

**COMPLIMENT TYPES AND FUNCTIONS IN *SEX EDUCATION* SERIES
(A PRAGMATIC APPROACH)**

THESIS

**Submitted as a Partial Fulfillment of the Requirements
for the Bachelor Degree of *Sarjana Humaniora***



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Assalamu'alaikum wa rahmatullahi wa barakaatuh

After reading thoroughly and giving necessary advices, herewith,
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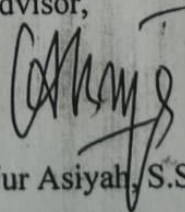
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Thank you for the attention.

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Surakarta, 14 November 2022

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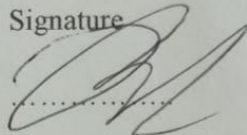
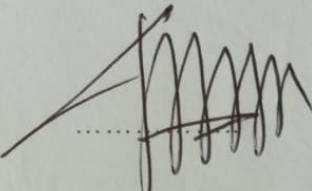
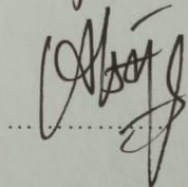


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RATIFICATION


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DEDICATION

This thesis is dedicated to:

1. Me, myself and I
2. My parents
3. Pinkcobra69 (Especially Putri Warah, Novia Indriani, Ayu Lestari)

MOTTO

“What we really have to fear is not failure, but a heart that no longer dares to take risks and accept challenges.”

G-Dragon

“Falling down doesn’t make you a failure, but staying down does.”

Daesung

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *Compliment Types and Functions in Sex Education Series(A Pragmatic Approach)* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 30 November 2022

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Surakarta, 30 November 2022

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ABSTRACT

Salsabila Putri Dafa. 2022. Compliment Types and Functions in Sex Education Series (A Pragmatic Approach). Thesis. English Letters, Faculty of Cultures and Languages.

Advisor : Dr. Nur Asiyah, S.S., M.Hum

Keywords : speech act, compliment types, compliment function

A compliment is a common example of a speech act used to express a positive politeness strategy. This research aims to analyze the types of compliments and its functions that used by the characters in *Sex Education* film. It is used to describe the type of compliment used by the character in the *Sex Education* film, the function of the compliment. This research also explain about the way the character expresses their compliment.

The theory used in this research comes from Holmes (1986) put forward the subject of compliments types. There are four categories of compliment names, namely topic of appearance, performance/ability, possession, and personality/friendship. The second theory is Wolfson and Judd (1983). This theory talks about the function of compliment. And Chaika (1994) theory that explain about the way the character expresses their compliment that namely kinesics.

This research uses the qualitative descriptive method. The data used comes from compliment that utter by the characters. The information gathered is documentation. The validator will validate the data that has been analyzed to ensure its quality and validity.

The results of this research shows that there are 99 data of compliments from two film objects. Appearance 31 data, Ability/Performance 43 data, Possession 4 data, and Personality/Friendship 21 data. The most dominant type of compliment is ability/performance. It can be concluded that many characters compliments the topic of ability or performance. The findings of this research shows that there are 8 functions of compliment based on Wolfson and Judd (1983) classification, they are; (1) to increase or consolidate solidarity; (2) to create or maintain rapport; (3) to express admiration; (4) to express positive evaluation; (5) as encouragement; (6) to strengthen other speech act formula; (7) to soften criticism; (8) to modify sarcasm. Those eight functions are found in *Sex Education* series 1&2. This research found that the most frequent used compliment function in *Sex Education* is to express admiration. The characters show their compliment in a various way. The systematic study of the relationship between nonverbal body movements and communication is known as kinesics. After sorting the data based on Chaika's theory, the researcher discovered four kinesic repertoires in the Sex Education series: (1) body language, (2) smile, (3) eye contact, and (4) touching.

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CHAPTER I

INTRODUCTION

This chapter contains background of study, research questions, research objectives, and previous studies.

A. Background of Study

Speech acts are an important part of communication. Speech acts are defined in linguistics as speech that is defined by the speaker's intention and its effect on the listener. Compliments are one type of speech act. People can express their emotions in a variety of ways during a conversation. To create relational harmony, they usually give a compliment. However, people sometimes give compliments out of compulsion or satire. They say something has to do with the subject, and a compliment is one way to put it. Speech act is an important part of communication. Austin (1962) defines speech acts as the actions performed in saying something.

Speech acts consist of apologies, requests, rejections, complaints, compliments, and responses to compliments. Holmes in Paulson and Tucker (2003) defines a compliment as a speech act directed from one person to another, either explicitly or implicitly. Sometimes someone will compliment the other person on good things, such as possessions, character, and skills. This is acceptable because both speakers and the hearer rate it positively. Furthermore, Holmes explains the primary function of praise is emotional and social, not reference or information. It

explains that misunderstandings and miscommunication arise because the norms for complimenting and responding to compliments are different.

A compliment is important for humans speech act because compliment is a kind of speech act to express positive politeness that refers to skill, ability, appearance, and so on. A compliment can be used as a positive utterance to show admiration. Compliments also can be used to maintain a social relationship. The classification of speech acts is divided into six categories: 1) Declarative; 2) Representative; 3) Expressive; 4) Instructions, 5) communicative and 6) interrogative sentences. Speech acts include apologies, rejections, complaints, compliments, and all responses to them. Yule (1996:53) stated that compliments identified as expressive in the speech act. Brown and Levinson (1987), compliment is the main example of a speech act that is frequently used to express a positive politeness strategy. This means that compliment is also used to maintain social relationships. It can be a teacher or lecturer who compliments those students who have performed well in their studies, such as *you did well on your examination*. It shows that the lecturer appreciates the work of the students.

Wolfson and Judd (1983) pointed out that the compliment of a particular group usually reflects value because in the execution process of this kind of speech act, people often implicitly evaluate the role, achievement, behavior, possession, ability, and appearance of others. So it can be said that the basis of compliment is appearance and ability. Since compliments may be different, people know under what circumstances people can compliment.

The researcher chooses a series as the data source. Series is a data source because it represents reality. An interesting exchange of communication between the characters would provide a good case study for the types and functions of compliments that exist in society. This series provides examples of the proper use of compliments. As Allen and Gomery (1993) said, the story of a movie is a social phenomenon that reflects real life. Series are considered to be images of life played by roles on the screen. The story of a series is usually based on reality, including dialogue.

A movie or movie series is a sequential collection of related movies that share the same fictional world or are sold as a series. A series is an audiovisual medium that conveys a message to the audience. Messages can be in the form of speech, utterances, and conversations. The series tells a story to the audience visually and audibly, making it easier for the audience to understand and for the audience to feel what is happening in the movie. Series can be divided into two genres such as; fiction and non-fiction. Fictions tell an unrelated story, while non-fiction tells a true story that happened. There are also many types of series, such as drama, romance, sci-fi, action, thriller, horror, comedy, etc.

This research examined a series as it has rich data on different types of compliments and their functions. *Sex Education* series tells about a socially awkward teenager, Otis Milburn, who is ambivalent about sex, even though his mother is a sex therapist who is open about all aspects of sexuality. One day, his stubborn but enterprising classmates Otis and Maeve suggested they practice at school. They are planning to open a sex counseling facility in an abandoned

building at the school to offer to their friends, by the way, teenagers who don't know much about sex education, and it turns out that the practice has many fans. In giving orders to friends Meanwhile, Otis and Maeve also make money from their practice services.

The example datum of this study is below:

Cynthia: “Well, don’t you **look fancy.**”

The sentences in this series are not too long and there are not too many idioms. The series also has a story that most teenagers in Indonesia can experience. The authors found many types of compliments and the functions their characters use. The types and roles of compliments vary, so the writer is interested in researching this series. Indeed, the previous writer has researched on the subject of compliments. Research related to this study is *The Compliments and The Compliment Responses Used by The Characters in What Women Want* by Nani I Tiono and Irene Nova (2007). The similarity between this previous study and my future study is the theory, Herbert (1990), and the topic that talks about the type of compliments. The difference between this study and this study is the object. The object of this previous study is The Character in What Women Want, while the object of this research is *Sex Education* series.

Research about compliments also has been done by I Dewa Gede Anom Bayu Iswara (2014) in his thesis *The Compliments and The Compliment Responses Used by The Main Characters in When Harry Met Sally Movie*. The purpose of this study is to identify the compliment types used by Harry and Sally and to classify the types of compliment responses used by Harry and Sally in the

romantic comedy film entitled *When Harry Met Sally*. The theory used in this research is Herbert's theory (1989) in his journal entitled *The Ethnography of English Compliments and Compliment Responses: A Contrastive Sketch* and Wolfson's theory (1983) in his journal entitled *An Empirically Based Analysis of Complimenting in American English*.

Other researchers who have researched on the topic of compliments is Dwi Tungga Ariati (2008) entitled *A Study on The Compliment and Its Responses in Movie Manuscripts: Pretty Woman and 10 Things I Hate About You (Pragmatic Approach)*. This research discusses compliment responses to movie manuscripts. The purpose of the research was to elucidate the form of compliment, the intent of compliment, and the types of compliment responses. The researcher employs Herbert's classification to examine the various types of compliment responses.

Most English people use compliments to express their admiration and Britons were accustomed to flattery, and few "situational compliments". So, when they are given, they are usually sincere. These findings seem to coincide with previous work, and not surprisingly appearance and ability are the most praised subjects. Surprisingly, unlike the United States, the data is consistent with other documents (Manes, 1983; Holmes, 1986), its largest subject category is praise for appearance, The British data is not, its biggest category is ability compliment. The table shows that Americans prefer the appearance. This is an interesting finding, but it would be dangerous to over-generalize its importance without further research.

The importance of this study lies in its theoretical and practical contributions to sociopragmatics, particularly concerning the compliment types and functional discourses used by the characters of the *Sex Education* series. In theory, the results of this study are intended to contribute to enriching examples of compliment types and their functions, while developing in-depth knowledge, particularly of socio-pragmatic research on compliments and their differential responses by role in the *Sex Education* series.

B. Limitation of The Study

Based on the background of the study, this research focuses on pragmatic studies, especially in compliments. Compliments are classified into 4 topics of types; Topic of Appearance, Topic Ability/Performance, Topic of Possessions, and Topic of Personality/Friendship. The author limited the research to only the type of compliments found in the *Sex Education* Series and the functions of those types. Because of the wide variety of speech acts used in *Sex Education* series, it is necessary to narrow the scope of the study. In this study, the researcher will limit the analytical focus to compliment types and their functions, as the main topic of the *Sex Education* series. The researcher limited the types and functions of compliments and how the characters expressed their compliments because the series contains many compliments and responses in different ways. The researcher limited the theory to Holmes', Wolfson's, and Chaika's to explain the types and functions of compliment words and the way they express their compliment.

C. Formulation of The Problem

The problems are formulated with these questions:

1. What types of compliment are found on *Sex Education* Series?
2. What functions of compliment are found on *Sex Education* Series?
3. How do the characters express their compliments as found from *Sex Education* Series?

D. Objectives of The Study

Related to the research questions, the purpose of the research are stated as follows:

1. To describe what compliment types are found in *Sex Education* Series.
2. To describe the functions of compliment that found in *Sex Education* Series.
3. To understand how do the characters express their compliment as found from *Sex Education* Series.

E. Benefits of the Study

1. Theoretical benefits

The author hopes that this research can provide information to the readers about the types and functions of compliments that found on *Sex Education* Series. In addition, the author also hopes that the readers can understand the types and the functions of compliments, also the reason and the way the character on *Sex Education* series gives compliment.

2. Practical benefits

a. The readers

Increase the theoretical benefits to science and in the form of contributions to this research.

b. Researchers

This research expected to help the readers to interest in series and to understand the types and functions of compliments, especially that found on *Sex Education* series. In addition, the results of this study are expected to provide a reference to the same research in analyzing types and functions of compliment in films.

c. Students

The results of the study is expected to assist students as their references which conduct research on types and functions of compliment, especially in series.

F. Definition of Key Terms

1. Pragmatics

Pragmatics is a study that discusses the meaning of language by dealing with the relationship between language and context. This means that the interaction of context and language becomes the main focus of pragmatics.

2. Compliments

According to Brown and Levinson (1987), compliment is a main example of speech act that is frequently used to express positive politeness

strategy. Holmes (1988) states compliment expression is a speech act that explicitly or implicitly assigns credit to someone other than the recipient, usually chosen for having a good of possessions, quality, skills, etc., which are positively evaluated by givers and recipients.

3. Sex Education

Sex Education is a British comedy-drama television series created by Laurie Nunn. Starring Asa Butterfield as an insecure teenager and Gillian Anderson as his mother, a sex therapist, the series premiered on 11 January 2019 on Netflix. Ncuti Gatwa, Emma Mackey, Connor Swindells, Aimee Lou Wood and Kedar Williams-Stirling co-star. It became a critical and commercial success for Netflix, with over 40 million viewers streaming the first series after its debut. The second series was released on 17 January 2020, the third series was released on 17 September 2021. The show has been renewed for the fourth series.

CHAPTER II

LITERARY REVIEW

A. Theoretical Background

Some supporting theories are required to provide reliable answers to the research questions raised in the previous chapter. This chapter discusses the definition of pragmatics, the definition of speech act, category of speech act, definition of compliment, the types of compliment, the functions of compliment.

1. Pragmatics

Pragmatics is one of the branches of linguistics that focuses on the expression of meaning. Leech (1983) explained that pragmatics can be defined as the study of how utterance have meaning in specific situations. This means that pragmatics deals with the meaning of utterances, and that meaning depends on the context in which the utterance occurs. According to Yule (2006), pragmatics is the study of contextual meaning. This type of research is necessary to explain what a speaker means in a given context and how the context affects what is being said. It also refers to how the speaker organizes what he wants to say to others, where, when, and under what circumstances the speech act occurs.

Furthermore, Yule (2006) defines pragmatics as the study of contextual meaning. This type of research necessitates the interpretation of what the speaker means in a specific context, as well as how the speaker organizes what she or he wishes to say in an appropriate manner to someone else, where, when,

and under what circumstances the speech act occurs. Based on these definitions, it is possible to conclude that pragmatics is a study that discusses the meaning of language by focusing on the relationship between language and context. It means that in pragmatics, the interaction between context and language takes center stage.

2. Speech Act

Speech act is part of pragmatic learning. It focuses on how to do something by speaking. When people communicate with others, they not only say things through sentences, but also perform actions through sentences and utterances. Actions performed through utterances are called as speech acts (Schiffrin, 2002). According to Searle cited in Wijana (1996), speaking a language means performing speech acts such as making statements, giving commands, asking questions, and making promise. While Yule (2006) defines speech acts as acts performed through words such as an apology, complaint, compliment, promise or request.

According to Searle, as cited in Yule (2006), there are five types of speech acts that are performed by saying something to someone in order to do something:

a. Declaration

Declarations are speech acts that, through their utterance, change the world. It makes the speaker to declare something to the listener. In

declaration, the speaker must have a special institutional role in a specific context, such as naming a baby or declaring a married couple, etc.

For example:

- 1) I declare the meeting adjourned.
- 2) I appoint you chairman.

b. Representative

Representative is one of the types of speech acts that state what the speaker believes or does not believe in a case. The function of representation is to describe the state or event expressed by the speaker in language appropriate to the world or belief, such as believing , affirmation, etc.

For example:

- 1) I state that it is raining.
- 2) I predict he will come.

c. Expressive

Expressive means that the utterance expresses the speaker's feelings. This is a psychological condition that means the speaker is expressing how they feel about the others. It can be an expression of pleasure, pain, love or dislike.

For example:

“I congratulate you on winning the race”.

d. Directives

Directives is a speech act by which the speaker asks the listener to do something. It expresses what the speaker wants the listener to do in the future to perform some action, whether verbal or non-verbal, such as: request, order, order, suggestion, etc.

Example:

- 1) I order you to leave.
- 2) I command you to stand at attention.

e. Commisives

Commissive is one of the speech acts used by the speaker to promise doing actions in future. Commissive expresses what the speaker means, such as a promise, refusal, or swearing, etc.

For instance:

- 1) I promise to pay you the money.
- 2) I vow to get revenge.
- 3) I promise that Henry will be here on Wednesday.

3. Expressive

There are 7 types of expressive speech acts. Cruse (2000) gives the details of the expression as follows:

a. Expressives of thanking

Expressive of thanking are defined as an expression of gratitude on the part of the speaker to the addressee. A thanking expressive is a type of

utterance that will be expressed by someone to show how people are grateful for something that someone has done.

For example:

- 1) I thank you that you paid me the money.
- 2) It's help me a lot.

b. Expressive of congratulating

Expressive of congratulating is defined as an expression of pleasure and sympathy to the hearer. An expressive of congratulating is a kind of utterance that will be expressed shows by speaker, when feel sympathy toward what has been happening to the hearer including the feeling of pleasure toward the hearer's luck, and also the feeling of compassion toward the hearer's sadness.

For example:

- 1) I congratulate you that you won the race.
- 2) Congratulations on winning the race.

c. Expressives of condoling

Condoling is an expression of sympathy for someone when a member of their family or someone close to them has passed away. Condoling is an expression of sympathy to someone who has experienced grief as a result of death or misfortune.

d. Expressive of praising

A praise expression is a positive statement or an expression of admiration for someone who deserves it. People are happy when they receive praise from someone because they have the person's attention. Praise can be expressed through action or through words. If they can give someone a gift through action.

For example: That's a good idea.

e. Expressives of blaming

Blaming is an expression to think or say that someone is to blame for something bad. It means that blaming is a term used by people to describe how they feel about someone who has done something bad or wrong.

For instance: It's your fault.

f. Expressives of forgiving

Forgiving means ceasing to be angry with someone who has caused you harm, annoyance, or upset.

g. Expressive of apologizing

Expression of apologizing is defined as an expression of apologizing. According to Searle, apologizing is a type of utterance that will be expressed by the speaker when they feel regret for something that happened.

For instance: I apologize that I stepped on your toe.

4. Concept of Compliment

To make the concept of compliment clear, this chapter will give the readers understanding of what is being talked about in this research. *Oxford Learners' Dictionary* stated that compliment is a polite expression of praise or admiration. Brown and Levinson (1987) argue that compliment is a main example of speech act that is frequently used to express positive politeness strategy.

Holmes (1986) defines that a compliment is a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some 'good' (possessions, characteristics, skills, etc) which is positively valued by the speaker and the hearer.

Nessa Wolfson (1983) stated that adjectives are required to show the speaker's positive evaluation. To express their admiration, speakers frequently use positive adjectives such as "beautiful", "pretty", and "great". Compliment uses not only adjectives to convey positive comments, but also verbs, such as "love", "like", are considered to be the most commonly used compliments. While compliments use neither adjectives nor verbs, complementary power can be provided by positive nouns, such as "prodigy", "expect", or "well" (Manes, 1983).

Compliment often occurs in everyday conversation. One of the reasons why people use compliments on a daily basis is because of their ability to smooth the opening of a conversation. It also functions as a solidarity keeper

between speakers. A common topic that use by the speakers is personal appearance and personal ability. (Holmes and Brown, 1987)

5. Types of Compliment

In order to be heard as a compliment, the utterance must refer to something that is positively evaluated by the participant and attributed to the recipient. This seems to allow for an infinite number of possible themes of compliment, but in fact the theory shows that the vast majority of compliment is related to only a few general themes: appearance, possession, ability or performance, and some aspect of character or friendness.

Holmes J (1986) divided four topics of compliment type:

a. Topic of Appearance

The type of compliment that refers to the outer look of performance of the compliment addressee. Usually deals with something that the addressee uses.

Example: *I like your jacket.*

b. Topic of Ability/Performance

This is also a type of compliment, which is completely different from the topic of appearance. It's not about appearance, but about someone's abilities in certain situations. This topic is refer to skill, talent, and taste.

