

CHAPTER II

THEORY AND METHOD

I.1 Theoretical Framework

I.1.1 Speech Acts

Speech Act theory, developed by philosopher Austin (1967), is a framework that analyzes the communicative functions of language. A speech act is a linguistic act that conveys meaning beyond the literal meaning of the words used. It refers to the intention of the speaker when making an utterance and how that intention is understood by the listener. Austin (1967:94-101) introduced the idea of speech acts, which can be categorized into three levels: locutionary, illocutionary, and perlocutionary acts. The locutionary act refers to the act of saying something, and the illocutionary act is the act performed in saying something, and the perlocutionary act corresponds to the effects brought about performing an illocutionary act on the feelings, thoughts, or actions of the participants. Austin (1967:150-151) also proposed a classification of illocutionary acts into five basic categories, which are verdictives, exercitives, commissives, behabitives, and expositives. This categorization of illocutionary acts provides a framework for understanding the diverse intentions and purposes behind speech acts. By classifying these acts into distinct categories, Austin aimed to shed light on the various ways language can be used to perform actions and convey meaning beyond literal statements.

However, Searle (1979:12-15) acknowledged that Austin presented the classification as a starting point for discussion rather than definitive conclusions, which is not final and open to revision. Therefore, he aimed to provide his own perspective and analysis of illocutionary acts while acknowledging the influence or connection to Austin's previous work by proposing a classification of speech acts into:

1. Assertives: Assertives are speech acts that aim to represent a state of affairs or express a belief about the world. They involve making claims, stating facts, or providing information. Examples include asserting, claiming, stating, or describing something.
2. Directives: Directives are speech acts that seek to influence the behavior of the listener. They involve making requests, giving commands, or offering suggestions. Examples include asking, ordering, commanding, or advising.
3. Commissives: Commissives are speech acts that commit the speaker to a future course of action. They involve making promises, vows, or commitments. Examples include promising, guaranteeing, vowing, or pledging to do something.
4. Declarations: Declarations are speech acts that bring about a new reality or change the social context. They involve pronouncing or declaring something to be the case. Examples include declaring war, pronouncing someone married, or firing someone. Declarations have a performative aspect where the act of uttering the declaration makes it true or has the intended effect.

5. Expressives: Expressives are speech acts that express the speaker's psychological state or emotional reaction. They involve expressing attitudes, feelings, or emotions. Examples of the speech act included inexpressive are compliment, refusing, appreciating, thanking, apologizing, etc.

I.1.2 Compliment Strategies and Compliment Response Strategies

I.1.2.1 Compliment Strategies

Complimenting is one type of expressive speech act that involves expressing approval, admiration, or praise towards another person. The relation between speech act and compliment is that complimenting is a specific type of speech act, and the act of complimenting involves expressing admiration or praise towards another person. Numerous linguists have conducted research on the topic of compliment expressions. According to Wolfson and Manes (1980:410), compliment are used in a variety of social situations, it is argued that whatever the immediate discourse function, complimenting has the underlying social function of creating or reinforcing solidarity between the speaker and the addressee. Align with Wolfson and Manes, Holmes (1988:446) stated that a compliment is a speech act which explicitly or implicitly attributes credits to someone other than the speaker, usually the person addressed, for some 'good' compliments (possession, characteristic, skill, etc) which is positively valued by the speaker and the hearer. There are two main types of compliment strategies, direct and indirect compliments. A direct compliment is a straightforward expression of admiration or approval, where the speaker directly states their positive opinion on the recipient's appearance, actions, or abilities. For example, "You look great today,"

"Your work is impressive," or "You did a wonderful job." On the other hand, an indirect compliment is a more subtle way of expressing admiration or approval. It often involves a comparison or a general statement that implies the recipient's positive qualities. For example, "I've never seen anyone so good at that," "You're just like a professional," or "That's really impressive for someone your age." Both direct and indirect compliments serve the purpose of building rapport, expressing admiration, and showing approval. The choice between the two strategies may depend on the speaker's familiarity with the recipient, the context, and the specific situation. Both Wolfson and Manes (1980) and Holmes (1988) agree that compliments have a social purpose of bringing people together and that they involve giving credit for something positive. Compliments are seen as a way to strengthen connections between the speaker and the person being complimented by acknowledging and valuing positive qualities or achievements.

