



**RESPONSES TOWARD GRIPING IN ACADEMIC SETTING: A
CASE STUDY OF ANDROGYNOUS STUDENTS**

UNDERGRADUATE THESIS

**BY
RUSDIANA SEPTI HAPSARI
NIM 125110100111080**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2016



**RESPONSES TOWARD GRIPING IN ACADEMIC SETTING: A
CASE OF ANDROGYNOUS STUDENTS**

UNDERGRADUATE THESIS

Presented to

Universitas Brawijaya

In partial fulfillment of the requirements

For the degree of *Sarjana Sastra*

BY

RUSDIANA SEPTI HAPSARI

NIM 125110100111080

STUDY PROGRAM OF ENGLISH

DEPARTMENT OF LANGUAGES AND LITERATURE

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

2016



DECLARATION OF AUTHORSHIP

Here with I,

Name : Rusdiana Septi Hapsari

NIM : 125110100111080

Address : Jalan Tengger Kandangan Timur 2A/17, RT 05 RW 03, Kelurahan
Kandangan, Kecamatan Tandes, Kota Surabaya, Provinsi Jawa Timur.

Declare that :

1. This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

2. If at a later time it is found that this undergraduate thesis is a product of plagiarism,

I am willing to accept any legal consequences that may be imposed upon me.

Malang, 26 Januari 2016

Rusdiana Septi Hapsari

NIM. 125110100111080



SUPERVISOR'S APPROVAL

This is to certify that the undergraduate thesis of **Rusdiana Septi Hapsari** has been approved by the supervisor

Malang, 26 January 2016

Supervisor

Eni Maharsi, M. A

NIP.19731209 200501 2 002



BOARD OF EXAMINERS CERTIFICATE OF APPROVAL

This is to certify that the undergraduate thesis of **Rusdiana Septi Hapsari** has been approved by The Board of Examiners as one of the requirements of *Sarjana Sastra*

Dr. Nurul Chojimah, M.Pd., Chair

NIP. 19690629 200901 2 001

Eni Maharsi, M.A., Member

NIP. 19731209 200501 2 002

Acknowledge by,
Head of Study Program of English

Yusri Fajar, M.A.
NIP. 19770517 200312 1 001

Sighted by,
Head of Department of Languages
and Literature

Ismatul Khasanah, M.Ed., Ph.D.
NIP. 19750518 200501 2 001



ABSTRACT

Hapsari, RusdianaSepti. 2016. **Response toward Griping in Academic Setting: A Case Study of Androgynous Students**. Study Program of English, Universitas Brawijaya. Supervisor: Eni Maharsi.

Keywords: Speech acts, Griping, Androgynous Students, Discourse Completion Task.

Gripping and complaint have the same idea that they are both intended to complain but different in the terms of practice. The researcher conducted a study about response toward gripping in academic setting: a case study of androgynous students which portrays response toward gripping situations within campus environment. There was a problem to be solved in this study, namely: What are the responses toward gripping produced by androgynous students.

The method of this study was qualitative approach using a case study. The writer used two questionnaires to collect the data, namely: (1) Bem Sex Role Inventory (BSRI) test and (2) Discourse Completion Task (DCT). The participants of this study were 4 androgynous students in Universitas Brawijaya.

This study revealed that androgynous students are different in responding gripping. Androgynous students never give simply response in each of situations. Furthermore the study also found that in responding gripping, situational context might also influence in the selection of giving response. This study was also able to discover new types of classification, Act Combinations namely, Commiseration followed by Contradiction (CM+C), Advice followed by Question (A+Q) which could not be found in either previous studies or Diana Boxer's study.

The researcher suggested to the next researchers to investigate factors that influence androgynous students to respond gripping from different aspects, such as: in a matter of mood, in certain situations, in other locations, and etc. the next researcher could also investigate another response toward under branch of speech acts such as: compliment, complaint, apologies, disagreement, etc.



ABSTRAK

Hapsari, Rusdiana Septi. 2016. **Tanggapan terhadap Keluhan tidak langsung di Aturan Akademik: Studi Kasus dari Mahasiswa Androgyny.** Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: EniMaharsi.