Example: (1) *You were skiing well today.*

(2) *That's an excellent piece of work.*

a. Topic of Possessions

This type of compliment usually deals with the material possession.

Example: *Nice house.*

b. Personality/Friendship

This topic usually deals with some aspect of character or friendness.

Example: (1) *You really are a good guy.*

(2) *You're a good friend.*

6. Functions of Compliment

Wolfson (1983) mentioned eight functions of compliment, they are:

a. Compliment served to increase and consolidate solidarity

The primary purpose of a compliment is to strengthen the solidarity between the speaker and the addressee. It is commonly regarded as positively affective speech acts directed toward the addressee. Compliment is made available as a powerful tool for mutual support and solidarity.

It is used to achieve and reinforce positive social relationships.

b. Compliment have function to create or maintain rapport

It refers to the process of establishing or maintaining a relationship between the speaker and the addressee.

c. Compliment as spontaneous expression of admiration

Spontaneity is usually related to originality of expression. The speaker unintentionally expresses admiration or approval to the addressee.

d. Compliments to express the positive evaluation

The adjectives *nice* and *good* are commonly used to express positive evaluation.

e. Compliments as encouragement

Encouragement implies that the compliment is intended to motivate the addressee who receives it.

f. Compliments often served to strengthen other speech act formula

Compliment is frequently used to replace or strengthen other speech act formulas such as *thanking*, *apologizing*, and *greetings*, for example, *thanks for this beautiful cake*.

g. Compliments may be used to soften a criticism

It is especially common when the participants in the relationship still want to continue and maintain social harmony with one another. As a result, compliment is usually followed by *but*. It is used to reduce the irritating effect of the speakers' criticism. For example: *The ending of the movie's story is not only good, but it is also quite moving*.

h. Compliments may be used to modify sarcasm

A compliment-structured comment can easily devolve into a reprimand or even an insult. For instance: *You play a good game of football for a lady*.

7. The Way the Character Express Their Compliment

Kinesics is a systematic study of the relationship between nonverbal body movements (such as blushing, shrugging, or eye movements) and communication. This means that kinesics is the study of all interaction problems that cannot be done with actual words. Chaika (1994) defines kinesics as the study of body movement as it relates to silent verbal or nonverbal communication. The basic repertoire of kinesics is body language, eye contact, facial expressions, gaze, posture and touch.

While the same kinesics can be used by all, each community or social group has different rules for using their repertoire. In other words, kinesics conveys specific meanings and many interpretations. The interpretation of kinesics may vary as it depends on the culture of your society. Not having a similar interpretation of the same kinesic repertoire can lead to misunderstandings (Chaika, 1994).

The following are some kinesics repertoires:

a. Body Language

Body language is a form of nonverbal communication or silent language. In everyday conversations, people tend to associate their conversations with nonverbal communication. It is not easy to speak without body language because human expressive actions are related to emotional expression. such as brow lifts. It can have some meaning, such as *yes*, to show appreciation or to flirt. This explanation is not always same as one culture's explanation of another.

b. Smile

One of the most basic human repertoires is the smile. There are various types of smiles for various purposes. Sly smiles, friendly smiles, sick smiles, skeptical smiles, derisive, and grin are examples of smiles. Some cultures display a wide smile and show their teeth when greeting. It is not always the case in the other culture. Others may smile with their mouth closed. A smile will appear in a specific situation, and this is predetermined.

c. Eye Contact

Eye contact is one of the most important aspects of the conversation. The frequency and duration of eye contact varies. There is gaze, stare, and so on. Eye contact is also used for a variety of reasons. It is determined by culture, gender, age group, and socioeconomic status. In a subordinate-superior interaction, especially when the subordinate person looks at the superior person more than the superior person looks at the subordinate person. Looking up to the superior is a method of gaining approval. For example, if a student looks at his or her teacher, it indicates that he or she respects and takes the teacher's explanation seriously.

d. Touching

Every culture has a different level of touching in social interactions. A handshake is an example of touching. Handshakes indicate solidarity between the participants in the interaction. In some cases, touching between adults can indicate sexuality. Touching conveys a powerful message of power, solidarity, and intimacy. In an academic setting, however, a student who

greet his or her teacher with a warm handshake indicates that the student respects and loves his or her teacher.

8. The Function of Complimenting Behaviour

This is certainly one function they may serve. They are social lubricants serving to "create or maintain rapport" (Wolfson 1983b:86). However, it appears likely that in the complex give and take of normal social exchange, they may also serve other functions. Brown and Levinson's (1978) insightful analysis of politeness behavior offers some suggestions. They define positive and negative politeness as forms of "redressive action" that counteract "the potential face damage" of a face threatening act (FTA) (1978:74-5). In other words, they look at verbal displays of politeness in response to FTAs. It's interesting to think about complimenting behavior through this lens. Not surprisingly, compliments appear to fit Brown and Levinson's definition of utterances that can be used as positive politeness devices.

They mitigate the threat of an FTA by "anointing" the addressee's positive face and "noticing" or "attending" to the addressee's interests (Brown and Levinson 1978:108). However, it is also suggested that compliments and compliment responses can be considered FTAs in and of themselves (Brown and Levinson 1978:71-3). In other words, while a compliment may serve as a redressal strategy in the context of a more threatening act, compliments and compliment responses may themselves threaten the addressee's negative face in other contexts (Brown and Levinson 1978:108-9).

9. Sex-Based Differences in Compliment Behaviour

The obvious content of the compliment also often comes from a limited focus, for example, personal appearance (especially clothes and hair), (new) possessions, and the result of skill or effort. Finally, Wolfson and Manes (Wolfson and Manes) proposed that praise the non-creativity of form and content as a function of its role in discourse. Praise is carried out within dialogic hypothetical schemes such as MAKE HEARER FEEL GOOD (Goody 1978; Lakoff 1975), and its expressiveness limits the possibility that listeners will misunderstand the speaker's intention to provide unity and goodwill. 2 Parallel to these findings in American English, Holmes (1988a) reported a pattern roughly similar to New Zealand English.

Just as the norms for the compliment behavior of supervisors may vary from one English to another, so in a single voice community, the norms applicable to men and women are also significantly different. First, it emphasized some differences in the actual forms of praise between men and women, and then the discussion turned to the observed differences in response behavior, integrating these two sets of differences in a framework and ethnographic research on ethnography compliment the event.

According to the literature on sex-differentiating language behavior, women use more personal focus than men in many contexts. Swacker (1976), for example, studied the behavior of female and male academics at professional meetings and discovered that women's questions were more frequently encoded in personal terms. Holmes (1988b:462-63) observed that the syntactic form of

women's compliments significantly strengthens their positive force, whereas men use a form that attenuates or hedges on the complimentary force more frequently than women.

10. The Sex Education Series

Sex Education is a British comedy-drama television series created by Laurie Nunn. Starring Asa Butterfield as an insecure teenager and Gillian Anderson as his mother, a sex therapist, the series premiered on 11 January 2019 on Netflix. Ncuri Gatwa, Emma Mackey, Connor Swindells, Aimee Lou Wood and Kedar Williams-Stirling co-star. It became a critical and commercial success for Netflix, with over 40 million viewers streaming the first series after its debut. The second series was released on 17 January 2020, the third series was released on 17 September 2021 and the show has been renewed for a fourth series.

In 2018, filming for the first series took place in the Wye Valley in England and Wales, with locations in Llandogo, Tintern, and Penarth. The scenes set at Moordale Secondary School were shot at the former University of South Wales campus in Caerleon, Newport. The swimming pool scenes were shot at the Newport International Sports Village complex. From May to September 2019, the second series was filmed.

Sex Education appears to be set in modern-day Britain, in the fictional village of Moordale, with various elements that serve to place the show in an uncertain time period and location. Modern technology, such as smartphones,

exist, but the show features very few cars from after the 1990s, with the majority of cars featured ranging from the 1970s to the 1990s. The police cars seen in the series two finale appear to have a 1990s aesthetic rather than a modern one. Older technologies, such as CRT televisions and outdated household appliances, are prominently featured in the show. The décor of the Groffs' house is reminiscent of popular 1970s décor; Maeve's caravan is typical of the 1990s–2000s.

The first series follows Otis Milburn, an insecure adolescent at Moordale Secondary School who is ambivalent about sex despite the fact that his mother is a sex therapist who is open about all aspects of sexuality. After inadvertently assisting the school bully with his sexual performance anxiety, Otis establishes a sex advice business with Maeve, a confident but troubled classmate, to assist their peers with their sexual problems.

The second series follows Otis, who is confronted with the realities and pressures of a high school romance after finally securing a relationship with Ola. The introduction of new students who challenge the status quo at Moordale, as well as a chlamydia outbreak that causes students to question and struggle with current issues, put that romance to the test. The Milburns' home has a more modern décor, including a modern, "American-style" refrigerator. Moordale High School has elements of both UK secondary schools and an American high school image. The show's aesthetic, according to showrunner Laurie Nunn, is deliberate and an homage to 1980s John Hughes films.

B. Previous Studies

To conduct this study, the researcher could not separate from previous studies. Previous studies used by the researcher are as follows:

The first is *The Compliments and The Compliment Responses Used by The Characters in What Women Want* by Tiono, N. I., & Nova, I. This research discussed about the type of compliments and the compliment responses produced by the main female character that is superior and on the responses produced by the main male character that is subordinate in the movie *What Women Want*. The similarity between this previous study and my future study is the theory, Herbert (1990) and the topic that talks about the type of compliments. The difference from this study and my future study is the object. The object of this previous study is The Character in *What Women Want*, while the object of this research is *Sex Education* series.

The second research is *The Compliments and The Compliment Responses Used by The Main Characters in When Harry Met Sally Movie* by Iswara, I. D. G. A. B. The goal of this study is to identify the compliment types used by Harry and Sally, as well as to classify the compliment responses used by Harry and Sally in the romantic comedy film *When Harry Met Sally*. This research used Herbert's theory in his journal entitled *The Ethnography of English Compliments and Compliment Responses: A Contrastive Sketch* and Wolfson's theory (1983) in his journal entitled *An Empirically Based Analysis of Complimenting in American English*.

The third research is *A Study on The Compliment and Its Responses in Movie Manuscripts: Pretty Woman and 10 Things I Hate About You (Pragmatic Approach)* by Dwi Tungga Ariati (2008). This study discusses compliment responses to movie manuscripts. The purpose of the study was to elucidate the form of compliment, the intent of compliment, and the types of compliment responses. The data is from printed materials used in the movie manuscript. The data sources are the screenplays *Pretty Woman* and *10 Things I Hate About You*. The similarity between this previous research and this research is the theory used. Both of these studies use the theory of Herbert (1990). And the difference between these two studies is the object. The object of this previous study is *Pretty Woman* and *10 Things I Hate About You*, while in this research the object is the *Sex Education* series.

The fourth previous study is *The Compliments by Male and Female Characters in Me Before You Movie* by Citra Yudha W & Truly Almendo P (2019). This study develops real-world examples of how compliment is used to achieve specific social functions. Using a descriptive qualitative approach, this study analyzes subtitle data for the movie "*Me Before You*" using the Herbert, Manes, and Wolfson theory. The result shows there are four compliment functions were used by the male and female characters in movie; admiration, solidarity, conversation strategy and reinforced desired behavior. The similarity between this previous study with the study is both of them use Herbert's theory. The difference between this previous study with the study is the object. The object of this

previous study is *Me Before You* movie, meanwhile the object of this study is *Sex Education* series.

The last previous study is *Comparative Cross-Cultural Analysis of Compliments in English and Persian Series* by Aliakbar Jafarpour B, Masoud Rahimi D & Samira Seykhi (2016). This study talks about compare the compliment responses (CRs) of native Persian speakers with those of native speakers of American English in TV series to find similarities and differences in the use of CRs in both languages. The similarity of this previous study with this study is the topic. In this previous study talks about compliment on series. The differences of this study with my future research are in the object and the theory. Because the object of this research is English and Persian series, while the object of this research is *Sex Education* series. The theory used by this previous study is Herbert (1986), while this research is use theory Wolfson and Judd (1983) and Brown and Levinson (1987).

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research method related to this research. It presents the type of study, data and data sources, data collection techniques, data validation techniques, and data analysis techniques.

A. Research Design

Research design refers to strategies for integrating the various components of a research project coherently and cohesively. Some experts have different views on what constitutes a research design. Creswell (2009:3), research design includes everything from research plans and procedures to detailed methods of data collection and analysis.

In this research, the writer used a qualitative approach because this study focuses on the analysis or interpretation of the written material in context. Creswell (2007), qualitative research is a method for investigating and comprehending the significance that individuals or groups ascribe to a social or human problem. The research process includes developing questions and procedures, data collection in the participant's environment, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data's meaning. The structure of the final written report is adaptable. Those who engage in this type of inquiry advocate for a research approach that values an inductive style, a focus on individual meaning, and the importance of rendering a situation's complexity.

In this research, the researcher collects the data, classifies the data, analyzes the data, and makes a conclusion. The researcher gathered data to analyze the research questions, and the researcher employed a frame of reference to gain a better understanding of this study. This research design is used to answer various kinds of questions to solve all the problems discussed in this research. It is required to induce useful and valuable information. To know what design ought to be taken by the analyst, the primary step is the researcher has to see the issue of the research's problem.

This research focuses on observing the types and functions of compliments found in *Sex Education*. The data for this study are from the conversations used by the main characters in the *Sex Education* series that contain compliments and classify the function of its compliment in the form of words or utterances in the series' dialogue. The data for this research will be analyzed using a qualitative data procedure and will be in the form of descriptive qualitative data.

B. Research Instruments

Stake (2010) states that the primary research instrument is the researcher. As a result, the researcher plays an important role in this study. As a research instrument, the researcher selects data sources, collects data, assesses data quality, analyzes data, interprets data, and draws conclusions from the entire process.

C. Data and Source of the Data

The evidence collected by the researcher to answer the research question is referred to as data. This study's data focus is on qualitative research data, which

takes the form of words, sentences, and spoken sentences rather than numbers. According to Creswell (2012), the data collected for this study includes an observation report, interview transcripts, and documents. The data of this research is from compliment words of that uttered by the main characters and support characters on *Sex Education*.

The sources of data for qualitative research can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts (Creswell, 2012). The data of this research is collected from *Sex Education 1 & Sex Education 2*. This series was produced and distributed by Netflix. All episodes of this series are available on Netflix. People can subscribe to watch whole episodes of this series on Netflix, which provided two options to download first or watch streaming immediately. It costs IDR 54.000 – 186.000.

D. Technique of Collecting the Data

This section describes the data collection techniques used in this research, as well as the individual instruments used to collect the data. The data collection approach used in qualitative research includes in-depth interviews, document analysis, observation, and audiovisual material analysis (Creswell, 2012). The researcher applies a qualitative approach, with data in the form of utterances. For information gathering, the qualitative approach typically employs four methods: 1) participating in the setting, 2) observing directly, 3) interviewing in-depth, and 4) analyzing documents and material culture (Marshall, 2006).

The data of this research was collected using documentation and observation by the researcher. The researcher applies the documentation from *Sex Education* by taking a photo of the dialogues that contain compliments. This research also uses non-participant observation, which refers to the observation that the researcher does not participate in the observed object, but only acts as an independent observer (Nugrahani, 2014: 136). The researcher employs observation by closely inspecting and observing the object used by the researcher, entitle the *Sex Education* series, from beginning to end to obtain the data contained in it, namely dialogue containing compliments. hen analyzes the data based on the theory the researchers use, and then concludes. The following are the steps that must be taken to collect data:

1. Watching the series *Sex Education* season 1 & 2 as the source of data for many times.
2. Collecting compliment words from the two season *Sex Education* series by Netflix on Netflix <https://www.netflix.com/id/title/80197526>.
3. Understanding and categorize the compliment words belong to.
4. Distinguishing the compliment words by its type (Topic of Appearance and Topic of Ability).
5. Identifying the compliment words by its function.
6. Giving code to each data. The following explanation includes an example of codes taken from the data source:

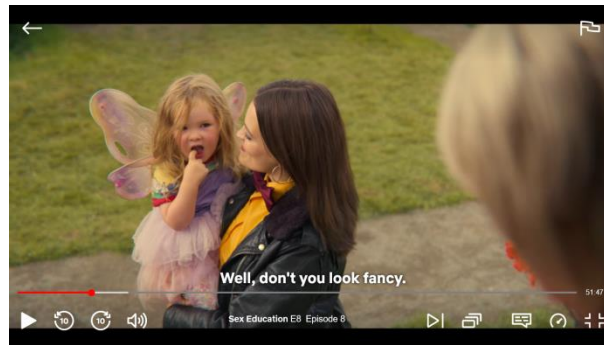


Figure 3.1 : Maeve Wiley, Elsie Wiley, and Cynthia, SE2

Cynthia: “Well, don’t you **look fancy.**”

89/App/Adm/Smi/Cyn/Els/07:50/E8/SE2/

Notes:

89= Datum number

App= Appearance

Adm= to express admiration

Smi= Smile

Cyn= Cynthia (Character name)

Els= Elsie (Addressee)

07:50= Screen time

E8= Episode 8

SE2= Sex Education Season 2 – Title

E. Validation of the Data

In qualitative research, the research data must be tested for valid and reliable data. There are some ways to validate the trustworthiness of the data. To get the validity of the data, the researcher uses a triangulation technique to reach

the credibility of the data. Qualitative validity and reliability testing research mean checking the validity of data. Qualitative validity means the researchers verify the correctness of the results by using the specific results procedure (Creswell, 2009). This process is designed to minimize data collection errors that can have an impact on the validity of the final research findings. According to Ary et al. (2010:498), the credibility of qualitative research is related to the authenticity of the research results. Credibility or authenticity refers to the degree to which researchers can build confidence in the results based on the study design, participants, and context.

(Denzin, 1978) divides triangulation technique into four categories:

1. Data triangulation: this entails factors such as time, space, and people.
2. Investigator triangulation: several researchers collaborate on the study.
3. Theory triangulation: certain theoretical schemes are encouraged in order to allow for the interpretation of a phenomenon.
4. Methodological triangulation: this includes data collection methods such as interviews, observations, and documents.

This research validate the data by asking for opinion from experts as a validator to check the compliment data that have been collected. Criteria that required by this research as the validator based as follow:

1. Have good English knowledge skills
2. Have expertise knowledge in linguistics

F. Technique of Analyzing the Data

This part describes the data analysis procedures used to answer the research questions using the collected data. This research uses the Miles and Hubberman (1994) theory to analyse the data.

(Matthew B. Miles & A. Michael Huberman, 1994) define analysis as consisting of three simultaneous activity errors: data reduction, data display, and conclusion drawing/validation. As the book progresses, it can be delved deeper into each of these themes.

1. Data Reduction

Data reduction refers to the process of selecting, centralizing, simplifying, abstracting, and transforming data that appears in written field notes or transcripts. From this it can be concluded that data reduction occurs continuously throughout the life cycle of a quality-oriented project. Anticipated data reduction occurs as the researcher decides (often unconsciously) which conceptual framework to choose, which cases, which research questions to choose, and which data collection method he chooses, even before the data is actually collected. As data collection progresses, more data reduction events occur (writing summaries, coding, dividing topics, making clusters, making partitions, writing memos). This data reduction/transformation will continue after the fieldwork until a full final report is generated.

Data reduction is part of analytics. Data reduction is a form of analysis that sharpens, classifies, guides, discards, and organizes data in order to draw

and validate final conclusions. In data reduction, researchers do not need to interpret it as quantitative. Qualitative data can be simplified and transformed in a number of ways, namely: through rigorous selection, through summarization or brief description, classification into broader patterns, etc. It's also sometimes possible to convert dates to numbers or ratings, but that does not always make sense.

