gives a compliment depending on the situation and condition of learning activity in the classroom. For instance, a teacher asks a question to her/his students, and then a student answer the question. The teacher should give a compliment to the student who has answered the question. Compliments can increase students' self-confidence, reduce stress, and make them happier. Teachers also look friendly from the students' perspective when they give a compliment (Jasrial, et al., 2021:166). It means that a teachers'compliment is important.

Although a compliment is a trivial thing, a teachers' compliment can significantly affect students' daily lives. In reality, the teachers often forget the importance of complimenting the students, especially in Indonesia.

Based on brief observation conduct by the researcher on October 2nd, 2023 in Senior High School 5 Lubuklinggau, the researcher ask several students. The researcher asked about the behavior of teachers in giving students compliments in the class. The answers and reasons are provide by the students also varied. The result showed that the teachers did not commonly use compliments. Although some teachers use compliments, most of teachers indicated that they rarely give compliments to the students. One of student said that by using the compliments can make student improving their ability in learning English. The students feel motived when the teacher appreciates them.

2. LITERATURE REVIEW

a. Sociolinguistic

When people interact with others in the society, they must use a language. Without a language, people will find some problems when they do their activities with the others. Sociolinguistics comes from the words "socio" and "linguistic". Socio has the same meaning as the word social, which is something related to society. Linguistics is a scientist that studies and discusses language, especially the elements of language and language between those elements. Sociolinguistics is concerned with describing the use of language as a social phenomenon and, if possible, trying to establish causal relationships between language and society, pursuing complementary questions about what languages contribute to enabling communities and how communities shape their language by using them (Noviyanti, 2022:8-9).

b. Compliment

A compliment is a positive expression in a daily conversation between a higher or the same status interlocutor. A compliment can facilitate conversational interaction or open a conversation by strengthening the relationship of solidarity between the interlocutors. People often point out that quality is related to personal appearance. Sometimes it is also used to complement cultural differences (Yousevan, 2010:48).

According to Ravetto (2012:72), compliments and compliment responses have become a popular research topic in various subfields of linguistics such as cross cultural pragmatics, sociolinguistics, second language learning, etc. According to Manes in Chung (2010:67), a compliment is defined as an act of speaking that is used explicitly

or implicitly, for a specific "good" (characteristic, possession, skill, etc.). A compliment is a function of language that is often used to encourage or reinforce behavioral desires. Compliments are often given to someone who looks good or whose appearance pleases the complimenter. According to Miranda & Hamzah (2018:376), the term explicit refers to a compliment given directly, clearly, and leaving nothing implied, whereas the term implicit refers to giving a compliment not directly or implied.

Additionally, a compliment is regarded as a powerful social skill in which it is one of the fundamental pedagogues that can help foreign language learners communicate with others, maintain a good relationship, and give positive influence for the students (Lulu, 2017). In English language teaching, the teachers used compliments to motivate their students and participate actively during the teaching and learning process. Johnson, in Wolfson, (1984) defined a compliment as a "positive" utterance given to someone. A positive comment can make someone happy (Dirgeyasa, 2015:231). It means that the compliment can provide positive energy for someone.

c. Types of Compliment

  1) Verbal Compliment

The verbal compliment is a strategy used by the teachers in terms of positive words. Usman (2017:81) states verbal reinforcement is a compliment used by teacher in terms of utterances or words. A teacher can say some compliment words in giving feedback to the students such as; "good, "an excellent answer", or "well done", "good job"and "very good", The students can receive those words if they can answer the teacher's question. So, it is a form of appreciation for them to make them more active and happier.

Besides verbal compliments, the teachers can use non-verbal compliments in the teaching and learning process. The teacher who rarely gives compliments to their students might make them get bored and have low participation in the learning process.

