

THE ANALYSIS OF COMPLAINT EXPRESSIONS USED BY THE EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM OF PURWOREJO MUHAMMADIYAH UNIVERSITY IN THE ACADEMIC YEAR OF 2016/2017

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Abstract

This research is aimed to describe the complaint strategies and to discover what the dominant complaint strategy used by the eighth semester students of English Education Program of Purworejo Muhammadiyah University in the academic year of 2016/2017. This research is a descriptive qualitative research, the researcher uses ODCT (Oral Discourse Completion Test) as the instrument of the research. The research result shows that the participants expressed the speech act of complaint in eight complaint strategies: Hints, Annoyances, Ill Consequences, Indirect Accusation, Direct Accusation, Modified Blame, Explicit Blame (Behaviour), and Explicit Blame (Person). In the Situation 1 (Professor Situation), most of the participants frequently used the weakest level of complaint strategy namely Hints (50%). In the Situation 2 (Classmate situation), most of the participants frequently used more aggressive level of complaint strategy than the first situation, namely Direct Accusation (36.7%). In the Situation 3 (Juniors Situation), it is found that the participants highly used Modified Blame (33.3%) which is the strongest level of complaint strategy. This investigation of speech acts has the potential to improve interpersonal communication in multicultural societies.

Keywords: *Complaint Expressions, EFL Students, Analysis.*

A. Introduction

Language cannot be separated from people's life. People use language to interact between one to another in their life. People usually feel annoyed, dissatisfied, or unhappy with other people or circumstances. Learning a second language more than just learn the pronunciation, the lexical items, and the appropriate word order, but also learn the appropriate way to use those words and sentences in the second language. The act of complaining becomes an interesting topic in this study. It is because the act of complaining may happen in every conversation even without being considered. However, the speech act of complaint as an aspect of pragmatic

competence has not received as much attention as other speech acts from researchers. Deveci (2015).

This study observed speech act of complaint produced by the eighth semester students of English Education Program of Purworejo Muhammadiyah University in the academic year of 2016/2017, whose mother tongue is Javanese and have learned English as a foreign language for some years. The findings provide some evidence concerning second language learners' pragmatic knowledge and development of the speech act of complaints in English, with particular reference to Javanese learners of English.

B. Literature Review

Cutting (2002: 3) states that pragmatics takes a socio-cultural perspective on language usage, examining the way that the principles of social behavior are expressed is determined by the social distance between the speakers. It can be said that in pragmatics the way people behave in using language is influenced by the social distance between the speaker and the hearer. For example, people who have distant relationship will be more aware when they use language. They tend to be more polite than when they speak with others in an intimate relationship. Yule (2010: 133) classifies the speech act as one of the theories in the area of pragmatics, and defines it as "the action performed by a speaker with an utterance". Gass & Selinker (2008: 288) also stated that speech acts can be thought of as functions of language, such as complaining, thanking, apologizing, refusing, requesting, and inviting.

According to Trosborg (1994: 311-312), a complaint is defined as an illocutionary act in which the speaker (the complainer) expresses his/her disapproval, negative feelings etc. towards the state of affairs described in the proposition (the complainable) and for which he/she holds the hearer (the complaine) responsible, either directly or indirectly. The speech act of complaint belongs to the category of expressive functions. This category includes moral judgements which express the speaker's approval as well as disapproval of the behaviour mentioned in the judgement. Trosborg (1994: 316-319) sets up certain complaint strategies: no explicit

reproach, expression of annoyance or disapproval, accusation, and blame. Altogether, eight sub- categories are established, strategy 1 is the most indirect, and strategy 8 is the most direct.