2. Data Display

The second major analytical activity is data display. Generically, displays are organized, condensed collections of information that can be reasoned and acted upon. Data display aim to uncover meaningful patterns and provide opportunities to draw conclusions and take action. In the past, the most common representation of qualitative data was *extended text*. Miles and Huberman believe that better presentation is a key tool for valid qualitative analysis, which includes: different types of matrices, graphs, networks and charts. They are designed to combine organized information in a coherent and easily accessible form. This allows analysts to see what is going on and decide whether to draw the right conclusions or proceed with the analysis that was deemed useful in the presentation.

3. Conclusion Drawing and Verification

The third analytical activity is to draw and validate conclusions. From the beginning of data collection, qualitative analysts begin to determine the meaning of things—notice regularities, casual flows, and propositions.

Component researchers downplayed these conclusions, remaining open and skeptical, but the conclusions remained, at first incomplete and vague, then increasingly clear and plausible. "Final" conclusions may not emerge until data collection is complete, depending on the size of the field note corpus; the coding, storage, and retrieval methods used; the sophistication of the researcher; and sponsor requests, but usually from the beginning, even if the researcher claims to have "induced" to proceed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses the research findings and the discussion. The first section discusses the discovery of the type of compliment and its function. The section discusses compliment types and compliment functions.

A. Research Findings

This chapter present findings that have been collected while watching *Sex Education* series. Based on the formulation of the problem, the purpose of this study is to identify the types of compliment and the functions of compliment that found in *Sex Education* series. This research also analyze the way the characters express their compliment. This research uses theory from Holmes, Wolfson and Judd, and Chaika.

In this research, the researcher find 99 data which are related to the research questions of the study. The topic of the compliment are analyzed by Holmes' theory, and the functions of compliment are analyzed by Wolfson and Judd's theory. The types of compliment consist four topics. Meanwhile the researcher uses Chaika's theory to analyze the way the characters express their compliment.

After analyzing all the data found in the *Sex Education* series, the characters in the first season of *Sex Education* prefer an personal appearance over personal ability. And in Season 2 of *Sex Education*, the characters compliment personal ability rather than personal appearance.

Context plays an important role in the appropriate form of linguistics. The situations that affect the use of each topic can be identified by understanding the context. All utterances from the *Sex Education* series have been identified, and a total of 99 dialogues containing compliment words have been collected. The following subchapter discusses each type of compliment word in detail. From the founding data, it can be concluded that the highest number of compliment type that used by the character in *Sex Education* season 1&2 is *Ability/Performance*. This study has three findings, namely:

1. Compliment Types Used by The Characters in *Sex Education* Series

After sorting through the data for Holmes' theory, the researcher found four types of compliment in the *Sex Education* series. Below is a tabular analysis of the various types of compliments used by characters in the *Sex Education* series.

Table 4.1: Compliment Types

Title	Types of Compliment			
	Appearance	Ability/ Performance	Possession	Personality/ Friendship
Sex Education 1	20	29	2	12
Sex Education 2	11	14	2	9
Total	31	43	4	21

Based on the table, there are four topic of compliment matched with Holmes' theory, such as:

a. Appearance

This type of compliment refers to clothing and other aspects of personal appearance, such as physical appearance. From all the data, the topic of appearance found in *Sex Education*, the majority of speakers rated appearance positively. The addressee appearance usually refers to their clothing and physical appearance.

1) 19/App/Adm/Smi/Jac/Mae/12:25/E3/SE1

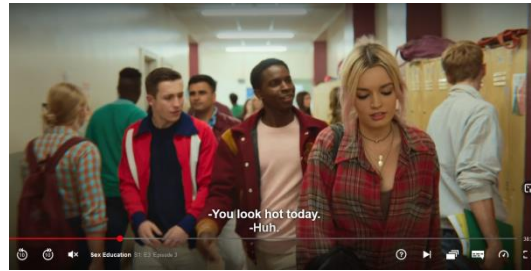


Figure 4.1 : Jackson Marchetti and Maeve Wiley, SE1

Jackson: **You look hot today.**

Analysis:

Here, Jackson praised Maeve's appearance in wearing a tank top and flannel shirt as an outer when Jackson saw Maeve in the school hallway. By saying "you look hot today" that means Jackson complimented to Maeve's beauty or physical appearance that include to the type of compliment appearance. Wolfson and Judd (1983) states that

compliment appearance usually deals with something that the addressee uses.

2)33/App/Adm/Smi/Je/Otis/09:34/E5/SE1

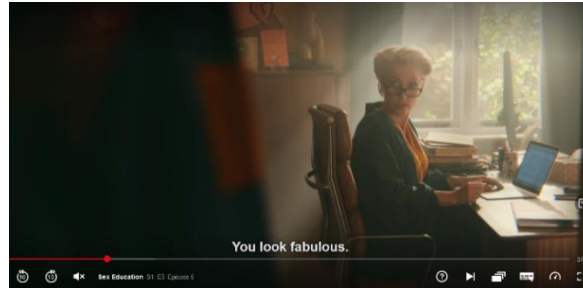


Figure 4.2 : Jean Milburn, SE1

Jean: **You look fabulous.**

Analysis:

Jean is writing her work when Otis approaches her with the intention of saying goodbye because he is going to see Hedwig and The Angry Inch with Eric. She saw Otis' appearance looks like Hedwig. Jean praised Otis' appearance that looks fabulous with a Hedwig costum. This is means that shegives an appearance compliment to Otis, because compliments on appearance are not just about beauty of the recipient, but also involves the eyes of the recipient, lips, hair, face, clothes worn, and so on. Wolfson and Judd (1983) states that compliment appearance usually deals with something that the addressee uses.

3)65/App/Rap/Eye/Rah/Eric/42:18/E1/SE2



Figure 4.3 : Eric and Rahim, SE2

Rahim: I like your shirt.

Analysis:

Rahim was talking to a girl in a school locker when he noticed Eric walking in front of him. Rahim complimented Eric on his leopard print shirt. He commented on Eric's shirt. It means that he compliments the addressee's appearance. Wolfson and Judd (1983) states that compliment appearance usually deals with something that the addressee uses.

b. Ability/Performance

This type of compliment is given in recognition of the addressee's ability or performance. The following are some examples of ability/performance compliment topics used by the characters:

1)45/Abi/Eval/BL/CS/Jac/41:35/E6/SE1



Figure 4.4 : Coach Swimming, SE1

Coach Swimming: **Well done!**

Analysis:

Jackson is practicing swimming to prepare himself for he will be participating in a swimming competition. The swimming coach timed Jackson's swimming speed and Jackson swam to the finish in a relatively short amount of time. The coach gives compliment to Jackson about his ability because Jackson swims well and quick enough. Wolfson and Judd (1983) states compliment ability is not about an appearance, but about someone's ability. It refers to someone's performance, skill or talent.

2)68/Abi/Enc/Eye/Sands/Mae/24:38/E2/SE2



Figure 4.5 : Ms. Sands and Maeve Wiley, SE2

Ms. Sands: **You're a beautiful writer, Maeve.**

Analysis:

Maeve shows her essay about her dream at 10th that Ms Sands assigned her in the previous class. During class she said that she did not bring her essay, because she was too shy to read it in class. Then when she meets Ms Sands at the school fair, she shows her the essay. Ms Sands read Maeve's essay and Ms Sands was amazed when she read Maeve's

writing. Ms. Sands gives compliment to Maeve about her ability when she shows her essay to Ms Sands, because Ms Sands know that Maeve can write a good essay. Wolfson and Judd (1983) states compliment ability is not about an appearance, but about someone's ability. It refers to someone's performance, skill or talent.

3)22/Perf/Cri/BL/Col/Eric/17:45/E3/SE1



Figure 4.6 : Mr Colin, Eric, Swing Band, SE1

Mr Colin: **Good try, Eric!**

Analysis:

Mr Colin gives compliment about the addresse's performance. The compliment is given by Mr Colin because actually Eric does not play the saxophone well, but he does not want to hurt Eric's hurt, so Mr Colin stopped his play subtly. Wolfson and Judd (1983) states compliment ability is not about an appearance, but about someone's ability. It refers to someone's performance, skill or talent.

4) 69/Perf/Eval/Eye/Mor/Adam/26:42/E2/SE2



Figure 4.7 : Adam Groff and Sergeant Morris, SE2

Sergeant Morris: **That is a real improvement, Groff.**

Analysis:

Adam has a lot of improvement in practicing drill commands at the military dormitory, Sergeant Morris, who saw this, complimented Adam's performance which was greatly improved than before. Wolfson and Judd (1983) states compliment ability is not about an appearance, but about someone's ability. It refers to someone's performance, skill or talent.

c. Possession

This type of compliment related to the things of the addressee.. The examples of possession compliment used by the characters are as follows:

1)28/Pos/Rap/Smi/ACP/Char/38:24/E3/SE1



Figure 4.8 : ACP, Charlie, and Otis Milburn, SE1

ACP: **Your sign looks really good.**

Analysis:

Charlie corrected the writing on the banner. ACP who saw this praised "your sign looks really good", which aims to praise Charlie's writing and at the same time she wants to thank him, because previously Charlie had misspelled *foetus* to become *feotus*. Base on Wolfson and Judd (1983), possession compliment deals with the material of the addressee possession.

2)79/Pos/Rap/Smi/Viv/Sof/05:10/E5/SE2

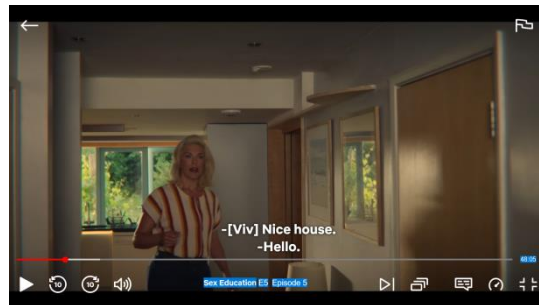


Figure 4.9 : Sofia Marchetti, SE2

Viv: **Nice house.**

Analysis:

Viv came to Jackson's house to teach Jackson to practice drama, then she was greeted by Sofia, Jackson's mother. Viv was amazed when she walked into Jackson's house and looked around. Viv utter a compliment about Jackson's house to Sofia (Jackson's Mum). She utter that Jackson's house is nice. Base on Wolfson and Judd (1983),

possession compliment deals with the material of the addressee possession.

d. Personality/Friendship

The addresser can also compliment the addressee's personality. It is usually about the addressee's non-physical appearance (characteristic or friendliness). The following are some examples of personality compliment topics used by the characters:

1) 1/Pers/Stre/Eye/Mae/Jac/12:32/E1/SE1

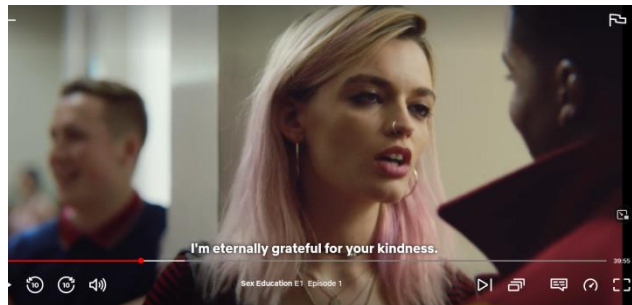


Figure 4.10 : Maeve Wiley and Jackson Marchetti, SE1

Maeve: I'm eternally grateful for your kindness.

Analysis:

Maeve collides with Otis while walking down the school hallway. Jackson as the Head Boy who saw this then warned them not to run in the hallway. Maeve asks Jackson is he will report it to the teacher or not. Jackson replied that he would let her go. This compliment that utter by Maeve for Jackson because the personality of the addressee. Jackson has good personality so Maeve utter that compliment. Maeve say this compliment because she wants to say thanks for the Jackson's kindness by

saying “*I’m eternally grateful for your kindness*”. According to Herbert (1988), personality compliment means to praise someone’s internal traits or people friendship or other emotions.

2)96/Pers/Cri/Eye/Jak/Otis/37:28/E8/SE2



Figure 4.11 : Jakob, SE2

Jakob: **But you’re also a good man, Otis.**

Analysis:

Otis apologizes to Jakob because he feels guilty for making difficult Jakob's relationship with his mother. Jakob agreed, but he also said that Otis was a good person by saying “But you’re also a good man, Otis”. Jakob gives compliment to Otis because his personality. Otis is a good man, even tough he is a little bit an asshole. That’s why Jakob said that kind of compliment. According to Herbert (1988), personality compliment means to praise someone’s internal traits or people friendship or other emotions.

3)21/Fri/Enc/Smi/Eric/Otis/15:01/E3/SE1



Figure 4.12 : Eric and Otis Milburn, SE1

Eric: **Dude, I'm so proud of you.**

Analysis:

Otis confides to Eric that he had a sex dream with Maeve. Eric, who heard this, was happy because previously Otis could not masturbate. The speaker gives a friendship compliment to the addressee to show that he is proud of the addressee. According to Herbert (1988), a personality compliment means to praise someone's internal traits or people, friendship, or other emotions.

4)92/Fri/Solid/Smi/Otis/Mae/27:25/E8/SE2

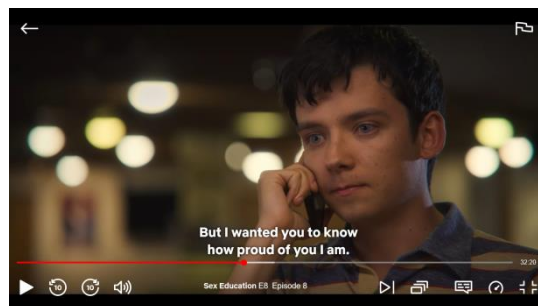


Figure 4.13 : Otis Milburn, SE2

Otis: **But, I wanted you to know how proud of you I am.**

Analysis:

Otis is watching Maeve's live television and the Moordale quiz team is having a quiz competition. He sent Maeve a voice message and he said he was so proud of her by saying “But I wanted you to know how proud of you I am”. According to Herbert (1988), personality compliment means to praise someone’s internal traits or people friendship or other emotions.

2. Compliment Functions Used by The Characters in *Sex Education* Series.

After sorting through the data for Wolfson and Judd’s theory, the researcher found eight functions of compliment in the *Sex Education* series. Below is a tabular analysis of the various of compliment functions used by characters in the *Sex Education* series.

Table 4.2: Compliment Function

Title	Functions of Compliment							
	Solid	Rapport	Admiration	Evaluation	Encourage	Strengthen	Criticism	Sarcasm
Sex Education 1	-	13	24	8	10	6	1	1
Sex Education 2	2	9	15	4	2	3	1	-
Total	2	22	39	12	12	9	2	1

Based on the table, there are eight compliment functions that matched with Wolfson and Judd's theory, they are:

a. Compliment served to increase and consolidate solidarity

This compliment's purpose is to strengthen the solidarity between the speaker and the addressee. It is commonly thought of as positively affective speech acts directed at the addressee. It is used to establish and maintain positive social relationships.

1) 67/App/Solid/Smi/Otis/Mae/08:12/E2/SE2



Figure 4.14 : Maeve Wiley, SE2

Otis: **You look great.**

Analysis:

Otis compliments to Maeve's appearance. Maeve changed her hair color from pink to black. Otis likes her new hair. In this example, Otis uses compliment to increase solidarity. Otis is trying to make good impression to Maeve. The compliment which is given by Otis to Maeve is to increase solidarity between them. According to Manes and Wolfson (1981), compliments occur in a wide range of situations in American

English. They are quite common and serve to create or reinforce a sense of solidarity between the speakers.

2) 92/Fri/Solid/Smi/Otis/Mae/27:25/E8/SE2

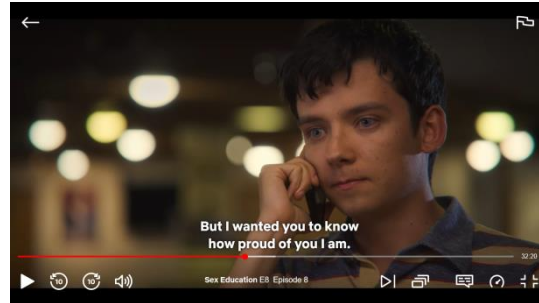


Figure 4.15 : Otis Milburn, SE2

Otis: **But I wanted you to know how proud of you I am.**

Analysis:

Otis is watching Maeve's live television and the Moordale quiz team is having a quiz competition. He sent Maeve a voice message and he said he was so proud of her. This compliment used by Otis to increase and consolidate solidarity. He is trying to keep neutral the conflict between him and Maeve. According to Manes and Wolfson (1981), compliments occur in a wide range of situations in American English. They are quite common and serve to create or reinforce a sense of solidarity between the speakers.

b. Compliment have function to create or maintain rapport

This compliment refers to the process of establishing or maintaining a relationship between the speaker and the hearer.

1) 2/App/Rap/Eye/Mae/Otis/48:42/E1/SE1

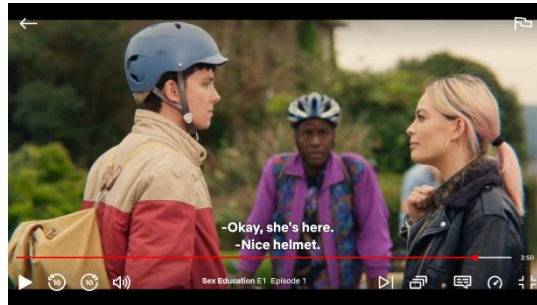


Figure 4.16 : Otis Milburn, Maeve Wiley, and Eric, SE1

Maeve: **Nice helmet.**

Analysis:

Otis and Eric had just arrived at school. Eric informs Otis that Maeve is walking toward them, Otis facing Eric and turning his back on Maeve. Otis wants to take his helmet off but he is nervous so it doesn't come off until Maeve arrives. This compliment utter by Maeve to Otis because she wants to maintain a relationship between Maeve and Otis. Wolfson (1989) states that in American culture, it is common practice for the speaker to use compliments to establish or create solidarity or rapport.

2) 9/App/Rap/Smi/Eric/An/22:07/E2/SE1

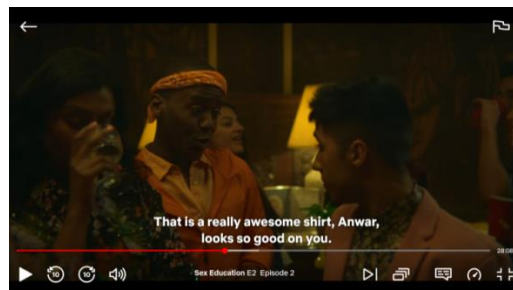


Figure 4.17 : Eric, Anwar, and Olivia, SE1

Eric: **This is a really awesome shirt, Anwar, looks so good on you.**

Analysis:

Otis, Maeve and Eric come to a party at Aimee's house and aim to promote Otis and Maeve's consultation clinic. They share the task and scatter. Eric get a part to promote to the Untouchables gang. He gives compliment to Anwar for approaching them and promoting the clinic. But Eric was unsuccessful in promoting it because the Untouchables thought Eric was weird. Wolfson (1989) states that in American culture, it is common practice for the speaker to use compliments to establish or create solidarity or rapport.