  2) Non-Verbal Compliment

Based on Usman (2017:81) theory, non-verbal reinforcement is a form of compliments used by the teacher without saying compliment words; the teacher uses the strategy that involves their body part's movements. For example, gestural (head movements (e.g., nodding head), hands movement (e.g., applause, thumbs), facial expression (e.g., smile), contact (e.g., hold or touch a student's shoulder), proximity (e.g., sitting and standing near, in front of, besides, and behind of the

students), give students some sticker (star sticker), and give students with some gift (e.g., candy). These strategies can be more effective to increase students' interest in learning in the classroom. In this research, the researcher will use Usman theory to know what are types of compliment used by the teacher in the classroom consist of verbal and non-verbal compliment. The non-verbal compliments are very simple, but it has a significant impact on the students' performance in the learning process. The purposes of nonverbal compliments are:

a. To attract student's attention in the learning process,

b. To increase student's interest in learning,

c. To maintain students' interest in learning, and

d. To control students' behaviour.

As affirmed by Diedrich in Pradana (2014:14), creating a positive and engaging classroom atmosphere is one of the most powerful tools used by the teachers encouraging children's learning. Thus, it is important to make students active in the classroom by using a positive strategy.

3. METHODOLOGY

This research was designed in qualitative in conducting the research. Qualitative was a nature of science, and the descriptive approach can be used to identify its foundations (Rahi, 2017). Bogdan & Biklen (2007:5) stated, "qualitative research is descriptive." The descriptive studyaccurately described a situation or phenomenon (Johnson & Christensen, 2014:547). Qualitative research aims to comprehend the phenomena experienced by research subjects such as behaviour, motivation, perception, action, etc., holistically and naturally with various methods (Moleong, 2017:6).

The researcher used descriptive qualitative , because the researcher aims to analyze teachers' behavior in giving compliments to the students in the EFL classes. The researcher described the data naturally based on the fact in the field. The steps used by the researcher in this research were the first, the researcher identified the problem, the second, the researcher collected the data, then analyzed the data, and the last made conclusions.

Identification

In this steps, the researcher will identify the compliment types that used by the English teacher. Then, the researcher identified the data transcription in video recording in the classroom activities. And cross checked the recording data with the observation checklist and the result of interview.

Classification

In this steps, the researcher classified the result of the observation, interview and documentation (field note) into two categories verbal or non verbal compliment.

Table 1. The Classification of Compliment by Usman theory 2017

Classification	Context
Verbal Compliment	A teacher can say some compliment words in giving feedback to the students such as; "good, "an excellent answer", or "well done", "good job", "very good", "very nice",
Non Verbal Compliment	a. Gestural Hand Movement (Applause, and thumbs) b. Gestural Head Movement c. Contact touching the student d. Gestural: Facial Expression (nice smile) e. Standing near to the student

Description

In this research, the researcher describeb the data in the form of table which consist of analysis compliment types that used by the English teacher.

Conclusion

Finally, the researcher concluded the result of research after analyzed the data. The researcher summrized the compliments that used by English teacher on teaching learning process.

4. FINDINGS AND DISSCUSSION

The researcher found two types of compliments that often used by the teacher namely, verbal compliments and nonverbal compliments. Here are the table kind of compliments.

Table 2. Kinds of Compliment

No.	Kinds of compliments	Result
1.	Verbal	75
2.	Non verbal	80

a. Verbal Compliments Used by the English Teacher

The verbal compliment is a strategy used by the teachers in terms of positive words. The result showed in the table bellow:

Table 3. Verbal Compliments Used by the English Teacher

No.	Verbal Compliments	Result
1.	Good	31
2.	Very good	19
3.	Well done	2
4.	Good job	20
5.	Excellent	3
	Total	**75**

Based on the table above, the result showed that the teacher used verbal compliments learning and teaching activities process at SMA Negeri 5 Lubuklinggau. They were good (31 data), very good (19 data), well done (2 data), good job (20 data) and excellent just (3 data) with the total 75 data.

a. Good

This compliment was given by the teacher as a form of appreciation to students who can read the text correctly and with good pronunciation. These words are given by the teacher when students can answer questions and do the questions correctly.

b. Very Good

This compliments was given to students when students can answer when students can understand the material being taught.

c. Well Done

The third was well done. This compliment was given when the teacher explains the material and when the teacher asks the students whether they understand and they simultaneously answer they understand, the teacher will give the compliments. And this praise is also given to students who can confidently read in front of the class.