Kata Kunci: tindak tutur, keluhan tidak langsung, mahasiswa androgyny, tes melengkapi wacana (DCT)

Keluhan tidak langsung dan keluhan langsung mempunyai persamaan ide bahwa mereka berniat untuk mengeluh tetapi berbeda dalam hal praktik. Peneliti mengadakan studi mengenai tanggapan terhadap keluhan tidak langsung di aturan akademik. Penulis akan menjawab rumusan masalah: peneliti akan menjawab rumusan masalah: tanggapan apa yang digunakan oleh mahasiswa androgyny?

Studi ini menggunakan metode pendekatan kualitatif dalam bentuk studi kasus. Peneliti menggunakan dua kuisioner untuk mengumpulkan data: Bem Sex Role Inventory (BSRI) tes dan Tugas Melengkapi Wacana (DCT). Partisipan dari studi ini adalah 4 mahasiswa androgyny di Universitas Brawijaya.

Hasil studi menunjukkan bahwa mahasiswa androgyny berbeda dalam menanggapi keluhan tidak langsung. Mahasiswa androgyny tidak pernah sederhana dalam memberikan tanggapan di tiap situasi. Lebih jauhnya, hasil studi juga menemukan dalam menanggapi keluhan tidak langsung, kontek situasi juga mempengaruhi pemilihan dari memberikan tanggapan. Studi ini juga telah menemukan tipe klasifikasi baru Act of Combinations, commiseration diikuti oleh Contradictions (CM+C), Advice diikuti Question (A+Q) yang tidak ditemukan di peneliti sebelumnya atau studi dari Diana Boxer.

Peneliti menyarankan untuk peneliti selanjutnya untuk menginvestigasi faktor yang mempengaruhi mahasiswa androgyny dalam merespon dalam aspek berbeda, seperti: dalam hal mood, di situasi tertentu, di lokasi yang lain, dan lain sebagainya. Peneliti selanjutnya juga bisa menginvestigasi tanggapan lain dalam lingkup tindaktutursepertimemuji, mengeluh, meminta maaf, dan ketidaksepakatan.



ACKNOWLEDGEMENTS

Firstly, the researcher would like to present her gratitude toward her supervisor Eni Maharsi, M.A for her insightful advice and patiently supervise the researcher during undertaking this study. The researcher would also like to render her gratitude toward Dr. Nurul Chojimah, M.Pd as the examiner for her valuable corrections and suggestions in examining this thesis.

Secondly, the researcher would like to thank her beloved mother, Nanik Fitriani, who has given her endless prayers, supports, and motivations for the researcher in accomplishing this thesis, her father, Rus Prayitno, for her supports and prayers. The researcher also wants to give special thanks to my best partner Agung Frastiawan for giving his comforts, supports, motivations, and valuable advices relentlessly during the accomplishment of this thesis, her best friends (Abdul Ghofar, Dhika Try Marthadi Nugroho, Wendy Christien, Mirsa Fitri, Abdi Afrizal, and Abdul Azis) for giving their supports and motivations. Last but not least, the researcher would also like to thank everyone who gave their support that could not be mentioned one by one in finishing this thesis.

Malang, 26 January 2016

Rusdiana Septi Hapsari



TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISORS' APPROVAL	iii
BOARD OF EXAMINERS' CERTIFICATE OF APPROVAL	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Problems of the Study	5
1.3 Objectives of the Study	5
1.4 Definitions of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Theoretical Framework	7
2.1.1 Socio-Pragmatics	7
2.1.2 Speech Acts	8
2.1.3 Gripping	10
2.1.4 Androgyny	12
2.1.5 DCT	13
2.2 Previous Studies	16
CHAPTER III RESEARCH METHOD	
3.1 Research Design	17
3.2 Data and Data Source	18
3.3 Data Collection	18
3.4 Data Analysis	21
CHAPTER IV FINDING AND DISCUSSION	
4.1 Finding	23
4.1.1 Response Classification toward gripping	27
4.1.1.1 Contradictions	27
4.1.1.2 Joking	32
4.1.1.3 Advice	35
4.1.1.4 Commiseration	38
4.1.1.5 Act of Combinations	45
4.2 Discussion	51



LIST OF TABLES

Table

Page

3.1 Sample of Discourse Completion Task (DCT) Questionnaire21

3.2 Sample of Response Classification toward Griping22

4.1 Response toward Griping Performed by Androgynous Students26



LIST OF APPENDICES

Appendix

Page

1. The results of BSRI test	61
2. The response classification toward griping	64
3. The Bahasa Indonesia version of Discourse Completion Task (DCT)	78
4. The English version of English”	81
5. <i>Berita Acara Bimbingan Skripsi</i>	83



CHAPTER I INTRODUCTION

In this chapter, the researcher presents the background of the study, problem of the study, the objective of the study, and the definition of key terms.