C. Method

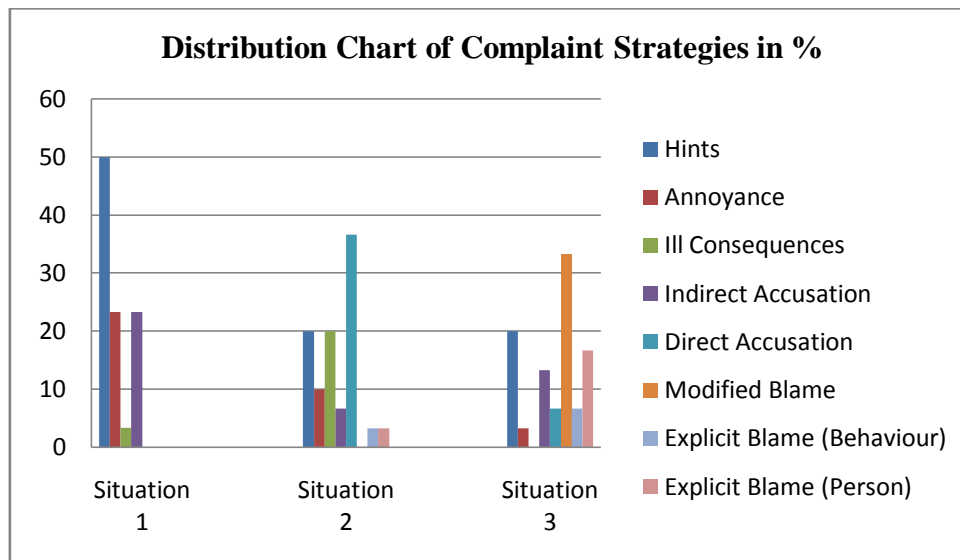
The researcher applied a descriptive qualitative research in conducting the research. Creswell (2009: 22) states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Furthermore, the researcher used Oral Discourse Completion Test (ODCT) as the data elicitation methods. As cited from Eslami & Mirzaei (2014: 138), this method allows the researcher to have some control over the interactions and variables. The participants were given three situations (complaining a person of higher, lower and equal social status) which were adopted from previous studies (Trosborg, 1994: 333) and asked to express what they would say in these situations. This test measure has been widely adapted since then and different forms it appeared.

The source of data of this research is the eighth semester students of English Department of Purworejo Muhammadiyah University in the academic year of 2016/2017. Meanwhile, the complaints data are taken from the utterances of the complaint expressed by 30 eighth semester students of English Education Program of Purworejo Muhammadiyah University in the academic year of 2016/2017. After obtaining the data, the researcher classifying the data based on the types of complaint strategies by using Trosborg's (1994) theory. The next are analyzing them and making general conclusion based on the theory.

D. Findings and Discussions

This part explains the research findings through a chart. The researcher found 90 data of the complaint strategies expressed by the eighth semester students of English Education Program of Purworejo Muhammadiyah University in the academic year of 2016/2017. The participants used different utterances in making complaint based on the context of situations. The summary of the complaint strategies expressed by the

eighth semester students of English Education Program of Purworejo Muhammadiyah University in the academic year of 2016/2017 based on Trosborg's (1994) theory is shown in the chart below:



As the chart show, there are eight categories of complaint strategies are found in the utterances expressed by the eighth semester students of English Department of Purworejo Muhammadiyah University in the academic year of 2016/2017 realized the speech act of complaining in eight complaint strategies: Hints, Annoyances, Ill Consequences, Indirect Accusation, Direct Accusation, Modified Blame, Explicit Blame (Behaviour), and Explicit Blame (Person).

The research result shows that the participants changed their complaint strategies by social distances between them and complainers. In the *Situation 1* (Professor Situation), the participants tend to used the weakest level of complaint strategy namely Hints most frequency (50%). It is understandable because of the culture that a lecturer tends to be placed in the higher position than student. In the *Situation 2* (Classmate situation), the participants tend to use more aggressive level of complaint strategy than the first situation, namely Direct Accusation (36.7%). It seems natural, because they have an equal position. In the *Situation 3* (Juniors Situation), it is found that the participants highly used Modified Blame (33.3%) which is the strongest

level of complaint strategy. It could be suggested that the participants focused on their seniority.

E. Conclusion and Suggestions

Based on the analysis, it is concluded that eighth semester students of English Department of Purworejo Muhammadiyah University in the academic year of 2016/2017 realized the speech act of complaining in eight complaint strategies: Hints, Annoyances, Ill Consequences, Indirect Accusation, Direct Accusation, Modified Blame, Explicit Blame (Behaviour), and Explicit Blame (Person).

The research result shows that In the *Situation 1* (Professor Situation), the participants tend to used the weakest level of complaint strategy namely Hints most frequency (50%). In the *Situation 2* (Classmate situation), the participants tend to use more aggressive level of complaint strategy than the first situation, namely Direct Accusation (36.7%). In the *Situation 3* (Juniors Situation), it is found that the participants highly used Modified Blame (33.3%) which is the strongest level of complaint strategy.

Hopefully, by studying complaint expression, the students will know how to use language in an appropriate way and how to express complaint properly based on who the listener is. The researcher expects that an investigation into this speech act has the potential to improve interpersonal communication in multicultural societies.

F. References

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