3) 30/App/Rap/BL/Eric/Jac/04:29/E4/SE1



Figure 4.18 : Jackson Marchetti, Eric, and Otis Milburn, SE1

Eric: **Handsome.**

Analysis:

Otis and Eric are resting in the library. Jackson approached them, he wanted to ask Otis introduced himself, because he wanted to ask about Maeve, but Eric immediately shook Jackson's hand and intended to introduce him. This compliment is utter by Eric to Jackson. This

compliment means that Eric wants to create a relationship with Jackson, he wants to acquainted with Jackson. Wolfson (1989) states that in American culture, it is common practice for the speaker to use compliments to establish or create solidarity or rapport.

c. Compliment as spontaneous express of admiration

Originality of expression is usually associated with spontaneity. Unintentionally, the speaker expresses admiration or approval to the addressee. Admiration is a genuine and spontaneous expression. Although they undoubtedly work to maintain solidarity, the main goal is to show respect to the receiver. The example of admiration compliment are on the dialogue below:

1) 8/App/Adm/Eye/Mae/17:31/E2/SE1



Figure 4.19 : Maeve Wiley, Otis Milburn, and Eric, SE1

Maeve: **Nice hat.**

Analysis:

Otis and Eric are fighting in front of Aimee's house because Eric is annoyed with Otis who has dirty his pants. Maeve just came over and watched them. Otis who noticed Maeve's arrival then greeted her. Maeve

compliments the hat Otis is wearing. This compliment utter by Maeve to Otis' appearance. She gives compliment to admire the hat that worn by Otis. Manes (1983) the speaker gives a compliment to expresses approval or admiration for the listener.

2) 12/Pers/Adm/Eye/Adam/26:42/E2/SE1

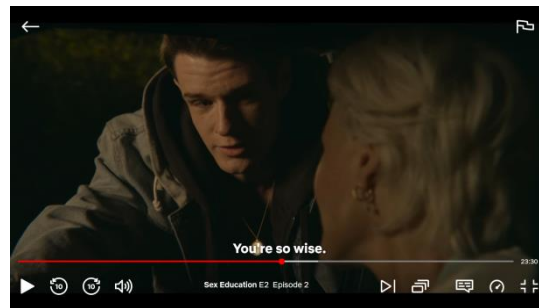


Figure 4.20 : Adam Groff and Jean Milburn, SE1

Adam: **You're so wise like an old owl.**

Analysis:

Jean and Adam accidentally meet in front of Aimee's house. Adam confides in Jean about his relationship problems with Aimee. Jean gave Adam some advice. Adam praised him because he was amazed by Jean's personality, who was very wise. Manes (1983) the speaker gives a compliment to expresses approval or admiration for the listener.

3) 78/Perf/Adm/Smi/Ola/Lily/44:11/E4/SE2



Figure 4.21 : Ola and Lily, SE2

Ola: **This is so cool.**

Analysis:

Lily shows Ola her drawing while they are talking. Ola, who saw Lily's drawing, praised it because Ola thought that Lily's drawing is good. This compliment utter by Ola to Lily to shows Ola's admiration because Lily's drawing is so cool. Manes (1983) the speaker gives a compliment to expresses approval or admiration for the listener.

d. Compliment to express the positive evaluation

The function of this compliment is to express positive evaluation. The adjectives *good* and *nice* are commonly used to express this kind of compliment.

1) 16/Abi/Eval/Eye/Sof/Jac/05:23/E3/SE1

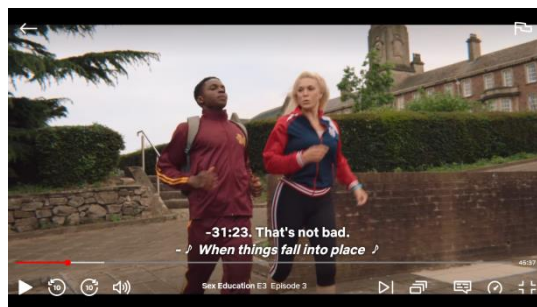


Figure 4.22 : Sofia Marchetti and Jackson Marchetti, SE1

Sofia: **31.32. That's not bad.**

Analysis:

Jackson and his mother practiced running all the way to Moordale school. This was done in an effort to warm up because when Jackson arrived at school he would practice swimming. This compliment utter by Sofia to Jackson to express positive evaluation because Jackson had been practicing running with a pretty good time. The speaker gives a compliment because they need a fair amount of positive politeness as cultural strategy (Brown and Levinson, 1987).

2) 26/Abi/Eval/Tou/Gro/Jac/34:40/E3/SE1



Figure 4.23 : Mr. Groff and Jackson Marchetti, SE1

Mr Groff: **Well done, my boy!**

Analysis:

Jackson won a swimming competition as the representative for the Moordale school. Mr. Groff who was very happy immediately approached Jackson and hugged Jackson. Mr Groff gives a compliment to Jackson because he swims well and won the swimming competition. The

speaker gives a compliment because they need a fair amount of positive politeness as cultural strategy (Brown and Levinson, 1987).

3) 71/ Perf/Eval/Smi/Luke/Adam/26:56/E2/SE2



Figure 4.24 : Luke, SE2

Luke: Good job, man.

Analysis:

Adam is making good progress on drill commands. Luke praises Adam as a form of evaluating Adam's progress. The speaker gives a compliment because they need a fair amount of positive politeness as cultural strategy (Brown and Levinson, 1987).

e. Compliment as encouragement

Encouragement implies that the compliment is intended to motivate the recipient. The example of compliment function as encouragement will be presented in down below:

1) 13/Pers/Enc/Smi/Sam/Kate/33:15/E2/SE1

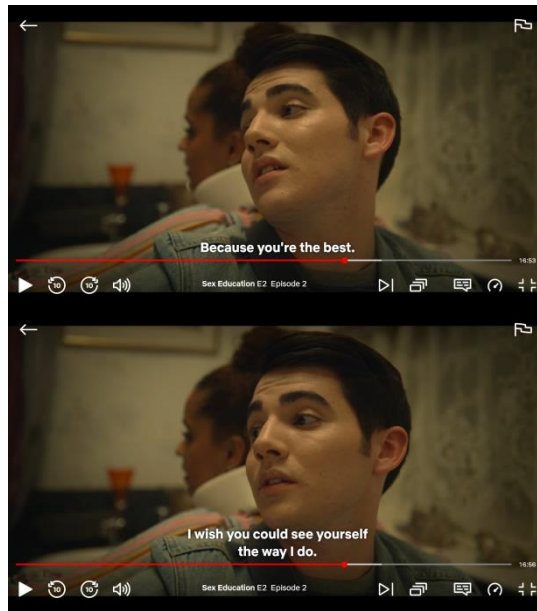


Figure 4.25 : Sam and Kate, SE1

Sam: I wish you could see yourself the way I do. Because you're the best.

Analysis:

Otis gives an advice to Sam and Kate to have an honest talk about what each of them likes and dislikes. Sam said that Kate should respect and love herself more, because according to Sam, Kate is the best. Sam gives a compliment to Kate because he wants to encourage Kate to make her confident so she can loves herself more. Manes (1983) compliments can also be used for other purposes. In human interaction, for example, people frequently offer praise to reinforce or encourage the desired behavior in specific situations, such as teaching and learning.

2) 31/Abi/Enc/Tou/Eric/Otis/12:09/E4/SE1



Figure 4.26 : Eric and Otis Milburn, SE1

Eric: **Good job.**

Analysis:

Eric gives compliment to Otis who subconsciously gives Jackson some suggestions for approaching Maeve. He also subconsciously tells Jackson about some of the things that Maeve likes. Eric gave a sentence of praise to Otis as a form of encouraging Otis to do well. Manes (1983) compliments can also be used for other purposes. In human interaction, for example, people frequently offer praise to reinforce or encourage the desired behavior in specific situations, such as teaching and learning.

3) 68/Abi/Enc/Eye/Sands/Mae/24:38/E2/SE2



Figure 4.27 : Ms. Sands and Maeve Wiley, SE2

Ms. Sands: **You're a beautiful writer, Maeve.**

Analysis:

Maeve shows her essay about her dream at 10th that Ms Sands assigned her in the previous class to Ms Sands when she meets Ms Sands at the school fair, she shows her the essay. Ms Sands read Maeve's essay and Ms Sands was amazed when she read Maeve's writing. Ms. Sands gives a compliment to Maeve to encourage Maeve, because Ms Sands wants Maeve to be confident with her ability to write an essay. Ms. Sands knows that Maeve is able to write a good essay. Manes (1983) compliments can also be used for other purposes. In human interaction, for example, people frequently offer praise to reinforce or encourage the desired behavior in specific situations, such as teaching and learning.

f. Compliment to strengthen other speech act formula

In some cases, a compliment can be used in place of other speech act formulas such as greetings, apologies, gratitude, and congratulations. Here are some example of compliment to strengthen other speech act formulas.

1) 1/Pers/Stre/Eye/Mae/Jac/12:32/E1/SE1

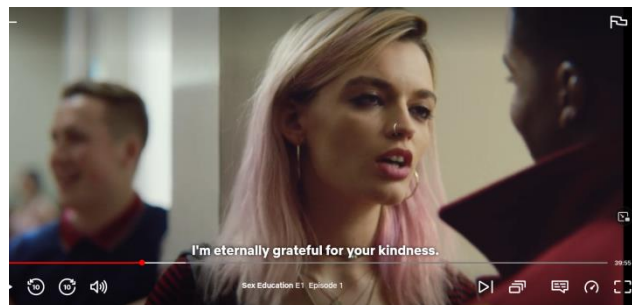


Figure 4.28 : Maeve Wiley and Jackson Marchetti, SE1

Maeve: **I'm eternally grateful for your kindness.**

Analysis:

Maeve collides with Otis while walking down the school hallway. Jackson as the Head Boy who saw this then warned them not to run in the hallway. Maeve asks Jackson is Jackson will report it to the teacher or not. Jackson replied that he would let her go. Maeve wants to say thanks to Jackson by saying “*I’m eternally grateful for your kindness*”. This compliment utter by Maeve to Jackson as a strengthen to replace other speech act formula. She uses this compliment as a gratitude because Jackson will not report her to the teacher. Wolfson (1989), compliments may also be used to strengthen or replace other speech acts such as apologizing, greeting, reprimanding, or thanking.

2) 18/Abi/Stre/Smi/Gro/Mae/07:23/E3/SE1



Figure 4.29 : Mr. Groff, SE1

Mr Groff: **Good.**

Analysis:

Mr Groff gives compliment to Maeve as a strengthen other speech act formulas. Mr Groff uses this kind of compliment as a gratitude, because Maeve helps him to find a good diction to use the word ‘sanitary

products', because it sounds more professional and does not sound creepy. Wolfson (1989), compliments may also be used to strengthen or replace other speech acts such as apologizing, greeting, reprimanding, or thanking.

3) 73/Abi/Stre/Eye/Jack/Viv/23:00/E3/SE2



Figure 4.30 : Jackson Marchetti, SE2

Jackson: **Please. You're a tutoring genius.**

Analysis:

Jackson gives compliment to Viv, he said that Viv is a genius tutor so that Viv would teach him to play a drama of Shakespeare. This compliment utter by Jackson to strengthen other speech act formula, because Jackson asks Viv to help him to teach him about Shakespeare. Wolfson (1989), compliments may also be used to strengthen or replace other speech acts such as apologizing, greeting, reprimanding, or thanking.

g. Compliment to soften criticism

A compliment also can be used to soften criticism. It is especially common when the participants in the relationship still want to keep the

relationship going and maintain social harmony with one another. As a result, compliments are often followed by but. It is used to mitigate the vexing effect of the speakers' criticism. Here are some example of compliment to soften criticism:

1) 96/Pers/Cri/Eye/Jak/Otis/37:28/E8/SE2



Figure 4.31 : Jakob, SE2

Jakob: But you're also a good man, Otis.

Analysis:

Otis apologizes to Jakob because he feels guilty for making difficult Jakob's relationship with his mother. Otis said he was an asshole. Jakob agreed, but he also said that Otis was a good person by saying “But you're also a good man, Otis”. The compliment that utter by Jakob to Otis has a function to soften criticism. Because Otis had hurt him and Ola, he also made difficult the relationship between Jakob and Jean, but he wanted to Otis become a better person. Brown and Levinson (1987), compliment has function to soften face-threatening act such as apologies, requests, and criticism.

h. Compliment to modify sarcasm

1) 22/Perf/Cri/BL/Col/Eric/17:45/E3/SE1



Figure 4.32 : Mr. Colin, Eric, and Swing Band, SE1

Mr Colin: **Good try, Eric!**

Analysis:

Mr Colin gives compliment to Eric to modify sarcasm, because actually Eric does not play the saxophone well, but he does not want to hurt Eric's heart, because the Swing Band need someone to replace Leon that leukemia. Toplak and Katz (2000) compared the effects of making a criticism directly versus indirectly through sarcasm. They noted that in some cases, a person will make "a seemingly positive comment" that can be interpreted as an indirect criticism. They also stated that indirect criticism (sarcasm) serves the purposes of saving face, expressing humor, and so on.

2) 10/App/Sarc/Smi/An/Eric/22:08/E2/SE1

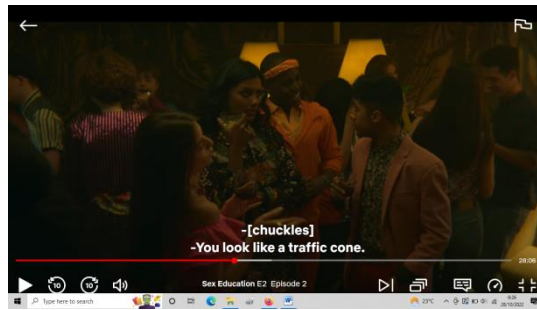


Figure 4.33 : Eric, Anwar, Ruby, and Olivia, SE1

Anwar: **You look like a traffic cone.**

Analysis:

Anwar gave Eric a sarcastic compliment. This compliment utter by Anwar to Eric, because Eric's appearance look like a traffic cone. Toplak and Katz (2000) compared the effects of making a criticism directly versus indirectly through sarcasm. They noted that in some cases, a person will make "a seemingly positive comment" that can be interpreted as an indirect criticism. They also stated that indirect criticism (sarcasm) serves the purposes of saving face, expressing humor, and so on.

3. The Way the Character Express Their Compliment

Kinesics is the systematic study of the relationship between nonverbal body movements and communication (such as blushing, shrugging, or eye movements). The researcher discovered four repertoires of kinesics in the *Sex Education* series after sorting the data based on Chaika's theory. A tabular analysis of kinesics used by characters in the *Sex Education* series is provided below.

Table 4.3: Kinesics as the way Character Express the Compliment

Title	Kinesics			
	Body language	Smile	Eye Contact	Touching
Sex Education 1	5	27	25	6
Sex Education 2	1	21	12	2

From the table we know that there are four ways the character expresses their compliment based on Chaika's theory, they are:

a. Body language

Body language is a type of nonverbal communication or silent language. It is difficult to communicate without body language because human expressive actions are linked to emotional expression, such as brow lifts, it can have a meaning, such as yes, to express gratitude or to flirt.

1) 22/Perf/Sarc/BL/Col/Eric/17:45/E3/SE1

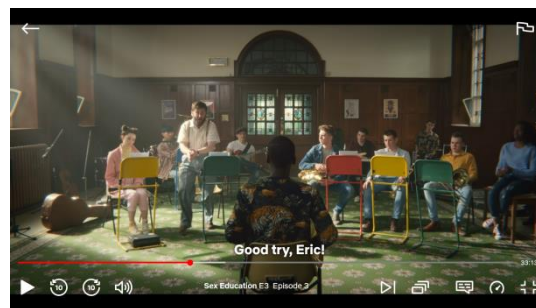


Figure 4.34 : Mr Colin, Eric, and Swing Band, SE1

Mr Colin: **“Good try, Eric!”**

Analysis:

Eric auditioned for the Swing Band, a Moordale school band. Eric contributed by playing the saxophone. Eric, on the other hand, did not play his saxophone very well. So Mr. Colin stopped him and asked the Swing Band team to decide whether or not Eric should be accepted. Mr. Colin, on the other hand, he reminded the team that they desperately needed a new player because their previous player, Leon, had leukemia. Mr. Colin's expression when Eric played the saxophone looked dissatisfied, he clapped his hands and gave Eric a compliment as a sign for Eric to stop playing. Miller (1988), a gesture is an expressive motion or action that is typically performed with the hands and arms, but can also be performed with the head or the entire body.

2) 35/App/Adm/BL/Jack/Mae/10:11/E5/SE1



Figure 4.35 : Jackson Marchetti, SE1

Jackson: “No, you look great.”

Analysis:

Jackson compliments to Maeve’s appearance. He wants to convince Maeve that Maeve looks very beautiful because Maeve thinks

that she does not look beautiful and she is nervous because she wants to meet Jackson's parents. Jackson reassures Maeve that she looks beautiful by saying "*No, you look great*" and her expression and hands express a disapproval of Maeve's insecurities. Miller (1988), a gesture is an expressive motion or action that is typically performed with the hands and arms, but can also be performed with the head or the entire body.

3) 45/Abi/Eval/BL/CS/Jac/41:35/E6/SE1



Figure 4.36 : Coach Swimming, SE1

Coach Swimming: **“Well done!”**

Analysis:

Jackson is practicing swimming in preparation for a swimming competition in which he will compete. Jackson's swimming speed was timed, and he swam to the finish line in a relatively short amount of time. The swimming coach is very happy because Jackson practiced swimming very well. He gives a gesture like when someone says 'yes' when someone is very happy. Miller (1988), a gesture is an expressive motion or action that is typically performed with the hands and arms, but can also be performed with the head or the entire body.

b. Smile

The smile is one of the most basic human repertoires. There are different types of smiles for different purposes. Smiles include sly smiles, friendly smiles, sick smiles, skeptical smiles, derisive, and grin.

1) 7/Perf/Stre/Smi/Mae/Eric/12:20/E2/SE1

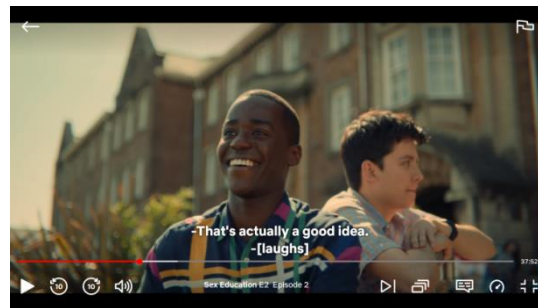


Figure 4.37 : Eric and Otis Milburn, SE1

Maeve: **“That’s actually a good idea.”**

Analysis:

Maeve gives compliment to Eric because she wants to say thanks to Eric for giving a good idea to Maeve and Otis. Maeve gives Eric a friendly smile as a sign that she is grateful to Eric for give her and Otis such a good suggestions. Bayes (1972), in an examination of various vocal and motor nonverbal cues, a smile was found to be the most effective indicator of interpersonal warmth.

2) 9/App/Rap/Smi/Eric/An/22:07/E2/SE1



Figure 4.38 : Eric, Anwar, and Olivia, SE1

Eric: **“That is a really awesome shirt, Anwar, looks so good on you.”**

Analysis:

Otis, Maeve, and Eric attend Aimee's house party in order to promote Otis and Maeve's consultation clinic. They divide the work and disperse. He praises Anwar for approaching them and promoting the clinic. Eric gives a compliment with a friendly smile to Anwar, because he wants to approach him to promote the clinic, and also because Anwar is his unrequited love. Bayes (1972), in an examination of various vocal and motor nonverbal cues, a smile was found to be the most effective indicator of interpersonal warmth.

3) 15/Perf/Rap/Smi/Eric/Mae&Otis/46:43/E2/SE1

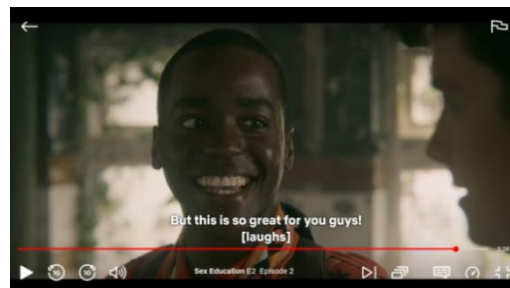


Figure 4.39 : Otis Milburn and Eric, SE1

Eric: **“But this is great for you guys!”**

Analysis:

Eric utter this compliment to Maeve and Otis because their clinic consultation get lots of customers. Eric utter the compliment with a sick smile, because actually he feels forgotten by Otis who spends more time with Maeve. Bayes (1972), in an examination of various vocal and motor nonverbal cues, a smile was found to be the most effective indicator of interpersonal warmth.

c. Eye contact

One of the most important aspects of the conversation is eye contact. The duration and frequency of eye contact varies. There's gazing, staring, and so on.