1.1 Background of the study

Each individual who basically coming from different need and background mingles each other and becomes one group called society. People need to interact as their role being in group and use language as a medium to share feelings and ideas through communication. People use language to accomplish some purposes such as ordering, promising, and arguing. Here means that language plays important role in communication since it becomes medium to people to interact with others.

In communication, it is involving the speakers who act as the informer and the listener as the receiver. The listeners and the speakers should know about information when they are involving in conversation. As the knowledge develops, the case of understanding the intended meaning of the speaker taken as discussion under the study in Linguistics, especially in Pragmatics. According to Yule (2010, p. 128) "Pragmatics is the study of invisible meaning". This indicates that this study concerns about the speaker meaning, contextual meaning, how more gets communicated than is



said, and the expression of related distance. From those definitions, we know the advantage of studying pragmatics. But, the fact that “the disadvantage is human concept are difficult to analyze in a consistent and objective way”. Yule (1996, p. 4).

In that study, it is covering speech act as the basic knowledge for people to study the intended meaning. Speech acts cover people problem to understand the meaning behind the utterances. Yule (1996, p. 47) states that “speech acts are utterances of a speaker that is used to say something or do something”. In addition, according to Austin (1975, p. 94) “Speech acts are action performed in saying something”. This means that speech acts are a thought from the speaker that delivered to the listener, so the listeners can understand the thought of the speaker and listener can do the action that is appropriate to the context of the conversation.

There are many types of speech acts, such as complaining, apologizing, requesting, and etc. One of them that becomes concern of this research is griping. Griping is defined as indirect complaint because griping is a non-face threatening speech act that the object of the complaint is not present (Allami, 2006). In other words, griping carries no threat to anybody. So, the effects of people employed griping are people can lengthen the conversation with the listener and involve them to be in social relationship or contemporary social relationship. It means that the listener shows the commiserate response as evidence of paying attention and concerns to the speaker. Thus, griping is not seen so much as complaining but rather a positive way



of sharing mutual information and building relationship between the speakers and the listeners. (Boxer, 1996)

Research has shown that gender factor plays important role in shaping their language. It also applies in response toward griping. It is proven that study about gender which is conducted long time before is quite clear that male and female are different in so many aspects, especially is using language. This current research involves the scope of psychology which the conception of gender is not limited to masculine and feminine, but recently found new terms about androgyny, which is claimed as third gender beside masculine and feminine. As proposed by Lips (2008, p. 50) "Androgyny refers to psychological merging of the masculine and feminine principles". And "androgynous person is one who has reconciled both femininity and masculinity within her- or himself". One who has both masculine and feminine qualities.

The new phenomenon existing in society presents a glimpse that androgyny is quite different from masculine or feminine. Society also can not avoid the androgyny phenomenon which breaks the strict rules that society prescribed to male and female as masculine and feminine. The point is that people have to view the meaning of feminine-masculine dimension, some being more masculine, some being more feminine, and some being mixture of the two. Based on the statements above, the researcher chooses androgyny as the participant because androgyny indicates something different, not only the physical appearances but also the language. It also



affects to their response toward griping which is later on will support to the Boxer's idea or not.

The difference in terms of gender affects androgyny in doing something, which is in performing language. This can be exemplified in the following illustration. One of the following is: "there is androgynous student came late in a morning class because some things extra have to be done before going to campus.

After he arrived and seen his classmates walk out of class and he suddenly asked why they walked out of the class and one of them said that the lecturer didn't come because of some reasons. Then androgynous student will respond with grumble, "I am not supposed to be here. It is such a waste to come here. This thing makes me loss my compact powder". The illustration given is expected can reflect how androgynous students employ language through griping and be used as one of references to conduct research in related field. Since the presence of androgyny these days has been quite clear.