d. Good Job

This compliment was given by the teacher to students when the students can answer questions and can explain the answers correctly. This praise is more often used or given by teachers because "good job" has become a habit for the teacher. This compliment was also given to students when they can read well and can answer the questions given correctly. This compliment was also given by teachers to students who are active in class and can express opinions during debate classes.

e. Excellent

This compliment was given to students who get a perfect score, as a form of great appreciation for that student so that other students can be motivated so they can do their assignments correctly next time. This compliment was also given to all students in the class because they were able to attend class in a conducive classroom atmosphere so that the learning process ran smoothly. And this praise was also given to students who have the ability to read and quickly understand text well.

The result were supported by the result of interview. The data were showed as follow:

Teacher : *"In teaching English, I usually use common praises or compliments, and those are also often used by other teachers, such as very good, good, well done, and others. But I often use word "good," when they have a correct answer. It was spontaneously expressed to students to appreciate their efforts"*

The results above showed that the teacher used some common compliments when appreciating the students' responses. Those compliments were given depending on the answer of the students. The teacher would say "very good" for the qualified answer.

b. Non Verbal Compliments

Non verbal compliments used by the teacher without saying compliment words; the teacher used the strategy that involves their body part's movements. The result from this research were described in following table:

Table 4. NonVerbal Compliments Used by the English Teacher's

No.	Non Verbal Compliments	Result
1.	Applause and Thumb	5
2.	Gesture Head Movement	43
3.	Contact Touching	5
4.	Gesture Face Expression	28
5.	Standing Near to Students	5
	Total	**81**

From the table above, the result showed that the teacher also used verbal compliments in teaching learning process. With the total 81 numbers. There were some body's movement used by the teacher. applause and thumb (5 data), gesture head movement (43 data), contact touching (5 data), gesture face expression (28 data) and standing near to students (5 data).

1) **Gesture Head Movement**

Gesture head movement was the position made by the movement of head by considering all it facial geometry. In this research, there were 43 numbers that the teacher's used in the teaching learning activities in classroom. It was given by the teacher when the student could answer the teacher's question correctly. The teacher used gesture head movement as spontant to see the students who can answer the question direcly.

2) **Gesture Face Expression**

Gesture face expression was used of facial muscles to convey emotions such as smile, laugh and sad. In this research, the researcher found 28 numbers of the teacher used it when in teaching learning process. It was given by the teacher when the student answered teacher's question almost correct. The expression was smiled to the students.

3) **Applause and Thumb**

Applause and thumb was gesture of the body when the people feel proud of others. In this researcher, the researcher found 5 number of the non verbal compliment as applause and thumb. It was given by the teacher when the student's answer was excellent.

4) **Contact Touching**

Contact touching was someone body touching someon else. In this research the researcher found 5 number as that. It was done by the teacher when a student's answer teacher's question with a good answer. The teacher touched students tapped shouldier.

5) **Standing Near to Student**

Standing near to student it was done when the teacher wanted to approach the student by asking a question and the student answered it whether it was correct or not. The teacher used this gesture to appreciate of the students who want to try answer the teacher's question.The results were also supported by the results of the interview with the teacher as follow:

Teacher : *"Non-verbal compliments are important to do when I teach English. … for example, giving an applause. Sometimes I give my student a nice smile when she or he answer my question, and I often do this way. The most important is, … I must give appreciation to those who respond to my questions so that the student feel appreciated for her/his effort by teacher"*

The results of the observation and interview showed that the teacher used some non-verbal compliments when teaching English. Teacher stated that she often used facial expressions to reply to the student's responses related to their question such as a nice smile. This compliment means that the student's answer was almost correct. Moreover, based on the observation, compliment in terms of hand movement used by the teachers was applause and thumbs. Sometimes they also invited other students to give applause for those who were able to respond to the teachers' questions. In classroom interaction, giving applause showed the teacher agrees with the students' efforts and work . This way showed the cultural norms of the language learning class that focuses on the teacher's exhibited frame rather than communicative achievement success. the teacher always appreciate for the students accivement. It was supported by the result the total of the data, showed 75 data founds as verbal compliment and 81 data as non verbal complimnt.. It was proved by the answer by teacher based on interview.