Based on Manes and Wolfson's (1981) classification, major compliment topics can be classified into three categories:

1. Appearance/possessions, compliments on someone's appearance are the most common type of compliment in American English.

Example: "You look so beautiful wearing this gown"

2. Performance/skills/abilities, compliments on someone's performance in doing something.

Example: "You are such a wonderful writer"

3. Personality traits, compliments on someone's personality trait.

Example: "You're so sweet"

I.1.2.2 Compliment Responses

Related to response the compliments, Herbert (1990:208-209) classified its responses into 12 different types of compliment responses and proposes the macro CRs of Agreement, Non-agreement and Request Interpretation and twelve micro CRs. Here are:

1. Appreciation Token (Agreement)

Instead of directly agreeing with the compliment, the individual expresses appreciation or acceptance. For instance, responding with a simple "Thank you" or conveying gratitude through a friendly smile.

2. Comment Acceptance (Agreement)

When someone responds to a compliment by making a relevant comment about the complimented item. For example, saying, "Thanks, I really put a lot of effort into this project."

3. Praise Upgrade (Agreement)

The recipient not only accepts the compliment but also adds a comment suggesting that the compliment is well-deserved. For example:

Complimenter: "You're an amazing chef!"

Recipient: "Of course, I've always had a knack for creating delicious dishes."

4. Comment History (Agreement)

The receiver of a compliment shares a comment about the history or origin of the complimented item. For instance:

Complimenter: "That's a beautiful painting!"

Recipient: "Thank you, I painted it during my art class last year."

5. Reassignment (Agreement)

Involves accepting the compliment and then redirecting the focus or credit to a third party or the item itself. For example:

Complimenter: "Your dress is stunning, Louisa!"

Recipient: "My mother gave it to me as a gift."

6. Return (Agreement)

The recipient accepts the compliment and then returns a compliment to the original complimenter. For instance:

Complimenter: "You have a great sense of style."

Recipient: "So do you, I love your fashion choices."

7. Scale Down (Non-Agreement)

This response aims to minimize the compliment to avoid seeming arrogant. It involves making a comment suggesting the compliment may be excessive or not entirely accurate. For example:

Complimenter: "Your performance was outstanding!"

Recipient: "Oh, it was just an average performance."

8. Question (Non-Agreement)

The recipient questions the sincerity of the compliment by seeking confirmation. For example:

Complimenter: "You look fantastic in those glasses."

Recipient: "Do you really think so?"

9. Disagreement (Non-Agreement)

The recipient disagrees with the compliment, implying that it's not well-deserved or appropriate. For example:

Complimenter: "You look healthy, that's great."

Recipient: "Not really, I feel quite out of shape."

10. Qualification (Non-Agreement)

In a qualified response, the recipient rejects the compliment but does so with softer language, using words like "but" or "well." For example:

Complimenter: "Your car is amazing."

Recipient: "Well, many people have similar cars."

11. No Acknowledgment (Non-Agreement)

The recipient gives no acknowledgment or response after receiving the compliment, remaining silent. For example:

Complimenter: "You aced that presentation, Diana!"

Recipient: (Stays silent, not acknowledging the compliment)

12. Request Interpretation

In this response, the recipient interprets the compliment as a request for something. For example:

Complimenter: "I like your shirt."

Recipient: "Do you want to borrow it for an event?"

I.1.3 Language and Gender

The essence of language lies in its form, function, and meaning. In this research, the linguistic form is in the form of words, sentences, and diction/word choices used by both male and female characters. The relationship between language and

gender can be seen directly from the social context. The difference in gender in language use is a side effect of different social experiences between men and women. Therefore, the relation between language and gender can be demonstrated through linguistic form analysis.

Gender divides human beings into men and women based on their social culture. Men and women have different language differences in phonology, vocabulary, grammar, topic, and conversational style. According to Bi (2010:219-220), women's linguistic characteristics include tending to use correct and standard pronunciation (more refined), higher pitch, emotional expression during conversation, using intensifying words like many, confident, so, often using ambiguous words with implied meanings, avoiding coarse and taboo words, using polite words and considering the feelings of the interlocutor, asking questions more frequently, excessive use of grammar, using various facial expressions, and discussing topics related to women's world. On the other hand, the linguistic characteristics of men are the opposite of those of women. The study of language and gender seeks to understand how language use differs based on gender and how gender stereotypes are reflected in language use. This framework will be used to examine how male and female characters in "How I Met Your Mother" use language in compliments and compliment responses, particularly in relation to gender stereotypes and expectations.