The significance of the study is to gain more understanding about type of speech acts that is griping. The researcher finds that griping phenomenon in androgynous students are still rarely used as the object of the research. Other similar researches are mainly focusing on differences of male and female language research as the subject of their research which is quiet enough clear defining female and male rather than to use androgyny. The fact androgynous students have differentiation in language features need more to be examined. The researcher aims to give information



which dealing with androgynous students to the readers because they are exist and have become a part of society. Therefore, this research could be an important reference, since it would be beneficial for students who will conduct the same research about griping phenomena because it has passed an analysis process and also would be beneficial to the readers.

1.2 Problem of the study

Based on the background above, the researcher presents problems of the study:

What are the responses toward griping produced by androgyny students?

1.2 Objectives of the study

In accordance with research problem above, the researcher provides the objective of the study:

To find out the responses toward griping which are produced by androgynous students.



1.4 Definition of Key terms

1. Speech Acts

: the actions performed in saying something (Austin 1975, p. 94)

2. Gripping

: a non-face-threatening speech act in which the party or object of complaint is not present. (Allami, 2006)

2. Androgyny

: a combination of masculinity and femininity. (Edgar et al, 2005)

3. Gripping responses

: a performance of reacting toward gripping in the form of spoken or written.

4. Androgynous person

: one who has reconciled both femininity and masculinity within her- or himself. (Lips, 2008)



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about theories related literature that were use to conduct this research; Socio-Pragmatics, speech act, direct and indirect speech acts, types of speech acts, griping, androgyny and also previous study which is related to the study.

2.1 Socio-Pragmatics

Sociopragmatics refers to the way conditions of language use derive from the social situation (Ali, 2007). In other words, it involves the study of both the forms and functions of language in the given social setting. The term "linguistic forms" refers to the abstract phonological and/or grammatical characterization of language. "Social functions," however, refers to the role language plays in the context of the society or the individual. For instance, language is used (or functions in such a way as) to communicate ideas, express attitudes, and so forth. It may also be used to identify specific sociolinguistic situations, such as informality, or varieties of language, such as science or law. The term "situation" is generally used to refer to the extra-linguistic setting in which an utterance takes place. It refers to such notions as number of participants, level of formality, nature of the ongoing activities, and so on.



2.2 Speech Act

Closely connected to the notion of socio-pragmatics is speech act. Speech act is a technical term in linguistics and the philosophy of language. Speech act theory is included in the field of pragmatics. The theory of speech act is developed originally by John Austin. Austin (1975, p. 94) defines speech acts as the actions performed in saying something. Austin also claims that there is a close link between speech act and language functions. Accomplishing communicative actions in daily life requires employing necessary words under appropriate circumstances. Austin introduced tripartite classification of acts performed when a person speaks. They are locutionary acts, illocutionary acts, and perlocutionary acts. Thus, there are some conditions which build a communication as Austin (1975, cited in Saeed 2003, p. 227) says that speech act consists of three facets: first, the locutionary act is the act of saying something or producing a series of sounds which mean something. Second, the illocutionary act is an act which is performed in saying something and includes sets such as betting, promising, denying, and ordering. The interpretation of illocutionary acts is concerned with force. The last is perlocutionary act. This act produces some effects upon thoughts, feeling, or actions from audiences.

Searle (1976, cited in Yule, 1996, p.53-54) classifies speech acts into several types:



1. Representative

Representative is the speech act that commits a speaker to the truth of the expressed proposition. For example: assertions, claims, explanations, reports, disagreement, and etc.

2. Directive

Directive is the speech act that is to cause the hearer to take a particular action. For example: suggestions, requests, instructions, commands, and etc.

3. Expressive

Expressive is the speech act that expresses the speaker's attitudes and emotions towards the proposition. For example: apologies, complaints, compliments, thanks, and etc.

4. Commissive

Commissive is the speech act that commits a speaker to some future action. For example: promises, threats, vows, and etc.

5. Declarative

Declarative is the speech act that changes the reality in accordance with the proposition of the declaration. For example: baptisms, decrees, and declarations.



Thus, speech acts is the right approach in studying griping even though from classification proposed by Searle is not mentioned clearly. He only mentions complaint. The fact, griping and complaint have the same idea but different in the practice. For instance, complaint always has an object during the interaction. So there is a target person that becomes object of complaining while griping is not. Thus, it implies that griping carries no threat to others. It was also not seen much as complaining but as a positive way to share information.