1) 2/Pers/Adm/Eye/Adam/Je/26:42/E2/SE1

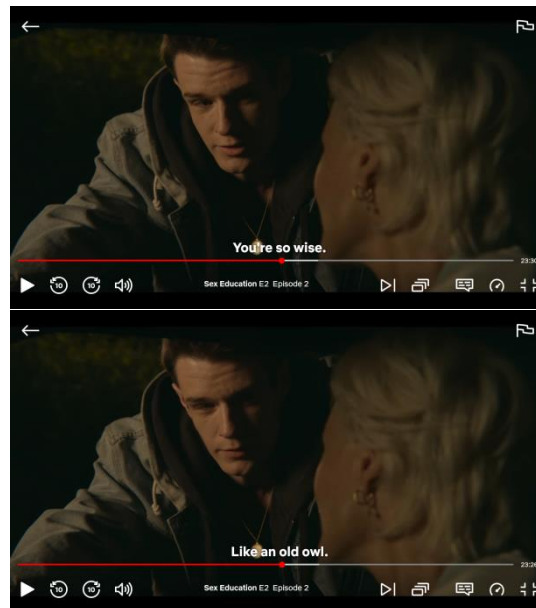


Figure 4.40 : Adam Groff and Jean Milburn, SE1

Adam: **“You’re so wise like an old owl.”**

Analysis:

Jean and Adam accidentally meet in front of Aimee's house. Adam confides in Jean about his relationship problems with Aimee. Jean gave Adam some advice. Adam gazing to Jean because he was amazed by Jean’s personality that had gave him some wise advices. Miller (1988), another important aspect of kinesics is eye contact. We communicate a great deal through our eyes, perhaps more than through any other part of the body. The use of eye contact as a communication tool is fairly obvious.

2) 29/Pers/Stre/Eye/Sar/Mae/40:35/E3/SE1



Figure 4.41 : Sarah, SE1

Sarah: **“You’re not as tough as you look.”**

Analysis:

This compliment utter by Sarah to Maeve’s personality, she said that Maeve not as tough as her looks. Maeve has a good heart. In this conversation Maeve gives her chocolate pudding to Sarah because she overhears the conversation between Sarah and the nurse, Sarah wants

chocolate pudding but she gets vanilla. So Maeve gives her pudding to Sarah. Sarah gazed at Maeve because she was amazed by Maeve's kind personality, unlike her slightly sloppy appearance. Miller (1988), another important aspect of kinesics is eye contact. We communicate a great deal through our eyes, perhaps more than through any other part of the body.

The use of eye contact as a communication tool is fairly obvious.

3) 32/Pers/Stre/Eye/Jac/Otis/36:06/E4/SE1



Figure 4.42 : Jackson Marchetti and Otis Milburn, SE1

Jackson: **“You really are a good guy.”**

Analysis:

Jackson compliments Otis’ personality because he is kind. This compliment has function to strengthen other speech act formula. Jackson gazed at Otis in awe and felt grateful to Otis who had helped Jackson get close to Maeve so that Jackson and Maeve finally dating. Miller (1988), another important aspect of kinesics is eye contact. We communicate a great deal through our eyes, perhaps more than through any other part of the body. The use of eye contact as a communication tool is fairly obvious.

d. Touching

Touching is demonstrated by a handshake. Handshakes show that the participants in the interaction are united. Touching sends a strong message of strength, solidarity, and intimacy.

1) 25/Abi/Adm/Tou/Sar/Mae/25:03/E3/SE1



Figure 4.43 : Sarah and Maeve Wiley, SE1

Sarah: **“I knew you weren’t just a pretty face.”**

Analysis:

Sarah gives this compliment to Maeve to admire her intelligence because Maeve can answer all the questions on the quiz show on television correctly. She said that she knows that Maeve not only has a pretty face, but also smart. Sarah patted Maeve's shoulder because she was amazed by Maeve's intelligence in being able to answer all the questions in the quiz on television correctly. Miller (1988) physical touch conveys messages, particularly emotional ones. Greetings and departures between friends and loved ones often involve touch in one way or another. Touch can also help to break down communication barriers. Touch, as the most extreme reduction of individual distance, is one of

our most primitive and yet sensitive ways of relating to others, and it plays an important role in providing encouragement, expressing tenderness, and demonstrating emotional support.

2) 26/Abi/Eval/Tou/Gro/Jac/34:40/E3/SE1



Figure 4.44 : Mr. Groff and Jackson Marchetti, SE1

Mr Groff: **“Well done, my boy!”**

Analysis:

Mr Groff hug Jackson because he is very happy to seeing Jackson won the swimming competition as the representative of Moordale school. Miller (1988) physical touch conveys messages, particularly emotional ones. Greetings and departures between friends and loved ones often involve touch in one way or another. Touch can also help to break down communication barriers. Touch, as the most extreme reduction of individual distance, is one of our most primitive and yet sensitive ways of relating to others, and it plays an important role in providing encouragement, expressing tenderness, and demonstrating emotional support.

3) 93/Abi/Adm/Tou/Erin/Mae/34:47/E8/SE2



Figure 4.45 : Erin Wiley and Maeve Wiley, SE2

Erin: “I’m so proud of you, Froggy.”

Analysis:

Erin is proud of her daughter’s ability, Maeve. Erin hugged and kissed Maeve because she felt very proud to have a daughter like Maeve who could win the quiz representing Moordale school with her team. Miller (1988) physical touch conveys messages, particularly emotional ones. Greetings and departures between friends and loved ones often involve touch in one way or another. Touch can also help to break down communication barriers. Touch, as the most extreme reduction of individual distance, is one of our most primitive and yet sensitive ways of relating to others, and it plays an important role in providing encouragement, expressing tenderness, and demonstrating emotional support.

B. Discussion

Referring to the theories of some linguistic theorists and the previous chapter, this subchapter discuss the results of the research. Brown and Levinson

(1987), compliments are a typical example of speech acts often used to express positive politeness strategies. This means that compliments help to maintain social relationships. It could be a teacher or lecturer congratulating a student on a good academic record, just like *you did well on an exam*. This shows that the lecturer appreciates the work of the students. In this study, the authors not only found one compliment in a utterance, but an utterance may contain two or more compliments to the recipient. Holmes J (1986) explain that there are four compliment topics, they are; appearance compliment, ability/performance compliment, possession compliment, and personality/friendship compliment. For example: *You're a beautiful writer, Maeve*. (68/Abi/Enc/Eye/Sands/Mae/24:38/E2/SE2). This research not only found one compliment in a utterance, but an utterance may contain two or more compliments to the recipient. For example: *This is so cool*. (78/Perf/Adm/Smi/Ola/Lily/44:11/E4/SE2). This compliment contains two two topics, that are performance and ability. This compliment is spoken by Ola to Lily to express admiration of Lily's drawing.

Compliment also can be sarcastic. Base on Wolfson and Judd (1983), compliment can be sarcastic if the content of a compliment is perceived to be too far from reality, be sarcastic. The following is an example of a sarcastic compliment: *Good try, Eric!* This sarcastic compliment spoken by Mr Colin to Eric. Mr Colin simply compliments him without considering the reality. Eric believes he is unable to play the saxophone. So Mr Colin's compliment is sarcastic because his compliment is unsuitable for the truth.

The characters express their compliment with various repertoires. The systematic study of the relationship between nonverbal body movements and communication is known as kinesics (such as blushing, shrugging, or eye movements). After sorting the data based on Chaika's theory, the researcher discovered four kinesic repertoires in the *Sex Education* series, they are; body language, smile, eye contact, and touching. For example *Well done!* (45/Abi/Eval/BL/CS/Jac/41:35/E6/SE1).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusions and recommendations for the findings of this study. It summarizes the results discussed in the previous chapter and provides recommendations for the readers.

A. Conclusion

The findings shows that there are four types of compliments on topics based on Holmes' theory, namely appearance, possession, ability/performance, and personality/friendship. So there are four compliments for the characters in the series entitled *Sex Education*. The compliment topics that emerged in data analysis has different functions according to Wolfson's classification of compliment functions. As a result, there are four topics of compliment that are applied by the characters in series entitled *Sex Education*. The topic of appearance shows 31 data, topic ability/performance shows 43 data, topic of possessions shows 4 data, and topic of personality/friendship shows 21 data. As a result, this research found the most frequently used compliment types in *Sex Education* season 1 is appearance. It's the same with the results from season 1, the most frequently used in season 2 is appearance

The compliment that found in the data analysis have various functions based on Wolfson's classification. The data from this research show that it has all the functions of compliment. There are 8 functions of compliment itself; (1) to increase or consolidate solidarity; (2) to create or maintain rapport; (3) to express

admiration; (4) to express positive evaluation; (5) as encouragement; (6) to strengthen other speech act formula; (7) to soften criticism; (8) to modify sarcasm. Those eight functions are found in *Sex Education* series 1&2. This research found that the most frequent used compliment function in *Sex Education* season 1 is to express admiration, meanwhile in *Sex Education* season 2 is to create or maintain rapport.

The characters express their appreciation in a variety of ways. Kinesics is the systematic study of the relationship between nonverbal body movements and communication (such as blushing, shrugging, or eye movements). The researcher discovered four kinesic repertoires in the *Sex Education* series after sorting the data based on Chaika's theory: (1) body language, (2) smile, (3) eye contact, and (4) touching. Those kind of kinesics are found in *Sex Education* series 1&2. This research found that eye contact is the most frequent used in *Sex Education* season 1, meanwhile in *Sex Education* season 2 is smile.

B. Suggestion

Based on the research's findings and conclusions, the researcher makes the following suggestions:

1. For linguistic students

Linguistics students who want to conduct research about compliment types and functions should do more research and read deeper sources so that their research is higher quality. Furthermore, it is preferable that you follow

developments and upgrades the theoris that will be used as a foundation because this will aid in the renewal of the research being conducted.

2. For other researchers

Future researchers should broaden the scope of the research because this study did not fully describe all aspects of compliment types and functions. Furthermore, the researcher hopes that this research will assist and provide insight into the types and functions of compliment.

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APPENDICES

VALIDATOR SHEET**VALIDATION SHEET**

The thesis data titled “**Compliment Types and Functions in Sex Education Series**” have been checked and validated by Arkin Haris, S.Pd., M.Hum., on:

Day : Friday

Date : November 4th, 2022

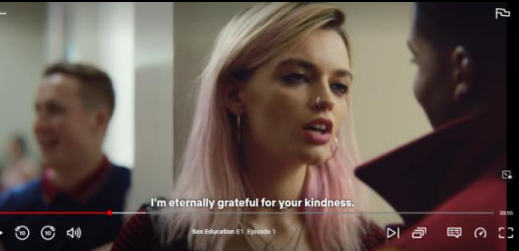
Surakarta, November 4th, 2022


Validator

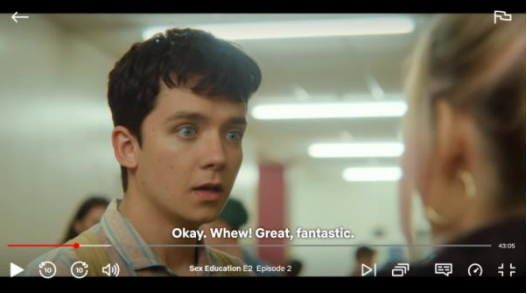
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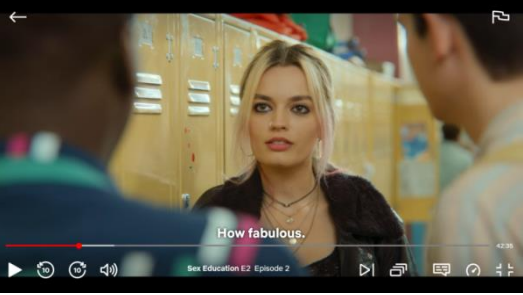
Arkin Haris, S.Pd., M.Hum.


NIP. 19891022 202012 1 004


Num	Visual Data	Codes & Notes on the Codes	Explanation	Valid
1.	 <p data-bbox="260 656 659 740">“I’m eternally grateful for your kindness.”</p>	<p data-bbox="772 282 1283 315">1/Pers/Stre/Eye/Mae/Jac/12:32/E1/SE1</p> <p data-bbox="911 363 1146 396">1= Datum number</p> <p data-bbox="789 428 1268 461">Pers= Personality (Compliment type)</p> <p data-bbox="800 493 1260 558">Stre= to strengthen other speech act formulas (Compliment function)</p> <p data-bbox="764 591 1295 656">Eye= Eye contact (The way the character express their compliment)</p> <p data-bbox="827 688 1230 721">Mae= Maeve (Character name)</p> <p data-bbox="863 753 1194 786">Jac= Jackson (Addressee)</p> <p data-bbox="905 818 1155 850">12:32= Screen time</p> <p data-bbox="932 883 1125 915">E1= Episode 1</p> <p data-bbox="835 948 1220 980">SE1= Sex Education 1 – Title</p>	<p data-bbox="1331 282 1892 824">This compliment that utter by Maeve for Jackson because the personality of the addresse. Jackson has good personality so Maeve utter that compliment. The function of this compliment is to strengthen other speech act formula. Because Maeve wants to say thanks to Jackson. Maeve gives this compliment with eye contact with Jackson.</p>	OK


<p>2.</p>	 <p>“Nice helmet.”</p>	<p>2/App/Rap/Eye/Mae/Otis/ 48:42/E1/SE1</p> <p>2= Datum number</p> <p>App= Appearance (Compliment type)</p> <p>Rap= to create or maintain rapport (Compliment function)</p> <p>Eye= Eye contact (The way character express their compliment)</p> <p>Mae= Maeve (Character name)</p> <p>Otis= Otis (Addressee)</p> <p>48:42= Screen time</p> <p>E1= Episode 1</p> <p>SE1= Sex Education 1 - Title</p>	<p>This compliment utter by Maeve to Otis.</p> <p>Maeve gives compliment to Otis’ helmet, because she wants to create rapport. She wants to create a good relationship with Otis.</p>	<p>OK</p>
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<p>3.</p>	 <p>“Okay. Whew! Great. Fantastic.”</p>	<p>3/Abi/Adm/Eye/Otis/Mae/ 07:07/E2/SE1</p> <p>3= Datum number</p> <p>Abi= Ability (Compliment type)</p> <p>Adm= to express admiration</p> <p>Eye= Eye contact (The way character express their compliment)</p> <p>Otis= Otis (Character name)</p> <p>Mae= Maeve (Addressee)</p> <p>07:07= Screen time</p> <p>E2= Episode 2</p> <p>SE1= Sex Education 1 – Title</p>	<p>Otis utter this compliment to express his admiration to Maeve’s ability, because Maeve can find customer for their <i>clinic consultation</i> quickly. Otis gives this compliment by making eye contact with Maeve.</p>	<p>OK</p>
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<p>4.</p>	 <p>“How fabulous.”</p>	<p>4/App/Rap/Smi/Mae/Eric/07:39/E2/SE1</p> <p>4= Datum number</p> <p>App= Appearance (Compliment type)</p> <p>Rap= to create or maintain rapport (Compliment function)</p> <p>Smi= Smile (The way character express their compliment)</p> <p>Mae= Maeve (Character name)</p> <p>Eric= Eric (Addressee)</p> <p>07:39= Screen time</p> <p>E2= Episode 2</p> <p>SE1= Sex Education 1 – Title</p>	<p>Maeve gives compliment to Eric with smile. She utter this compliment to maintain rapport because Eric introduced himself to Maeve.</p>	<p>OK</p>
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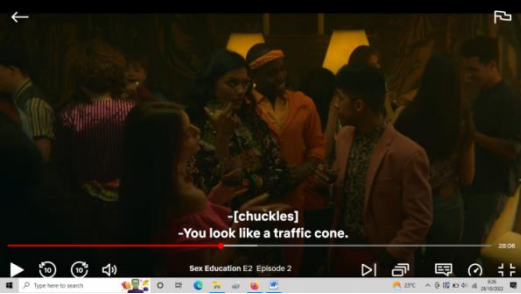
<p>5.</p>	 <p>“That’s not true. I’ve seen you do it. You’re like some sirt of strange sex savant.”</p>	<p>5/Abi/Enc/BL/Mae/Otis/11:21/E2/SE1</p> <p>5= Datum number Abi= Ability Enc= to encourage BL= Body language Mae= Maeve (Character name) Otis= Otis (Addressee) 11:21= Screen time E2= Episode 2 SE1= Sex Education Season 1 – Title</p>	<p>This utterance utter by Maeve to Otis. Because she wants to encourage Otis about his ability to do their clinic consultation. She wants to Otis know that he has an ability like a sex savant.</p>	<p>OK</p>
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6.	 <p>“It’s weird, but impressive.”</p>	<p>6/Abi/Enc/Eye/Mae/Otis/ 11:23/E2/SE1</p> <p>6= Datum number</p> <p>Abi= Ability</p> <p>Enc= to encourage</p> <p>Eye= Eye contact</p> <p>Mae= Maeve (Character name)</p> <p>Otis= Otis (Addressee)</p> <p>11:23= Screen time</p> <p>E2= Episode 2</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>This compliment utter by Maeve to Otis.</p> <p>She wants to reassure Otis about his ability to conduct their <i>clinic consultation</i>. She wants to encourage Otis about his ability, although Otis' skill is a bit strange, he is very good on it.</p>	OK
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<p>7.</p>	 <p>“That’s actually a good idea.”</p>	<p>7/Perf/Stre/Smi/Mae/Eric/12:20/E2/SE1</p> <p>7= Datum number</p> <p>Perf= Performance</p> <p>Stre= to strengthen other speech act formula</p> <p>Smi= Smile</p> <p>Mae= Maeve (Character name)</p> <p>Eric= Eric (Addressee)</p> <p>12:20= Screen time</p> <p>E2= Episode 2</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>Maeve gives compliment to Eric because she wants to say thanks to Eric for giving a good idea to Maeve and Otis.</p>	<p>OK</p>
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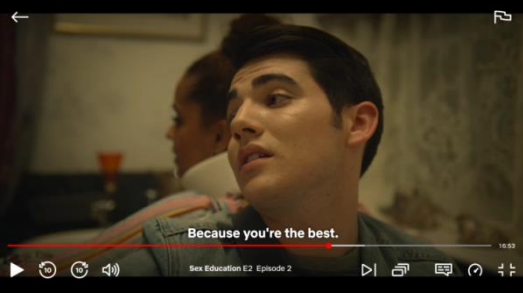
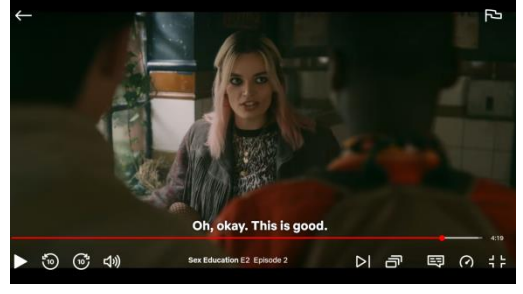
8.	 <p data-bbox="384 667 533 699">“Nice hat.”</p>	<p data-bbox="764 305 1291 337">8/App/Adm/Eye/Mae/Otis/17:31/E2/SE1</p> <p data-bbox="909 386 1146 418">8= Datum number</p> <p data-bbox="909 451 1146 483">App= Appearance</p> <p data-bbox="846 516 1209 548">Adm= to express admiration</p> <p data-bbox="909 581 1146 613">Eye= Eye contact</p> <p data-bbox="825 646 1230 678">Mae= Maeve (Character name)</p> <p data-bbox="919 711 1136 743">Otis= Addressee</p> <p data-bbox="905 776 1150 808">17:31= Screen time</p> <p data-bbox="772 841 1283 873">SE S1= Sex Education Season 1 – Title</p>	<p data-bbox="1329 305 1871 483">Maeve gives compliment to Otis’ hat. She wants to admire his hat, Otis has nice hat and it looks suit on him.</p>	<p data-bbox="1934 570 1986 602">OK</p>
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<p>9.</p>	 <p>“This is a really awesome shirt, Anwar, looks so good on you.”</p>	<p>9/App/Rap/Smi/Eric/An/22:07/E2/SE1</p> <p>9= Datum number</p> <p>App= Appearance</p> <p>Rap= to create or maintain rapport</p> <p>Smi= Smile</p> <p>Eric= Eric (Character name)</p> <p>An= Anwar (Addressee)</p> <p>22:07= Screen time</p> <p>E2= Episode 2</p> <p>SE1= Sex Education 1 -Title</p>	<p>This compliment utter by Eric to Anwar, he wants to compliment about Anwar’s shirt. Eric wants to get close to Anwar.</p>	<p>OK</p>
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<p>10.</p>	 <p>“You look like a traffic cone.”</p>	<p>10/App/Sarc/SmiAn/Eric/22:08/E2/SE1</p> <p>10= Datum number App= Appearance Sarc= to modify sarcasm Smi= Smile An= Anwar (Character name) Eric= Eric (Addressee) 22:08= Screen time E2= Episode 2 SE1= Sex Education 1 – Title</p>	<p>Anwar gives compliment to Eric’s appearance that functions to modify sarcasm. He said that Eric looks like a traffic cone, because Eric wear an orange clothes and hat.</p>	<p>OK</p>
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<p>11.</p>	 <p>“I liked your hat.”</p>	<p>11/App/Rap/Smi/Kate/Otis/23:00/E2/SE1</p> <p>11= Datum number</p> <p>App= Appearance</p> <p>Rap= to create or maintain rapport</p> <p>Smi= Smile</p> <p>Kate= Kate (Character name)</p> <p>Otis= Otis (Addressee)</p> <p>23:00= Screen time</p> <p>E2= Episode 2</p> <p>SE1= Sex Education season 1 – Title</p>	<p>Kate gives compliment to Otis’ hat. This compliment function to create rapport, because this is the way Kate to get acquainted to Otis. She compliment about Otis’ appearance.</p>	
<p>12.</p>		<p>12/Pers/Adm/Eye/Adam/Je/26:42/E2/SE1</p> <p>12= Datum number</p> <p>GA= General Ability</p> <p>Adm= to express spontaneous of admiration</p> <p>Eye= Eye contact</p> <p>Adam= Adam (Character name)</p>	<p>Adam gives compliment to Jean’s personality. He admire Jean’s personality because Jean is so wise.</p>	<p>OK</p>