A compliment is a positive expression in a daily conversation between a higher or the same status interlocutor. A compliment can facilitate conversational interaction or open a conversation by strengthening the relationship of solidarity between the interlocutors. People often point out that quality is related to personal appearance. Sometimes it is also used to complement cultural differences (Yousevan, 2010:48).

The first compliment type was verbal compliment. The verbal compliment is a strategy used by the teachers in terms of positive words. Usman (2017:81) states verbal reinforcement is a compliment used by teacher in terms of utterances or words. A teacher can say some compliment words in giving feedback to the students such as; "good, "an excellent answer", or "well done", "good job"and "very good", The students can receive those words if they can answer the teacher's question. So, it is a form of appreciation for them to make them more active and happier. In this research , verbal compliment words were good, very good, well done, good job and excellent. This compliment was given by the teacher as a form of appreciation to students who can read the text correctly and with good pronunciation. These words are given by the teacher when students can answer questions and do the questions correctly.

The second type was non verbal compliment. Based on Usman (2017) theory, non-verbal reinforcement is a form of compliments used by the teacher without saying compliment words; the teacher uses the strategy that involves their body part's movements. For example, gestural (head movements (e.g., nodding head), hands movement (e.g., applause, thumbs), facial expression (e.g., smile), contact (e.g., hold or touch a student's

shoulder), proximity (e.g., sitting and standing near, in front of, besides, and behind of the students), give students some sticker (star sticker), and give students with some gift (e.g., candy). These strategies can be more effective to increase students' interest in learning in the classroom.

In this reseach, the researcher found five type of non verbal compliment. There were applause and thumbs, gesture head movement, contact touching, gesture face expression and standing to students. The teacher used body language to make a students more interested to study in the classroom. It will make them feeling the teacher showed her caring to them. And that was used as spontanly.

It was related with the previous study. The research by Purnomo (2015) analyzed the compliments strategies used English Teacher Association of Senior High School in Pacitan. The participants consist of 16 male and 9 female Englishteachers from different statuses (i.e., equal, higher, and lower). The result of the research showed that differences in social status influenced to give the compliment strategies. And also, the compliment strategies that females used were more varied than males. In this case, the difference in this previous study with this study is the purposes. The similarity of this study, both of the previous researcher and the researcher used Usman theory. In this study, the researcher found and foccused to the teacher compliment used by the teacher in the classroom at Senior High School 5 Lubuklinggau. The rearcher just foccused to find types of compliments without classify the male of female teacher.

In the last, compliment was an important element in the teaching learning process in the EFL classroom. The teacher used compliments to motivate the students, so the students can play an activerole in the learning process.

5. CONCLUSION AND SUGGESTION

From the result of instruments, the researcher found verbal compliments had 5 kinds and nonverbal compliments also 5 kinds. In verbal compliments there were 5 compliments kinds such as good, very good, well done, good job and excellent. In nonverbal compliment there were 5 compliments kinds such as gesture head movement, gesture face expression, standing near to students, contact touching to students, applause and thumb. The compliments are important elements of the teaching and learning process in the EFL context. The teachers have used some common verbal and non-verbal compliments to compliments their students' efforts in responding to the teachers' questions, instructions, and commands in the ELT classroom. Those compliments are in terms of positive acceptance.

Based on the conclusion above, some suggestion can be presented for some people as follow:

a. For the English Teachers

For the English teacher is hoped that research can encourage and increase their motivation in teaching and learning activity, help them to give motivation for their students in learning English. The result of this research will help the teachers to accommodate the diversities of types compliments used in the classroom.

b. For the Researcher

For the researcher is hoped the result of the research give experience and knowledge for the writer as English teacher candidate, especially in the types of compliments. So the researcher can use the right method when teaching English.

c. For the Further Researchers

It is expected to other researcher to conduct the same research on wider area. This thesis will give some contributions and information for them. So, it will be more advantages and beneficial to the development of English education.

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