I.1.4 Language and Culture

Language and culture are intricately linked, as language reflects and shapes cultural norms and behaviors. The relationship between language and culture can

be seen in various aspects of language use, such as vocabulary, grammar, and discourse patterns, which are all influenced by cultural factors. When a language is lost, a part of the culture is also lost, as culture has a strong influence on the language. It is through language that cultural values, beliefs, and practices are transmitted from one generation to the next. When we interact with a language, we are also interacting with the culture that speaks the language. Therefore, understanding a culture is closely tied to learning its language, and vice versa.

In Wolfson (1989:221), found that when the Americans (especially middle-class Americans) compliment each other, they tend to follow specific patterns, which are influenced by their culture, meaning that how they express approval is connected to the way they are raised and the society they live in. In conclusion, our culture shapes the way we compliment, and these habits are so ingrained that we do it without even noticing.

Discourse patterns, or the ways in which language is used in different social contexts, can also be influenced by cultural factors. For instance, some cultures may value indirect communication, while others may prioritize directness and clarity. These cultural differences in discourse patterns can lead to misunderstandings or miscommunications between speakers from different cultural backgrounds. As in most cases, Wolfson (1989:231) found that nonnative speakers often miss opportunities to engage in friendly conversations with Americans due to the culture difference in compliment behavior. This cultural distinction highlights that the way compliments are handled is deeply rooted in societal norms and expectations. Americans might view compliments as

opportunities for friendly interaction, while individuals from certain Asian cultures may interpret them differently, perhaps emphasizing modesty and brevity in responses.

I.2 Research Method

I.2.1 Research Design

This study is categorized as a descriptive qualitative study as it focuses on examining the language used by characters in the TV series "How I Met Your Mother" when giving and responding to compliments. The research utilizes a descriptive qualitative method to address the research problem, involving the collection, classification, analysis, interpretation, and conclusion of data. The data for this study consist of conversations from "How I Met Your Mother" that involve compliments and the corresponding verbal responses in the dialogue of the show.

I.2.2 Data Collection

The data for this study were collected from the TV series How I Met Your Mother (2005) TV series transcripts. Specifically, the data were gathered from Season 1 to Season 9 of the series. The episodes were selected based on their availability and relevance to the research question. The data were transcribed verbatim to ensure accuracy in analysis. The data collected were analyzed using a qualitative approach. Specifically, discourse analysis was used to analyze the language used in compliments and compliment responses in the TV series. This approach is

suitable for studying the use of language in social interactions and allows for the identification of patterns and themes in the data.

A purposive sampling technique was used to select the episodes for data collection. Specifically, episodes that have scenes where compliments and compliment responses are exchanged was selected. Additionally, only scenes where the main characters are involved in the compliment exchange was selected to ensure consistency in data collection.

The data collected were interpreted based on the theoretical framework presented in the study. Specifically, the data were analyzed to identify gender-based differences in the use of compliment strategies and compliment response strategies. The findings will be presented using tables, graphs, and other appropriate forms of data presentation.

This study applied a pragmatic identity method, examining data by considering context, speaker and hearer perspectives, utterances, and implied or contextual meanings. Pragmatics competence in equalizing was employed to reconcile theories on compliment topics by Manes and Wolfson (1981) and compliment response types by Herbert (1990), using data from the TV series "How I Met Your Mother." The analysis focused on identifying topics and types of compliment responses expressed by the characters in the series, emphasizing the importance of connecting data to context for contextual meaning. The compliments were aligned with Manes and Wolfson's theory to identify compliment topics.

To address the second question, the analysis focused on compliment responses from hearers following the speaker's compliment. Matching these responses to the compliments provided by speakers revealed implied or contextual meanings, present in both verbal and non-verbal reactions. Hearer responses, expressed either verbally or non-verbally, were equally considered in the analysis, with non-verbal cues indicating agreement or disagreement. The compliment responses were aligned with Herbert's (1990) theory to categorize the types of compliment responses.

The result of this study was presented descriptively. It was explained by writing phrases or sentences because this research is designed qualitatively.