	 <p>“You’re so wise like an old owl.”</p>	<p>Je= Jean Milburn (Addressee)</p> <p>26:42= Screen time</p> <p>SE S1= Sex Education Season 1 - Title</p>		
13.		<p>13/Pers/Enc/Smi/Sam/Kate/33:15/E2/SE1</p> <p>13= Datum number</p> <p>Pers= Personality</p> <p>Enc= Encouragement</p> <p>Smi= Smile</p> <p>Sam= Sam (Character name)</p> <p>Kate= Kate (Addressee)</p>	<p>Sam utter this utterance to Kate, because he wants to Kate know about her personality so she can believe on herself.</p>	OK


	 <p>Because you're the best.</p> <p>Sex Education E2 Episode 2</p> <p>“I wish you could see yourself the way I do. Because you’re the best.”</p>	<p>33:15= Screen time</p> <p>E2= Episode 2</p> <p>SE S1= Sex Education Season 1 – Title</p>		
14.	 <p>Oh, okay. This is good.</p> <p>Sex Education E2 Episode 2</p> <p>“Oh, okay. This is good.”</p>	<p>14/Perf/Rap/Eye/Eric/Mae&Otis/45:53/E2/ SE1</p> <p>14= Datum number</p> <p>Perf= Performance</p> <p>Rap= to create or maintain rapport</p> <p>Eye= Eye contact</p> <p>Eric= Character name</p> <p>Mae&Otis= Maeve & Otis (Addressee)</p>	<p>This compliment words utter by Eric to Maeve and Otis. Eric wants to appreciate their job even though he wasn't invited by them, but he wants to maintain the relationship among them.</p>	



		45:53= Screen time E2= Episode 2 SE1= Sex Education season 1 – Title		
15.	 <p>“But this is great for you guys!”</p>	<p>15/Perf/Rap/Smi/Eric/Mae&Otis/46:43/E2/ SE1</p> <p>15= Datum number Perf= Performance Rap= to create or maintain rapport Smi= Smile Eric= Eric (Character name) Mae&Otis= Maeve & Otis (Addressee) 46:43= Screen time E2= Episode 2 SE1= Sex Education season 1 - Title</p>	Eric utter this compliment to Maeve and Otis because their clinic consultation get lots of customers.	


<p>16.</p>	 <p>“31.32. That’s not bad.”</p>	<p>16/Abi/Eval/Eye/Sof/Jac/05:23/E3/SE1</p> <p>16= Datum number</p> <p>Abi= Ability</p> <p>Eval= to express positive evaluation</p> <p>Eye= Eye contact</p> <p>Sof= Sofia (Character name)</p> <p>Jac= Jackson (Addressee)</p> <p>05:23= Screen time</p> <p>E3= Episode 3</p> <p>SE1= Sex Education 1 – Title</p>	<p>Sofia Marchetti gives a compliment to express positive evaluation about Jackson’s run ability.</p>	<p>OK</p>
<p>17.</p>		<p>17/Perf/Eval/Eye/Gro/Mae/07:10/E3/SE1</p> <p>17= Datum number</p> <p>Perf= Performance</p> <p>Eval= to express positive evaluation</p> <p>Eye= Eye contact</p> <p>Gro= Mr Groff (Character name)</p>	<p>Mr Groff gives compliment to Maeve about her performance, because Maeve comes to school earlier.</p>	<p>OK</p>

	 <p data-bbox="310 727 611 760">“Very good. Carry on.”</p>	<p data-bbox="863 305 1192 337">Mae= Maeve (Addressee)</p> <p data-bbox="905 370 1150 402">07:10= Screen time</p> <p data-bbox="932 435 1123 467">E3= Episode 3</p> <p data-bbox="884 500 1171 532">SE1= Sex Education 1</p>		
18.	 <p data-bbox="405 1141 514 1174">“Good.”</p>	<p data-bbox="768 812 1287 844">18/Abi/Stre/Smi/Gro/Mae/07:23/E3/SE1</p> <p data-bbox="905 893 1150 925">18= Datum number</p> <p data-bbox="947 958 1108 990">Abi= Ability</p> <p data-bbox="800 1023 1255 1088">Stre= to strengthen other speech act formula</p> <p data-bbox="953 1120 1102 1153">Smi= Smile</p> <p data-bbox="814 1185 1241 1218">Gro= Mr Groff (Character name)</p> <p data-bbox="863 1250 1192 1282">Mae= Maeve (Addressee)</p> <p data-bbox="905 1315 1150 1347">07:23= Screen time</p>	<p data-bbox="1331 812 1864 917">Mr Groff utter this compliment to Maeve to strengthen other speech act formula.</p> <p data-bbox="1331 958 1871 1063">Because indirectly Maeve helps Mr Groff to find a good diction.</p>	


		E3= Episode 3 SE1= Sex Education 1	
19.	 <p>“You look hot today.”</p>	19/App/Adm/Smi/Jac/Mae/12:25/E3/SE1 19= Datum number App= Appearance Adm= to express admiration Smi= Smile Jac= Jackson (Character name) Mae= Maeve (Addressee) 12:22= Screen time SE1= Sex Education season 1 – Title	Jackson said that Maeve's appearance looks hot. Jackson praised the beauty of Maeve, this is included in the type of compliment physical appearance. He give this compliment to admire Maeve’s appearance.
20.		20/Abi/Eval/Eye/Eric/Otis/14:16/E3/SE1 20= Datum number Abi= Ability Eval= to express positive evaluation Eye= Eye contact	Eric gives this compliment to Otis’ ability as a positive evaluation.



	<p>“That’s brilliant.”</p>	<p>Eric= Eric (Character name)</p> <p>Otis= Otis (Addressee)</p> <p>14:16= Screen time</p> <p>E3= Episode 3</p> <p>SE1= Sex Education Season 1 – Title</p>		
21	 <p>“Dude, I am so proud of you.”</p>	<p>21/Fri/Enc/Smi/Eric/Otis/ 15:01/E3/SE1</p> <p>21= Datum number</p> <p>Fri= Friendship</p> <p>Enc= to encourage</p> <p>Smi= Smile</p> <p>Eric= Eric (Character name)</p> <p>Otis= Otis (Addressee)</p> <p>15:01= Screen time</p> <p>E3= Episode 3</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>The speaker gives a friendship compliment to the addressee to shows that he proud of the addressee.</p>	


<p>22.</p>	 <p>“Good try, Eric!”</p>	<p>22/Perf/Sarc/BL/Col/Eric/17:45/E3/SE1</p> <p>22= Datum number Perf= Performance Sarc= to modify sarcasm BL= Body language Col= Mr Colin (Character name) Eric= Eric (Addressee) 17:45= Screen time E3= Episode 3 SE1= Sex Education Season 1</p>	<p>Mr Colin gives compliment about the addresse’s performance. The compliment is given by the addresser because the addressee can play saxophone good enough.</p>	<p>OK</p>
<p>23.</p>		<p>23/Perf/Enc/Smi/Re/Je/22:18/E3/SE1</p> <p>23= Datum number Perf= Performance Enc= to encourage Smi= Smile Re= Remi (Character name)</p>	<p>Remi compliments Jean on knowing that Jean is writing a new book. This compliment is as an encouragement, so that Jean can complete her book as soon as possible.</p>	<p>OK</p>



	<p>“A new book? Well, that’s...that’s great!”</p>	<p>Je= Jean (Addressee) 22:18= Screen time E3= Episode 3 SE1= Sex Education Season 1</p>		
24.	 <p>“Good for you.”</p>	<p>24/Perf/Enc/Smi/Remi/22:42/E3/SE1</p> <p>24= Datum number Performance= Performance Enc= to encourage Smi= Smile Re= Remi (Character name) Je= Jean (Addressee) 22:42= Screen time E3= Episode 3 SE1= Sex Education Season 1</p>	<p>Remi encouraged Jean through this compliment. He is happy for Jean, knowing that Jean starts writing a new book.</p>	OK


<p>25.</p>	<p>“I knew you weren’t just a pretty face.”</p>	<p>25/Abi/Adm/Tou/Sar/Mae/25:03/E3/SE1</p> <p>25= Datum number Abi= Ability Adm= to express admiration or approval Tou= Tousing Sar= Sarah (Character name) Mae= Maeve (Addressee) 25:02= Screen time E3= Episode 3 SE1= Sex Education Season 1 – Title</p>	<p>Sarah gives this compliment to Maeve to admire her intelligence. She said that she knows that Maeve not only has a pretty face, but also smart.</p>	<p>OK</p>
<p>26.</p>		<p>26/Abi/Eval/Tou/Gro/Jac/34:40/E3/SE1</p> <p>26= Datum number Abi= Ability Eval= to express positive evaluation Tou= Touching Gro= Mr Groff (Character name)</p>	<p>This compliment utter by Mr Groff to Jackson’s swim ability. This compliment has function to express positive evaluation.</p>	<p>OK</p>



	<p>“Well done, my boy!”</p>	<p>Jac= Jackson (Addressee)</p> <p>34:37= Screen time</p> <p>E3= Episode 3</p> <p>SE1= Sex Education Season 1 – Title</p>		
27.	 <p>-The school is very proud of you. -Oh, thank you, sir.</p> <p>6</p> <p>“The school is very proud of you.”</p>	<p>27/Abi/Eval/Tou/Gro/Jac/34:45/E3/SE1</p> <p>27= Datum number</p> <p>Abi= Ability</p> <p>Eval= to express positive evaluation</p> <p>Tou= Touching</p> <p>Gro= Mr Groff (Character name)</p> <p>Jac= Jackson (Addressee)</p> <p>34:45= Screen time</p> <p>E3= Episode 3</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>Mr. Groff and the school are proud of Jackson because he won a swimming competition. This compliment function as a positive evaluation.</p>	OK


<p>28.</p>	 <p>“Your sign looks really good.”</p>	<p>28/Pos/Rap/Smi/ACP/38:24/E3/SE1</p> <p>28= Datum number</p> <p>Pos= Possession</p> <p>Rap= to create or maintain rapport</p> <p>Smi= Smile</p> <p>ACP= Abortion Clinic Protestor (Character name)</p> <p>38:24= Screen time</p> <p>E3= Episode 3</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>The ACP gives a compliment about the sign of the addressee. The speaker utter a compliment to the second person.</p>	<p>OK</p>
<p>29.</p>		<p>29/Pers/Stre/Eye/Sar/Mae/40:35/E3/SE1</p> <p>29= Datum number</p> <p>Pers= Personality</p> <p>Stre= to strengthen other speech act formula</p> <p>Eye= Eye contact</p> <p>Sar= Sarah (Character name)</p>	<p>This compliment utter by Sarah to Maeve’s personality, she said that Maeve not as tough as her looks. Maeve has a good heart. In this conversation Maeve gives her chocolate pudding to Sarah because she overhears the conversation between Sarah</p>	<p>OK</p>



	<p>“You’re not as tough as you look.”</p>	<p>Mae= Maeve (Addressee) 40:35= Screen time E3= Episode 3 SE1= Sex Education Season 1</p>	<p>and the nurse, Sarah wants chocolate pudding but she gets vanilla.</p>	
<p>30.</p>	 <p>“Handsome.”</p>	<p>30/App/Rap/Eye/Eric/Jac/04:29/E4/SE1</p> <p>30= Datum number App= Appearance Rap= to create or maintain rapport Eye= Eye contact Eric= Eric (Character name) Jac= Jackson (Addressee) 04:29= Screen time E4= Episode 4 SE1= Sex Education Season 1</p>	<p>Eric gives compliment to Jackson’s appearance because he wants to get close to Jackson.</p>	<p>OK</p>


<p>31.</p>	 <p>“Good job.”</p>	<p>31/Abi/Enc/Tou/Eric/Otis/12:09/E4/SE1</p> <p>31= Datum number Abi= Ability Enc= to encourage or motivate Tou= Touching Eric= Eric (Character name) Otis= Otis (Addressee) 12:09= Screen time E4= Episode 4 SE1= Sex Education Season 1 – Title</p>	<p>Eric compliments to Otis’ ability. He wants to encourage Otis so Otis can do his job well.</p>	<p>OK</p>
<p>32.</p>		<p>32/Pers/Stre/Eye/Jac/Otis/36:06/E4/SE1</p> <p>32= Datum number Pers= Personality Stre= to strengthen other speech act formula Eye= Eye contact</p>	<p>Jackson compliments Otis’ personality because he is kind. This compliment has function to strengthen other speech act formula. Otis helped Jackson, he gives some advices to Jackson so that Jackson</p>	<p>OK</p>



	<p>“You really are a good guy.”</p>	<p>Jac= Jackson (Character name) Otis= Otis (Addressee) 36:06= Screen time E4= Episode 4 SE1= Sex Education 1</p>	<p>can get closes to Maeve.</p>	
<p>33.</p>	 <p>“You look fabulous.”</p>	<p>33/App/Adm/SMi/Je/Otis/ 09:34/E5/SE1</p> <p>33= Datum number App= Appearance Adm= to express admiration Smi= Smile Je= Jean Milburn (Character name) Otis= Otis (Addressee) 09:34= Screen time E5= Episode 5 SE1= Sex Education Season 1 – Title</p>	<p>Compliments on appearance are not just about beauty of the recipient, but also involves the eyes of the recipient, lips, hair, face, clothes worn, and so on. The speaker above give admiration comments about the clothes by the recipient. So, she compliment the physical appearance of the recipient.</p>	<p>OK</p>


<p>34.</p>	 <p>“You look different.”</p>	<p>34/App/Adm/Smi/Jac/Mae/10:07/E5/SE1</p> <p>34= Datum number App= Appearance Adm= to express admiration Smi= Smile Jack= Jackson (Character name) 10:07= Screen time E5= Episode 5 SE1= Sex Education 1</p>	<p>Jackson admire Maeve’s appearance. He said that Maeve looks different, that means Maeve looks prettier than usually.</p>	<p>OK</p>
<p>35.</p>		<p>35/App/Adm/BL/Jack/Mae/10:11/E5/SE1</p> <p>35= Datum number App= Personal appearance Adm= to express admiration BL= Body language Jack= Jackson (Character name) Mae= Maeve</p>	<p>Jackson compliments to Maeve’s appearance. He wants to convince Maeve that Maeve looks very beautiful.</p>	<p>OK</p>


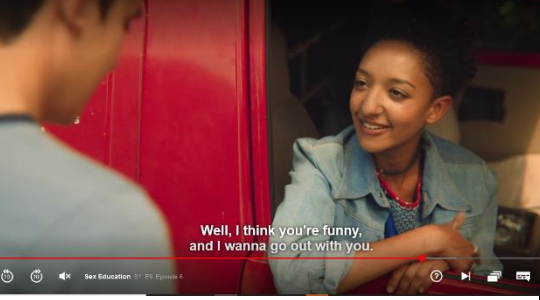
	<p>“No, you look great.”</p>	<p>10:10= Screen time</p> <p>E5= Episode 5</p> <p>SE1= Sex Education Season 1 – Title</p>		
36.	 <p>“You look brilliant.”</p>	<p>36/App/Adm/Tou/Man/Eric/11:33/E5/SE1</p> <p>36= Datum number</p> <p>App= Appearance</p> <p>Adm= to express admiration</p> <p>Tou= Touching</p> <p>Man= Man (Character name)</p> <p>Eric= Eric (Addressee)</p> <p>11:33= Screen time</p> <p>E5= Episode 5</p> <p>SE S1= Sex Education 1</p>	<p>The man express his admiration to Eric’s appearance. Eric dressed up very charming.</p>	OK


<p>37.</p>	 <p>“We’re so proud of you.”</p>	<p>37/Abi/Adm/Fac/Roz/Jac/14:45/E5/SE1</p> <p>37= Datum number Abi= Ability Adm= to express admiration Fac= Facial expression Roz= Roz (Character name) Jac= Jackson (Addressee) 14:45= Screen time E5= Episode 5 SE1= Sex Education Season 1 – Title</p>	<p>Roz as Jackson's parents compliments Jackson's abilities. She said that she and Sofia is proud of everything that was in Jackson.</p>	<p>OK</p>
<p>38.</p>		<p>38/App/Adm/Eye/Ai/18:48/E5/SE1</p> <p>38= Datum number App= Appearance Adm= to express admiration Eye= Eye contact Ai= Aimee (Character name)</p>	<p>Aimee admire Otis’ appearance. He looks very charming with his makeu[, including his wig.</p>	<p>OK</p>