2.3 Griping

Griping and complaint have the same idea that they are both intended to complaint but different in the terms of practice. Griping can be described as a non-face-threatening speech act in which the responsible party or object of the complaint is not present during the interaction within which the speech act is performed (D'Amico-Resner, 1985). it has been claimed that griping carries no face threat.

Furthermore, griping is used as a means to invoke commiseration (Edmondson, 1981). While direct complaint as defined by Brown and Levinson (1987), is a face-threatening act. It also used to call for negotiation. Complain has been further defined as a speech act to give the speaker a way to express 'displeasure or annoyance' as a reaction to a past or on-going action the consequences of which are perceived by the speaker as affecting him unfavorably (Olshtain and Weinbach, 1993). Although both



direct and indirect complaints have the potential of leading to lengthy interactions between speaker and addressee, it is usually in the indirect complaint or griping that one finds conversational material upon which shared beliefs and attitudes may be expressed (Tatsuki, 2000). As such, the indirect complaint becomes a solidarity-building device since it freely invokes the listener to engage in a series of 'commiserative responses' to demonstrate attention and concern, or to maintain intimacy and stable social relationships.

In this current research, the researcher will use Boxer's taxonomy to classify the response toward griping. She classified the responses toward griping into six categories: 1) topic switch, 2) questions, 3) contradiction, 4) joking/teasing, 5) advice/lecture, and 6) commiseration. For example, androgynous student who meet a classmate at the university, he grumbles "Did you see what a terrible Mrs. (a very strict lecturer) give us exam again?"

- a) When is our next exam?
- b) What do you think your score will be?
- c) It was not a hard exam at all.
- d) Couldn't be easier than that!
- e) You should have studied harder!
- f) Yeah, it was awful!

Two out of three androgynous students respond that the next exam is given by Mrs. (a very strict lecturer) is awful. The response of androgynous students show that



it was awful words implies androgynous students give the commiserate response which the next is the conversation will be continued and potentially leading to lengthy the interaction. The theory about griping supports the current research about response androgynous students toward griping is expected to give variety in response toward griping compared to the last study only presents the response of female and male.

2.4 Androgyny

The terminology of gender under the scope of linguistics is divided into two, male and female. As the knowledge develops, it allows people to learn and connect the concerned field with another field to get broader knowledge and understanding deals with this current research. Thus, the researcher involves the study of psychology as the important reference to conduct a research which especially deals with androgynous person. The psychology journal defines the terminology gender in much broader understanding and divides gender identity into three, which are masculine, feminine, and androgyny.

The idea of gender identity as taken from journal *Femininity/Masculinity* that is gender identity refers to the degree to which persons see themselves as masculine or feminine given what it means to be a man or woman in society. Androgyny is defined by psychology journal entitle *Femininity/Masculinity* as a combination and



balance of masculinity and femininity. It is possible for androgynous person to express both masculinity and femininity.

Androgynous person is possibility to see herself as masculine and see himself as feminine. Because androgyny is the mixture of two masculine and feminine, it will guide their behavior to act in so many conditions far different from person who has feminine or masculine side. The phenomenon of androgyny is exists in society. Thus, giving a place for androgyny to observe in relation to language features is expected to enrich the field of study and may encourage readers to look beyond of what is already exist as object of observation. Therefore, this research aims to gain more understanding in area of sociopragmatics by incorporating the presence of androgyny in relation with their response toward griping.

2.5 DCT

To collect the data, the researcher will use Discourse Completion Task (DCT). DCT is a form of questionnaire representing some natural situations to which the participants were expected to react in making responses toward griping. According to Nelson, et al (2002) DCT is an appropriate instrument for inter-language pragmatic research. DCT can be applied directly to participants coming from different cultural background whilst natural data cannot provide such facility since in natural data



collection, participants' variables such as status and ethnic background are difficult to control.

Based on their cross-cultural study between American and Egyptian, Nelson et al. (2002) indicate that by using DCT they can use the same situation for both Egyptian and American respondents. In natural data, it is impossible to replicate situations. Moreover, they could directly compare the strategies used by both groups

in the same situation in order to determine similarities and differences in features of speech act being studied. In brief, although Nelson et al. are fully aware of the limitation of DCT which is simplification of complex interaction, they claim that

DCT still represents norms of appropriateness. Kwon (2004) notes that DCT is a controlled elicitation data method so that DCT allows participants to vary their response because the situations are developed with status embedded in the situations.