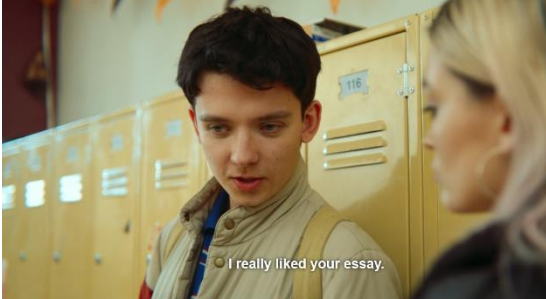

	<p>“I love your outfit.”</p>	<p>18:46= Screen time</p> <p>E5= Episode 5</p> <p>SE1= Sex Education Season 1 – Title</p>		
39.	 <p>“Your arms are, like, really big.”</p>	<p>39/Pos/Adm/Smi/Ai/Ste/30:30/E5/SE1</p> <p>39= Datum number</p> <p>Pos= Possession</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Ai= Aimee (Character name)</p> <p>Ste= Steve (Addressee)</p> <p>30:30= Screen time</p> <p>E5= Episode 5</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>Aimee gives compliment to Steve because she admires his arms that big. His arms look very strong and muscular.</p>	OK


40.	 <p>“So chivalrous.”</p>	<p>40/Pers/Adm/Eye/Ma/Otis/35:20/E5/SE1</p> <p>40= Datum number Pers= Personality Adm= to express admiration Eye= Eye contact Mae= Maeve (Character name) Otis= Otis (Addressee) 35:17= Screen time E5= Episode 5 SE1= Sex Education Season 1 - Title</p>	<p>Maeve admires Otis’ personality. Maeve thinks that Otis’ is very kind. He has a good heart.</p>	OK
41.		<p>41/Perf/Adm/Eye/Mau/Ad/24:23/E6/SE1</p> <p>41= Datum number Perf= Performance Adm= to express admiration Eye= Eye contact Mau= Maureen (Character name)</p>	<p>Maureen gives compliment to Adam because he won an essay writing contest at school. This compliment has function as an express of admiration.</p>	OK



	<p>“I’m so proud of you.”</p>	<p>Ad= Adam 24:23= Screen time E6= Episode 6 SE1= Sex Education Season 1</p>		
42.	 <p>“Proud of Adam, yes!”</p>	<p>42/Perf/Adm/Smi/Grand/ Adam/24:29/E6/SE1 42= Datum number Perf= Performance Adm= Admiration Smi= Smile Grand= Adam’s Grandfather (Character name) Adam= Adam (Addressee) 24:29= Screen time E6= Episode 6 SE1= Sex Education Season 1</p>	<p>Adam’s grandfather admires Adam because Adam won essay writing competition. He is proud of his grandson.</p>	OK


43.	 <p data-bbox="323 735 592 768">“You’re quite sexy.”</p>	<p data-bbox="758 310 1297 342">43/App/Adm/Smi/Lily/Otis/28:55/E6/SE1</p> <p data-bbox="898 386 1157 418">43= Datum number</p> <p data-bbox="909 451 1146 483">App= Appearance</p> <p data-bbox="846 516 1209 548">Adm= to express admiration</p> <p data-bbox="951 581 1104 613">Smi= Smile</p> <p data-bbox="846 646 1209 678">Lily= Lily (Character name)</p> <p data-bbox="877 711 1178 743">Otis= Otis (Addressee)</p> <p data-bbox="898 776 1157 808">28:55= Screen time</p> <p data-bbox="930 841 1125 873">E6= Episode 6</p> <p data-bbox="783 906 1272 938">SE1= Sex Education Season 1 – Title</p>	<p data-bbox="1335 310 1885 342">Lily gives compliment to Otis’ appearance.</p> <p data-bbox="1335 386 1854 488">She is about to express her admiration to Otis, because he looks sexy.</p>	OK
44.		<p data-bbox="758 984 1297 1016">44/Pers/Stre/Smi/Ola/Otis/37:36/E6/SE1</p> <p data-bbox="898 1060 1157 1092">44= Datum number</p> <p data-bbox="909 1125 1146 1157">Pers= Personality</p> <p data-bbox="804 1190 1272 1255">Stre= to strengthen other speech act formula</p> <p data-bbox="951 1287 1104 1320">Smi= Smile</p>	<p data-bbox="1335 984 1885 1016">Ola gives compliment to Otis’ personality.</p> <p data-bbox="1335 1060 1854 1227">This compliment has function to strengthen other speech act formula. She intended to ask him to go out with her.</p>	OK



	<p>“I think you’re funny. I wanna go out with you.”</p>	<p>Ola= Ola (Character name) Otis= Otis (Addressee) 37:33= Screen time E6= Episode 6 SE1= Sex Education Season 1 – Title</p>		
<p>45.</p>	 <p>“Well done!”</p>	<p>45/Abi/Eval/BL/CS/Jac/41:35/E6/SE1</p> <p>45= Datum number Abi= Ability Eval= to express positive evaluation BL= Body language CS= Coach swimming Jac= Jackson (Addressee) 41:36= Screen time E6= Episode 6 SE1= Sex Education Season 1 – Title</p>	<p>The coach gives compliment to Jackson about his ability because Jackson swims well. This compliment is as a positive evaluation.</p>	<p>OK</p>

46.	 <p data-bbox="296 735 621 768">"I really liked your essay"</p>	<p data-bbox="768 310 1289 337">46/Perf/Adm/Smi/Ot/Mae/44:18/E6/SE1</p> <p data-bbox="900 391 1157 418">46= Datum number</p> <p data-bbox="905 456 1152 483">Perf= Performance</p> <p data-bbox="846 521 1211 548">Adm= to express admiration</p> <p data-bbox="951 581 1106 609">Smi= Smile</p> <p data-bbox="856 646 1201 673">Ot= Otis (Character name)</p> <p data-bbox="942 711 1115 738">Mae= Maeve</p> <p data-bbox="900 771 1157 799">44:18= Screen time</p> <p data-bbox="932 836 1125 863">E6= Episode 6</p> <p data-bbox="789 896 1268 924">SE1= Sex Education Season 1 – Title</p>	<p data-bbox="1335 310 1812 337">Otis said that he likes Maeve's essay.</p> <p data-bbox="1335 383 1881 630">Maeve was confused, how do Otis knows her essay. Otis said he knows that Adam's essay was write by Maeve. He admires her work.</p>	OK
47.	 <p data-bbox="380 1230 632 1247">Hey! Um... Wow. Okay... You look cool.</p>	<p data-bbox="762 979 1293 1006">47/App/Adm/Eye/Otis/Ola/14:30/E7/SE1</p> <p data-bbox="900 1060 1157 1088">47= Datum number</p> <p data-bbox="911 1125 1146 1153">App= Appearance</p> <p data-bbox="846 1190 1211 1218">Adm= to express admiration</p> <p data-bbox="915 1255 1142 1282">Eye= Eye contact</p> <p data-bbox="846 1320 1211 1347">Otis= Otis (Character name)</p>	<p data-bbox="1335 979 1871 1084">Otis compliments Ola's appearance. He admires Ola's appearance, she looks cool.</p>	OK


		<p>Ola= Ola (Addressee)</p> <p>14:30= Screen time</p> <p>E7= Episode 7</p> <p>SE1= Sex Education Season 1 – Title</p>		
48.	 <p>“You look fantastic”</p>	<p>48/App/Adm/Smi/Je/Ola/ 14:31/E7/SE1</p> <p>48= Datum number</p> <p>App= Appearance</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Je= Jean (Character name)</p> <p>Ola= Ola (Addressee)</p> <p>14:31= Screen time</p> <p>E7= Episode 7</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>Jean admires Ola’s appearance with her suit.</p>	<p>OK</p>



49.	 <p>“You look great yourself”</p>	<p>49/App/Adm/Smi/Ola/Otis/14:33/E7/SE1</p> <p>49= Datum number App= Appearance Adm= to express admiration Smi= Smile Ola= Ola (Character name) Otis= Otis (Addressee) 14:33= Screen time E7= Episode 7 SE1= Sex Education Season 1 – Title</p>	<p>Ola admires Otis’ appearance. She said that Otis looks great with his suit.</p>	OK
50.		<p>50/App/Adm/Smi/Mau/Ad&Gro/15:14/E7/SE1</p> <p>50= Datum number App= Appearance Adm= to express admiration Smi= Smile</p>	<p>Maureen gives compliment to Mr Groff and Adam. She admires their appearance. They looks good with their suit, they look like smart people.</p>	OK


	<p>“You both look so smart”</p>	<p>Mau= Maureen (Character name) Ad&Gro= Adam & Mr Groff (Addressee) 15:13= Screen time E7= Episode 7 SE1= Sex Education Season 1 – Title</p>		
51.	 <p>“Someone’s looking groovy!”</p>	<p>51/App/Adm/Smi/Roz/Jac/15:56/E7/SE1</p> <p>51= Datum number App= Appearance Adm= to express admiration Smi= Smile Roz= Roz Marchetti (Character name) Jac= Jackson (Addressee) 15:56= Screen time E7= Episode 7 SE1= Sex Education Season 1</p>	<p>Roz compliment Jackson’s appearance. She admires him that looks so cool with his clothes.</p>	OK

<p>52.</p>	 <p>“I think you’re the coolest, bravest and kindest person I know.”</p>	<p>52/Pers/Rap/Eye/Eric/Ot/37:44/E7/SE1</p> <p>52= Datum number Pers= Personality Rap= to create or maintain rapport Eye= Eye contact Eric= Eric (Character name) Ot= Otis (Addressee) 37:44= Screen time E7= Episode 7 SE1= Sex Education Season 1 – Title</p>	<p>Eric compliments Otis’ personality. Eric wants to maintain the relationship that exists between he and Otis.</p>	<p>OK</p>
<p>53.</p>		<p>53/Pers/Enc/Eye/Otis/Li/ 41:14/E7/SE1</p> <p>53= Datum number Pers= Personality Enc= to encourage or motivate Eye= Eye contact. Otis= Otis (Character name)</p>	<p>Otis gives compliment to Liam’s personality as encouragement, because Liam wants to jump from above. Liam is so heartbroken he wants to jump off the top.</p>	<p>OK</p>

	 <p data-bbox="264 719 653 802">“You’re brilliant. You’re very dedicated”</p>	<p data-bbox="884 305 1171 337">Li= Liam (Addressee)</p> <p data-bbox="898 370 1157 402">41:14= Screen time</p> <p data-bbox="772 435 1283 467">SE S1= Sex Education Season 1 – Title</p>		
54.	 <p data-bbox="323 1269 596 1302">“You were amazing”</p>	<p data-bbox="772 859 1283 891">54/Abi/Rap/Smi/Mae/Ot/44:22/E7/SE1</p> <p data-bbox="898 940 1157 972">54= Datum number</p> <p data-bbox="940 1005 1115 1037">Abi= Ability</p> <p data-bbox="804 1070 1251 1102">Rap= to create or maintain rapport</p> <p data-bbox="947 1135 1108 1167">Smi= Smile</p> <p data-bbox="825 1200 1230 1232">Mae= Maeve (Character name)</p> <p data-bbox="888 1265 1167 1297">Ot= Otis (Addressee)</p> <p data-bbox="898 1330 1157 1362">44:22= Screen time</p>	<p data-bbox="1329 859 1877 1037">Maeve compliments Otis’ ability which can make Liam confident and confident in himself so he does not jump down.</p>	OK

		E7= Episode 7 SE1= Sex Education Season 1		
55.	 <p>“You’re so nice”</p>	55/Pers/Rap/Tou/Jac/Mae/45:56/E7/SE1 55= Datum number Pers= Personality Rap= to create or maintain rapport Tou= Touching Jac= Jackson (Character name) Mae= Maeve (Addressee) 45:56= Screen time E7= Episode 7 SE1= Sex Education Season 1 – Title	Jackson compliments Maeve’s personality. Jackson said Maeve is so nice. This compliment has function to maintain rapport/relationship between them.	OK

56.	 <p data-bbox="373 716 541 748">“Nice outfit”</p>	<p data-bbox="772 305 1283 337">56/App/Rap/Eye/Anw/Er/08:03/E8/SE1</p> <p data-bbox="898 386 1157 418">56= Datum number</p> <p data-bbox="909 451 1146 483">App= Appearance</p> <p data-bbox="804 516 1251 548">Rap= to create or maintain rapport</p> <p data-bbox="909 581 1146 613">Eye= Eye contact</p> <p data-bbox="825 646 1230 678">Anw= Anwar (Character name)</p> <p data-bbox="888 711 1167 743">Er= Eric (Addressee)</p> <p data-bbox="898 776 1157 808">08:03= Screen time</p> <p data-bbox="930 841 1125 873">E8= Episode 8</p> <p data-bbox="793 906 1272 938">SE1= Sex Education Season 1 - Title</p>	<p data-bbox="1331 305 1814 483">Anwar praised the outfit of Eric. This compliment has a function to create relationship between them.</p>	OK
57.		<p data-bbox="762 977 1293 1010">57/Abi/Enc/Smi/Sean/Mae/21:43/E8/SE1</p> <p data-bbox="898 1058 1157 1091">57= Datum number</p> <p data-bbox="940 1123 1115 1156">Abi= Ability</p> <p data-bbox="825 1188 1230 1221">Enc= to encourage or motivate</p> <p data-bbox="951 1253 1104 1286">Smi= Smile</p> <p data-bbox="835 1318 1220 1351">Sean= Sean (Character name)</p>	<p data-bbox="1331 977 1835 1221">Sean utter this utterance to give encouragement to Maeve. He wants to Maeve knows that she is so smart, even smarter than him.</p>	OK

	<p>“You’re way smarter than me”</p>	<p>Mae= Maeve (Addressee)</p> <p>21:43= Screen time</p> <p>E8= Episode 8</p> <p>SE1= Sex Education Season 1 – Title</p>		
<p>58.</p>	 <p>“You’re smart”</p>	<p>58/Abi/Enc/Eye/Mae/Sean/21:48/E8/ SE1</p> <p>58= Datum number</p> <p>Abi= Ability</p> <p>Enc= to encourage or motivate</p> <p>Eye= Eye contact</p> <p>Mae= Maeve (Character name)</p> <p>Sean= Sean (Addressee)</p> <p>21:48= Screen time</p> <p>E8= Episode 8</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>Maeve compliments Sean. She wants to Sean knows that he is smart also. She utter this compliment to give encouragement to Sean.</p>	<p>OK</p>

59.



“You’re like, smart-smart, like. You know, could actually have a good life smart”

59/Abi/Adm/Eye/Sean/Mae/21:55/E8/SE1

59= Datum number

Abi= Ability

Adm= to express admiration

Eye= Eye contact

Sean= Sean(Character name)

Mae= Maeve (Addressee)

21:55= Screen time



E8= Episode 8


SE1= Sex Education Season 1 – Title



This compliment utters by Sean to Maeve.


He wants to express his admiration to Maeve’s ability. He thinks that Maeve is very smart, he assures Maeve that she can have a better life in the future.



OK


<p>60.</p>	 <p>“I’m really proud of you, sis.”</p>	<p>60/Abi/Adm/Eye/Sean/Mae/22:16/E8/SE1</p> <p>60= Datum number</p> <p>Abi= Ability</p> <p>Adm= to express admiration</p> <p>Eye= Eye contact</p> <p>Sean= Sean (Character name)</p> <p>Mae= Maeve (Addressee)</p> <p>22:16= Screen time</p> <p>E8= Episode 8</p> <p>SE1= Sex Education Season 1 –Title</p>	<p>Sean is really proud of her sister, Maeve.</p> <p>Maeve is so smart, smarter than him. He is very admire his sister.</p>	<p>OK</p>
<p>61.</p>		<p>61/Perf/Eval/Smi/Gro/Jac/45:11/E8/SE1</p> <p>61= Datum number</p> <p>Perf= Performance</p> <p>Eval= to express positive evaluation</p> <p>Smi= Smile</p> <p>Gro= Mr Groff (Character name)</p>	<p>Mr Groff praised Jackson because he won swimming competition again. He knows from the first time that Jackson can win the swimming competition. Mr Groff gives this compliment as a positive evaluation.</p>	<p>OK</p>


	<p>“We knew you could do it.”</p>	<p>Jac= Jackson (Addressee)</p> <p>45:13= Screen time</p> <p>E8= Episode 8</p> <p>SE1= Sex Education Season 1 – Title</p>		
62.	 <p>“Well done.”</p>	<p>62/Abi/Eval/Eye/Gro/Jac/45:13/E8/SE1</p> <p>62= Datum number</p> <p>Abi= Ability</p> <p>Eval= to express positive evaluation</p> <p>Eye= Eye contact</p> <p>Gro= Mr Groff (Character name)</p> <p>Jac= Jackson (Addressee)</p> <p>45:13= Screen time</p> <p>E8= Episode 8</p> <p>SE1= Sex Education Season 1 – Title</p>	<p>Mr. Groff congratulated Jackson on his work in the swimming competition. Mr. Groff gives this compliment as a positive evaluation.</p>	OK



<p>63.</p>	 <p>“You’re the smartest person I’ve ever met.”</p>	<p>63/Pers/Rap/-/Otis/Mae/46:14/E8/SE1</p> <p>63= Datum number Pers= Personality Rap= to create or maintain rapport Otis= Otis (Character name) Mae= Maeve (Addressee) 46:14= Screen time E8= Episode 8 SE1= Sex Education Season 1 – Title</p>	<p>Otis compliments Maeve’s personality.</p> <p>Otis said that Maeve is the smartest person he ever met. This compliment has function to maintain their relationship.</p>	<p>OK</p>
<p>64.</p>		<p>64/Perf/Adm/BL/Jak/Je/28:34/E1/SE2</p> <p>64= Datum number Perf= Performance Adm= to express admiration BL= Body language Jak= Jakob (Character name) Je= Jean (Addressee)</p>	<p>Jakob complimented Jean on voicing her opinion as a parent so well and loudly. She is very burning, Jakob said that Jean is very attractive when she is burning.</p>	<p>OK</p>


	<p>“You are sexy when you’re passionate.”</p>	<p>28:34= Screen time E1= Episode 1 SE2= Sex Education Season 2 – Title</p>		
65.	 <p>“I like your shirt.”</p>	<p>65/App/Rap/Eye/Rah/Eric/42:18/E1/SE2</p> <p>65= Datum number App= Appearance Rap= to create or maintain rapport Eye= Eye contact Rah= Rahim (Character name) Eric= Eric (Addressee) 42:18= Screen time E1= Episode 1 SE2= Sex Education Season 2</p>	<p>Rahim gives compliment to Eric’s shirt. He said that he likes Eric’s shirt. It means he gives compliment about the appearance of the addressee.</p>	OK



<p>66.</p>	 <p>“I like your shirt too, Eric.”</p>	<p>66/App/Rap/Eye/Ru/Eric/42:20/E1/SE2</p> <p>66= Datum number App= Appearance Rap= to create or maintain rapport Eye= Eye contact Ru= Ruby (Character name) Eric= Eric (Addressee) 42:20= Screen time E1= Episode 1 SE2= Sex Education Season 2</p>	<p>Ruby complimented on Eric’s shirt. This compliment has function to create relationship between Ruby and Eric.</p>	<p>OK</p>
<p>67.</p>	 <p>You look great.</p>	<p>67/App/Solid/Smi/Otis/Mae/08:12/E2/SE2</p> <p>67= Datum number App= Appearance Solid= to increase and consolidate solidarity</p>	<p>Otis compliments to Maeve’s appearance. Maeve changed her hair color from pink to black. Otis likes her new hair.</p>	<p>OK</p>


	<p>“You look great.”</p>	<p>Smi= Smile</p> <p>Otis= Otis(Character name)</p> <p>Mae= Maeve (Addressee)</p> <p>08:12= Screen time</p> <p>E2= Episode 2</p> <p>SE2= Sex Education Season 2 – Title</p>		
68.	 <p>“You’re a beautiful writer, Maeve.”</p>	<p>68/Abi/Enc/Eye/Sands/ Mae/24:38/ E2/SE2</p> <p>68= Datum number</p> <p>Abi= Ability</p> <p>Enc= to encourage or motivate</p> <p>Eye= Eye contact</p> <p>Sands= Ms Sands (Character name)</p> <p>Mae= Maeve (Addressee)</p> <p>24:28= Screen time</p> <p>E2= Episode 2</p>	<p>Ms. Sands gives compliment to Maeve about her ability because Ms Sands know that Maeve can write a good essay.</p>	OK



		SE2= Sex Education Season 2 – Title		
69.	 <p>“That is a real improvement, Groff.”</p>	<p>69/Perf/Eval/Eye/Mor/Adam/26:42/E2/ SE2</p> <p>69= Datum number Perf= Performance Eval= to express positive evaluation Eye= Eye contact Mor= Sergeant Morris (Character name) Adam= Adam (Addressee) 26:42= Screen time E2= Episode 2 SE2= Sex Education Season 2 – Title</p>	<p>Sergeant Morris gives compliment to Adam, because Adam has a good improvement.</p>	OK


<p>70.</p>	 <p>“Well done, mate.”</p>	<p>70/Perf/Eval/Smi/Eli/Adam/26:55/E2/ SE2</p> <p>70= Datum number</p> <p>Perf= Performance</p> <p>Eval= to express positive evaluation</p> <p>Smi= Smile</p> <p>Eli= Eli (Character name)</p> <p>Adam= Adam (Addressee)</p> <p>26:55= Screen time</p> <p>E2= Episode 2</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Eli compliments Adam’s performance. He has a good improvement. This compliment has function to express positive evaluation.</p>	<p>OK</p>
<p>71.</p>		<p>71/Perf/Eval/Smi/Luke/Adam/26:56/E2/SE 2</p> <p>71= Datum number</p> <p>Perf= Performance</p> <p>Eval= to express positive evaluation</p> <p>Smi= Smile</p>	<p>Luke gives compliment to Adam. He expresses his compliment as a positive evaluation because Adam has a good improvement.</p>	<p>OK</p>



		<p>Luke= Luke (Character name)</p> <p>Adam= Adam (Addressee)</p> <p>26:56= Screen time</p> <p>E2= Episode 2</p> <p>SE2= Sex Education Season 2 – Title</p>		
72.	 <p>“I like your scarf.”</p>	<p>72/App/Rap/Smi/Rah/Eric/06:29/E3/SE2</p> <p>72= Datum number</p> <p>App= Appearance</p> <p>Rap= to create or maintain rapport</p> <p>Smi= Smile</p> <p>Rah= Rahim (Character name)</p> <p>Eric= Eric (Addressee)</p> <p>06:29= Screen time</p> <p>E3= Episode 3</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Rahim complimented Eric’s scarf. Rahim wants to create a relationship with Eric. He wants to get closer with Eric.</p>	OK



<p>73.</p>	 <p>“Please. You’re a tutoring genius.”</p>	<p>73/Abi/Stre/Eye/Jack/Viv/23:00/E3/SE2</p> <p>73= Datum number</p> <p>Abi= Ability</p> <p>Stre= to strengthen other speech act formula</p> <p>Eye= Eye contact</p> <p>Jack= Jackson (Character name)</p> <p>Viv= Viv (Addressee)</p> <p>23:00= Screen time</p> <p>E3= Episode 3</p> <p>SE2= Sex Education Season 2 - Title</p>	<p>Jackson gives a compliment to Viv’s ability because he wanted to ask for help from viv so that viv would teach Jackson to practice drama.</p>	<p>OK</p>
<p>74.</p>		<p>74/Pos/Adm/Smi/Huma/Ai/38:29/E3/SE2</p> <p>74= Datum number</p> <p>Pos= Possession</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p>	<p>Huma/the police woman ask the Aimee’s house when she and her mate drives Aimee and Maeve home from the police station, and she admires Aimee’s house because</p>	<p>OK</p>



	<p>“It’s nice.”</p>	<p>Huma= Huma (Character name) Ai= Aimee (Addressee) 38:29= Screen time E3= Episode 3 SE2= Sex Education Season 2</p>	<p>Aimee’s house is so nice and big.</p>	
<p>75.</p>	 <p>“Oh. You’re all dressed up.”</p>	<p>75/App/Rap/Smi/Jean/Ot/02:58/E4/SE2</p> <p>75= Datum number App= Appearance Rap= to create or maintain rapport Smi= Smile Jean= Jean (Character name) Ot= Otis (Addressee) 02:58= Screen time E4= Episode 4 SE2= Sex Education Season 2 – Title</p>	<p>Jean praised to Otis’ appearance who looks very neatly dressed. Otis will go out to a party.</p>	<p>OK</p>


<p>76.</p>	 <p>“That’s very kind, thank you.”</p>	<p>76/Pers/Stre/Smi/Mau/Je/10:09/E4/SE2</p> <p>76= Datum number</p> <p>Pers= Personality</p> <p>Stre= to strengthen other speech act formula</p> <p>Smi= Smile</p> <p>Mau= Maureen (Character name)</p> <p>Je= Jean (Addressee)</p> <p>10:09= Screen time</p> <p>E4= Episode 4</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Maureen complimented to Jean’s personality, she wants to say thank you to Jean because Jean had already given her lipstick to Maureen.</p>	<p>OK</p>
<p>77.</p>		<p>77/Abi/Adm/Eye/Remi/Je/32:52/E4/SE2</p> <p>77= Datum number</p> <p>Abi= Ability</p> <p>Adm= to express admiration</p> <p>Eye= Eye contact</p>	<p>Remi gives compliment to Jean when he comes across a writing draft for Jean’s new book. He admires Jean ability that always has an excellent idea.</p>	<p>OK</p>



	<p>“You always came up with the most original ideas.”</p>	<p>Remi= Remi (Character name)</p> <p>Je= Jean (Addressee)</p> <p>32:52= Screen time</p> <p>E4= Episode 4</p> <p>SE2= Sex Education Season 2 – Title</p>		
78.	 <p>“This is so cool.”</p>	<p>78/Perf/Adm/Smi/Ola/Lily/44:11/E4/SE2</p> <p>78= Datum number</p> <p>Perf= Performance</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Ola= Ola (Character name)</p> <p>Lily= Lily (Addressee)</p> <p>44:11= Screen time</p> <p>E4= Episode 4</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Ola praised on Lily’s drawing. She admires Lily’s drawing. Ola thinks that her drawing is so cool.</p>	OK


79.	 <p>“Nice house.”</p>	<p>79/Pos/Rap/Smi/Viv/Sof/05:10/E5/SE2</p> <p>79= Datum number</p> <p>Pos= Possession</p> <p>Rap= to create or maintain rapport</p> <p>Smi= Smile</p> <p>Viv= Viv (Character name)</p> <p>Sof= Sofia Marchetti (Addressee)</p> <p>05:10= Screen time</p> <p>E5= Episode 5</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Viv utter a compliment about Jackson’s house to Sofia (Jackson’s Mum). She utter that Jackson’s house is nice.</p>	OK
80.		<p>80/Pers/Adm/Eye/Sof/Viv/05:15/E5/SE2</p> <p>80= Datum number</p> <p>Pers= Personality</p> <p>Adm= to express admiration</p> <p>Eye= Eye contact</p> <p>Sof= Sofia (Character name)</p>	<p>Sofia admires Viv personality that still studying on a weekend.</p>	OK



	 <p data-bbox="239 732 680 821">“You’re studying on the weekend, that’s... dedicated”</p>	<p data-bbox="884 305 1171 337">Viv= Viv (Addressee)</p> <p data-bbox="898 370 1157 402">05:13= Screen time</p> <p data-bbox="930 435 1125 467">E5= Episode 5</p> <p data-bbox="789 500 1266 532">SE2= Sex Education Season 2 - Title</p>		
81.		<p data-bbox="779 873 1276 906">81/Abi/Enc/Eye/Viv/Jac/27:28/E5/SE2</p> <p data-bbox="898 954 1157 987">81= Datum number</p> <p data-bbox="940 1019 1115 1052">Abi= Ability</p> <p data-bbox="905 1084 1150 1117">Enc= to encourage</p> <p data-bbox="911 1149 1144 1182">Eye= Eye contact</p> <p data-bbox="852 1214 1203 1247">Viv= Viv (Character name)</p> <p data-bbox="863 1279 1192 1312">Jac= Jackson (Addressee)</p> <p data-bbox="898 1344 1157 1377">27:28= Screen time</p>	<p data-bbox="1331 873 1812 906">Viv gives a compliment to encourage Jackson and to ensure Jackson to tell his parents that he plays a drama. Because Jackson plays as the main character, and he plays it well.</p>	OK


	 <p>“I think you should tell your mum that you’re in a school play. She’ll be really proud.”</p>	<p>E5= Episode 5 SE2= Sex Education Season 2 – Title</p>		
82.	 <p>“You know, people think you’re mean,</p>	<p>82/Pers/Rap/Smi/Nick/Anwar/01:45/E6/SE 2 82= Datum number Pers= Personality Rap= to create or maintain rapport Smi= Smile Nick= Nick (Character name)</p>	<p>Nick praised Anwar’s personality. He wanted to Anwar knows that he is a good guy, he is not as mean as people think about him.</p>	OK



	<p>but you're actually so sweet."</p>	<p>Anwar= Anwar (Addressee)</p> <p>01:45= Screen time</p> <p>E6= Episode 6</p> <p>SE2= Sex Education Season 2 – Title</p>		
<p>83.</p>	 <p>"Your hair is majestic."</p>	<p>83/App/Rap/Smi/Eric/Ru/07:32/E6/SE2</p> <p>83= Datum number</p> <p>App= Appearance</p> <p>Rap= to create or maintain rapport</p> <p>Smi= Smile</p> <p>Eric= Eric (Character name)</p> <p>Ru= Ruby (Addressee)</p> <p>07:32= Screen time</p> <p>E6= Episode 6</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Eric gives compliment to Ruby's hair. He did this to maintain the relationship between Ruby and Eric.</p>	<p>OK</p>

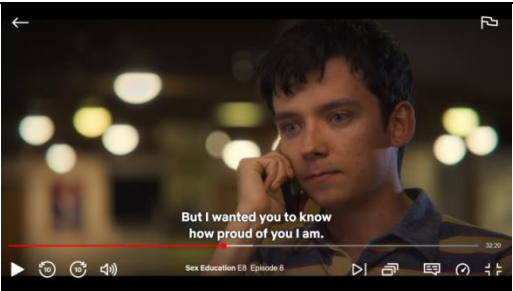
84.	 <p>“Well done.”</p>	<p>84/Perf/Eval/Eye/Viv/Mae/18:45/E6/SE2</p> <p>84= Datum number Perf= Performance Eval= to express positive politeness Eye= Eye contact Viv= Viv (Character name) Mae= Maeve (Addressee) 18:45= Screen time E6= Episode 6 SE2= Sex Education Season 2 – Title</p>	<p>Viv pays tribute to Maeve for successfully completing the quiz competition. This compliment has function to express positive evaluation.</p>	OK
85.	 <p>Very generous of you.</p>	<p>85/Pers/Stre/Eye/Isa/Mae/45:22/E6/SE2</p> <p>85= Datum number Pers= Personality Stre= to strengthen other speech act formula Eye= Eye contact</p>	<p>Isaac complimented on Maeve’s personality. He wanted to thanks because Maeve has already asked him out.</p>	OK



	<p>“Very generous of you”</p>	<p>Isa= Isaac (Character name) Mae= Maeve (Addressee) 45:22= Screen time E6= Episode 6 SE2= Sex Education Season 2 – Title</p>		
<p>86.</p>	 <p>“I covet your pant suits.”</p>	<p>86/App/Rap/Smi/Ruby/Je/02:37/E7/SE2</p> <p>86= Datum number App= Appearance Rap= to create or maintain rapport Smi= Smile Ruby= Ruby (Character name) Je= Jean (Addressee) 02:37= Screen time E7= Episode 7 SE S2= Sex Education Season 2 – Title</p>	<p>Ruby praised on Jean’s pant suits. She wants to create a relationship with Jean because this is the first time they meet.</p>	<p>OK</p>


<p>87.</p>	 <p>“Well, you were very believable as Joseph.”</p>	<p>87/Abi/Adm/Smi/Sof/Jac/24:42/E7/SE2</p> <p>87= Datum number</p> <p>Abi= Ability</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Sof= Sofia (Character name)</p> <p>Jac= Jackson (Addressee)</p> <p>24:42= Screen time</p> <p>E7= Episode 7</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Sofia admires Jackson ability to plays a drama. He even played Joseph once and it looks very convincing</p>	
<p>88.</p>		<p>88/Pers/Adm/Eye/Lily/Ola/43:12/E7/SE2</p> <p>88= Datum number</p> <p>Pers= Personality</p> <p>Adm= Admiration</p> <p>Eye= Eye contact</p> <p>Lily= Lily (Character name)</p>	<p>Lily admires the Ola’s personality. Lily thinks that Ola is a very clean person.</p>	<p>OK</p>



	<p>“You’re very clean.”</p>	<p>Ola= Ola (Addressee)</p> <p>43:12= Screen time</p> <p>E7= Episode 7</p> <p>SE2= Sex Education Season 2 – Title</p>		
89.	 <p>“Well, don’t you look fancy.”</p>	<p>89/App/Adm/Smi/Cyn/Els/07:50/E8/SE2/</p> <p>89= Datum number</p> <p>App= Appearance</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Cyn= Cynthia (Character name)</p> <p>Els= Elsie (Addressee)</p> <p>07:50= Screen time</p> <p>E8= Episode 8</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Cynthia complimented Elsie who looked very beautiful in her fairy dress</p>	<p>OK</p>


<p>90.</p>	 <p>“I like your family. They’re sweet.”</p>	<p>90/Pers/Adm/Smi/Rah/Eric/35:47/E7/SE2</p> <p>90= Datum number</p> <p>Pers= Personality</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Rah= Rahim (Character name)</p> <p>Eric= Eric (Addressee)</p> <p>35:47= Screen time</p> <p>E7= Episode 7</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Rahim praised Eric’s family. He felt that Eric’s family is so sweet.</p>	<p>OK</p>
<p>91.</p>		<p>91/Perf/Rap/Smi/Man/Re/18:26/E8/SE2</p> <p>91= Datum number</p> <p>Perf= Performance</p> <p>Rap= to create or maintain rapport</p> <p>Smi= Smile</p> <p>Man= Man (Character name)</p>	<p>This man praised Remi's book review event that was taking place earlier, he also praised Remi's good book.</p>	<p>OK</p>

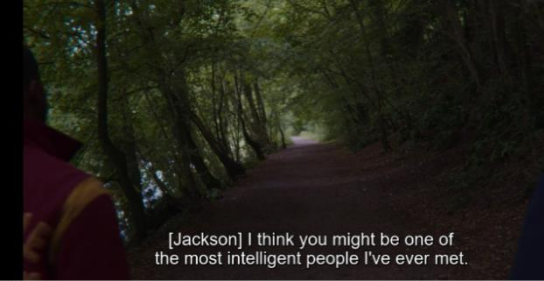
	<p>“Hi, Remi. That was fantastic. Good job. Thank you very much.”</p>	<p>Re= Remi (Addressee) 18:25= Screen time E8= Episode 8 SE2= Sex Education Season 2 – Title</p>		
92.	 <p>“But I wanted you to know how proud of you I am.”</p>	<p>92/Fri/Solid/Smi/Otis/Mae/27:25/E8/SE2</p> <p>92= Datum number Fri= Friendship Solid= to increase and consolidate solidarity Smi= Smile Otis= Otis (Character name) Mae= Maeve (Addressee) 27:25= Screen time E8= Episode 8 SE2= Sex Education Season 2 – Title</p>	<p>Otis utter a compliment to Maeve indirectly because he is proud to know someone like Maeve.</p>	OK

<p>93.</p>	 <p>“I’m so proud of you, Froggy.”</p>	<p>93/Abi/Adm/Tou/Erin/Mae/34:47/E8/SE2</p> <p>93= Datum number Abi= Ability Adm= to express admiration Tou= Touching Erin= Erin (Character name) Mae= Maeve (Addressee) 34:47= Screen time E8= Episode 8 SE2= Sex Education Season 2 – Title</p>	<p>Erin is proud of her daughter’s ability, Maeve, because she and her team won the quiz competition.</p>	<p>OK</p>
<p>94.</p>		<p>94/App/Adm/Tou/Jak/Ola/36:43/E8/SE2</p> <p>94= Datum number App= Appearance Adm= to express admiration Tou= Touching Jak= Jakob (Character name)</p>	<p>Jakob admires Ola’s appearance. Ola looks very nice with her suit.</p>	<p>OK</p>

	<p>“You look very nice”</p>	<p>Ola= Ola (Addressee)</p> <p>36:43= Screen time</p> <p>E8= Episode 8</p> <p>SE2= Sex Education Season 2 – Title</p>		
95.	 <p>“Nice suit”</p>	<p>95/App/Adm/Smi/Jak/Ola/36:45/E8/SE2</p> <p>95= Datum number</p> <p>App= Appearance</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Otis= Otis (Character name)</p> <p>Ola= Ola (Addressee)</p> <p>26:43= Screen time</p> <p>E8= Episode 8</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Otis who had just come to a school performance and saw Ola with Jakob, then praised Ola's appearance.</p>	OK

<p>96.</p>	 <p>←</p> <p>But you're also a good man, Otis.</p> <p>Sex Education E8 Episode 8</p> <p>“But you’re also a good man, Otis.”</p>	<p>96/Pers/Cri/Eye/Jak/Otis/37:28/E8/SE2</p> <p>96= Datum number</p> <p>Pers= Personality</p> <p>Cri= to soften criticism</p> <p>Eye= Eye contact</p> <p>Jak= Jakob (Character name)</p> <p>Otis= Otis (Addressee)</p> <p>37:28= Screen time</p> <p>E8= Episode 8</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Jakob utter this compliment to Otis’ personality because he wanted to criticize Otis, so that Otis would become a better person.</p>	<p>OK</p>
<p>97.</p>	 <p>←</p> <p>-You look nice, Mum. -Something new I'm trying.</p> <p>Sex Education E8 Episode 8</p>	<p>97/App/Adm/Smi/Adam/ Mau/40:16/ E8/SE2</p> <p>97= Datum number</p> <p>App= Appearance</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p>	<p>Adam gives a compliment to his mom, Maureen. Because his mom looks prettier and happier after divorced with his father, Mr Groff.</p>	<p>OK</p>

	<p>“You look nice, Mum”</p>	<p>Adam= Adam Groff (Character name)</p> <p>Mau= Maureen Groff (Addressee)</p> <p>40:16= Screen time</p> <p>E8= Episode 8</p> <p>SE2= Sex Education Season 2</p>		
98.	 <p>That was so brave.</p> <p>“That was so brave”</p>	<p>98/Abi/Adm/Smi/Bea/Ad/51:59/E8/SE2</p> <p>98= Datum number</p> <p>Abi= Ability</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Bea= Beatrice Effiong (Character name)</p> <p>Ad= Adam (Addressee)</p> <p>51:59= Screen time</p> <p>E8= Episode 8</p> <p>SE2= Sex Education Season 2 - Title</p>	<p>Beatrice, Eric’s mother admires Adam’s courage or asking Eric date with him in front of the whole school.</p>	OK

99	 <p>“I think you might be one of the most intelligent people I’ve ever met”</p>	<p>99/Pers/Adm/Smi/Jack/Viv/52:30/E8/SE2</p> <p>99= Datum number</p> <p>Pers= Personality</p> <p>Adm= to express admiration</p> <p>Smi= Smile</p> <p>Jack= Jackson (Character name)</p> <p>Viv= Viv (Addressee)</p> <p>52:30= Screen time</p> <p>E8= Episode 8</p> <p>SE2= Sex Education Season 2 – Title</p>	<p>Jackson complimented to Viv’s personality. Jackson admires Viv’s intelligent.</p>	OK
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