Thus, it will help the participants to distinguish which strategy is used when they encounter a situation where another interlocutor has lower, equal, or higher status.

Another advantage of DCT is that respondents will provide the prototype response occurring in one's actual speech. Therefore, DCT is more likely to trigger participants' mental prototype whereas natural data are more likely to bring on

unpredictable and uncommon items in a speech such as repetition of certain words and back channel (Kwon 2004). Furthermore, DCT helps researchers comprehend the construction of a speech act in an authentic communication due to DCT's nature as a

prototype of actual speech acts. Kwon (2004, p. 342) indicates that DCT is an



effective data collection instrument when the objective of the investigation is “to inform the speakers’ pragmalinguistic knowledge of the strategies and linguistic forms by which communicative acts can be implemented, and about their sociopragmatic knowledge of the context factors under which particular strategies and linguistic choices are appropriate” Based on these arguments, Kwon believes that DCT is the most appropriate instrument in his study since the purpose of his study is to reveal participants’ use of refusal strategies under given situation rather than to investigate pragmatic aspects that are dynamic of a conversation such as turn-taking or sequencing a speech.

Therefore, the call for research in issue of data collection method is essential since such a research provided evidence in relation with the validity and reliability of the instrument of data collection. When the validity and reliability of the instrument are convincing, the instrument appropriately measured learners’ pragmatic competence. Indeed, DCT is still critically needed in pragmatic research. Up to now, there are no other data collection instruments that have as many administrative advantages as DCT so that research in pragmatic testing and teaching will still rely on it. By considering the element of validity and reliability, further research in DCT is needed. The investigation of the DCT’s design brought about a reassessment of instrument design which lead to the improvement to the usefulness of DCT. Researchers must also consider the purpose of their study so that the instrument which will be used in the study fits the study’s purposes.



2.5 Previous study

There was a study belong to Hamid Allami (2006) entitle A Sociopragmatic Analysis of Gripping: The Case of Iranian Students. He explained about gripping used by male and female. He used comparative study, in which comparing responses from male and female and also used different issues to set the DCT. When classified the responses, he used Boxer's taxonomy (1996) to analyze the responses toward gripping. His research used Boxer's theory. While this current research was also focusing on gripping, but different in using the participants. In this current research, the researcher used androgynous students as the participants and use academic setting issues to set DCT. When classify the responses, the researcher used Boxer's taxonomy. The researcher used Boxer's theory.



CHAPTER III RESEARCH METHOD

This chapter discusses the method that the researcher used in conducting this study. This chapter consists of research design, data source, data collection, and data analysis.

3.1 Research Design

This current research used descriptive qualitative as proposed by Creswell (1998). Some reasons stated by Creswell (1998) ensuring that this conducted research is a qualitative research are; the topic needs to be explored, sufficient time and resources to spend on extensive data collection in the linguistics field and detailed data analysis of “text” information. The researcher used the theory of Creswell as a guidance to this research method. In comparison with quantitative research method, qualitative does not depend on numerical data while quantitative does. The use of qualitative approach seems to be the proper choice since the current research can be regarded into social science, and the use of numerical data was not potentially absent to appear in the research. In addition, the research used document analysis approach as the data was collected by using Bem Sex Role Inventory (BSRI) test and Discourse Completion Task (DCT).



In collecting the data, the researcher used a case study. According to Creswell (1998, p. 61) case study is “an exploration of a bounded system or a case (multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context”. In conclusion, case study is a depth study that investigates individual, one group, or one organization about the phenomenon in the real life through detailed. It tried to examine the behavior of the subjects.

Furthermore, in this study the researcher attempted to make a deep analysis to the responses toward griping that was performed by androgynous students.

3.2 Data Source

The data sources of the study were in the form of Bem Sex Role Inventory test (BSRI) and Discourse Completion Task (DCT). The data of this study was coming from the results of Bem Sex Role Inventory test and the results of Discourse Completion Task (DCT) written in Bahasa Indonesia. The DCT that was used to analyze the responses used academic issues for the setting in DCT.

3.3 Data Collection

The key instrument of this study was the researcher. The researcher was in a little part of androgynous students. So, she really knew the characteristics of androgynous persons from the behavior, personal way of speaking, and gestures. The



researcher used two kinds of questionnaires as the instruments, namely close-ended questionnaires Bem Sex Role Inventory (BSRI) test and Discourse Completion Task (DCT). In order to determine androgynous students, the researcher used Bem Sex Role Inventory (BSRI) test which was constructed in 1974 by Dr. Sandra Lipsitz Bem. BSRI was an online test to determine people as androgyny. For scoring, BSRI test didn't give any clear statement dealing with the limitation of androgyny result. If the people really androgyny, they have to pass the score for androgyny more than 30%, 50% or other particular limitations for score. It means that any people have a consideration to be androgyny. So, the researcher considered when the result for androgyny was 40%, it means they still can be labeled as androgyny. The 40% considered as high score compared to people got 10% or 15% scores for androgyny. In this questionnaire, the participants were asked to answer 60 questions in BSRI test on a scale from 1 (never or almost never true) to 7 (almost always true) to determine their gender as masculine, feminine, androgyny, or undifferentiated. In this case, the researcher distributed the BSRI test that have been translated into Bahasa Indonesia in order to make the participants understand the meaning of the questions in test. Then, the researcher inputted the answers to the website of BSRI test. The researcher retrieved the website of BSRI test for 4 times.

The second instrument that the researcher used in this study is Discourse Completion Task (DCT). Discourse Completion Task (DCT) was a form of questionnaire describing some natural situations in which the participants were



expected to react, making responses toward griping. This questionnaire was designed by the researcher and written in Bahasa Indonesia in order to make the participants understand about the questions. There are 10 situations in this questionnaire as well the questions. The researcher used this kind of questionnaire as the instrument to collect the data for the reason that Discourse Completion Task (DCT) was relatively effective to be applied to this kind of study, especially if the research deals with speech acts. The needed to collect several data in such limited time was the main consideration for the researcher to use this questionnaire as the instrument to collect the data of this study.

Moreover in this study, The Discourse Completion Test (DCT) of this study consisted of ten griping situation in which the participants are expected to give the responses toward the questions. Therefore, in conducting this study, the researcher followed these steps to collect the data. Here are these steps to collect the data.

1. Observing male students which are near to androgyny looks.
2. Asking for willingness to the participant to conduct BSRI test.
3. Distributing BSRI question written in Bahasa Indonesia.
4. Collecting and inputting the answer to the website of BSRI test.
5. Determining the results from the BSRI test.



6. Designing DCT scenarios. Here was one example of ten situations in Discourse Completion Task:

Example table of Discourse Completion Task (DCT) questionnaire

1. Anda sedang mengikuti kelas dari salah satu dosen yang sangat disiplin, biasanya dosen tersebut tidak menolerir mahasiswa datang terlambat bahkan dosen bisa memarahi atau mengusir mahasiswa dari kelas dikarenakan terlambat, tetapi pada suatu ketika dosen tersebut datang terlambat lebih dari 40 menit. Kemudian salah satu temanmu ada yang menggerutu, "mahasiswa ga dibolehin terlambat, kalo dia datang seenaknya". Untuk menanggapi Anda akan berkata...

7. After knowing the androgynous students, the researcher distributes the DCT to get the results of their response toward griping.
8. Collecting the results from Discourse Completion Task (DCT).

3.4 Data Analysis

After the data had been collected, the researcher will analyze the data through the following steps:

1. Identifying the responses toward griping performed by androgynous students.
2. Interpreting the responses toward griping using Boxer's taxonomy (1996).



3. Classifying the responses using Boxer's taxonomy (1996), which cover 1) topic switch, 2) questions, 3) contradiction, 4) joking/teasing, 5) advice/lecture, and 6) commiseration.

Example Table of Response Classification toward Gripping Used by Androgynous Students

S	P	Utterance	Gripping classification					
			TS	Q	C	J	A	CM
1	1							
	2							

Notes:

TS: Topic Switch C: Contradiction A: Advise P: Participant
 Q: Questions J: Joking CM: Commiseration S: Situation

4. Drawing conclusion based on the result of the classified responses.



CHAPTER IV FINDING AND DISCUSSION

In this chapter the researcher presents the finding and discussion from the data obtained. The data were analyzed by using Diana Boxer's (1996) theory. In discussion, the data found were discussed based on the theories and previous studies.

4.1 Finding

In this study, the researcher examined responses toward griping used by androgynous students in Universitas Brawijaya. The data of this study were collected by the use of BSRI test and the DCT which was held in college's environment. The Bem Sex Role of Inventory (BSRI) test was to determine androgyny qualities and the Discourse Completion Task (DCT) was to figure out the responses toward griping in the certain situations which was dealing with academic stuffs.

There were 4 students who consisted of AF as the participant one, AG as the participant two, AA as the participant three, and the last participant was AA that become the participants in this research who already passing the BSRI test. The results of BSRI test showed that the participant of this research have a high score in androgyny. It proven by the percentage of androgyny showed more than 50%.



By using Creswell's (1998) theory, the researcher used a case study and took only 4 participants to be her subjects for this research since the researcher wanted to explore more about the responses toward griping were performed by androgynous students.

The responses toward griping were performed by androgynous students analyzed by using Boxer's (1996) classification of responses toward griping, namely: [1] Topic Switch (TS), [2] Questions (Q), [3] Contradiction (C), [4] Joking (J), [5] Advise (A), [6] Commiseration (CM). In this case, the Discourse Completion Task (DCT) was given to the 4 participants to figure out their responses toward each situations of griping. The questionnaire was written in *Bahasa Indonesia* in order to make the participants understand each situation easily since their mother tongue is *Bahasa Indonesia*. The response of questionnaire was also written in Bahasa Indonesia. There were 10 situations in this Discourse Completion Task (DCT).

Situation 1 was about griping situation between participant and his friend in which his friend griped about his lecturer was coming late. Second, situation 2 was about griping situation between participant and his friend in which the lecturer didn't come to the class and there were no information deals with her absence. Third, situation 3 was about griping situation between the participant and his friend in which the lecturer gave remedial examination. Four, situation 4 was about griping situation between the participant and his friend in which the



lecturer lose the result of final examination. Five, situation 5 was about griping situation between the participant and his friend in which the lecturer gave many tasks that later on will not be checked.

Next, in the sixth situation was about griping situation between the participant and his friend in which the lecturer gave the impromptu examination. in the seventh situation was about griping situation between the participant and his friend in which his friend grumbled that a friend of him didn't join at group work.

In the eighth situation was about griping situation between the participant and his friend in which his friend grumbled that there was a friend of him asks a question while the presentation and for the certain purpose that is only testing your understanding. In the ninth situation was about griping situation between the participant and his friend in which your friend loss semiotic book because of his friend. The last is about griping situation between the participant and his friend in which your friend told that his identity card was borrowed by his friend for one month.

Therefore, based on the utterances of androgynous students in answering the questions, the researcher classified the responses found into table using Boxer's (1996) theory. The data analyzed was taken from the utterances of 4 androgynous students.



Table 4.1 Responses toward griping performed by androgynous students.

P	Topic switch	questions	contradiction	Joking	advice	Commiseration	Act combinations
1	-	-	2	-	-	2	6
2	-	-	7	-	3	-	-
3	-	-	-	1	1	8	-
4	-	-	2	3	3	0	2

From the table 4.1 shows that there were 5 response classifications that was primarily used by androgynous students namely contradiction which occurred 11 times, joking occurred 4 times, advice which occurred 7 times, commiseration which occurred 10 times. Actually the response classifications according to Boxer (1996) are 6, but the researcher found one classification namely act combinations.

The Act Combinations occurred 8 times in which contained commiseration followed by contradiction (CM+C), commiseration followed by advice (CM+A), question followed by advice (Q+A), commiseration followed by question (CM+J), advice followed by question (A+Q). The table which contained the utterances containing 6 responses classification used by androgynous students could be seen in appendix 2.



4.1.1 Responses Classification Toward Gripping

Based on the androgynous students' utterances, the researcher found 6 strategies of responses toward gripping based on the classification proposed by Diana Boxer (1996) which were described in the following sub-points:

4.1.1.1 Contradictions

Contradictions (C) mean the one who responses gripping deliver responses containing contradiction toward the topic that previously uttered by the speaker. Based on the result on the table 4.1 contradict responses occurred 9 times. Here are some of the examples:

1) *Maklum namanya juga dosen.*

I think that is normal for lecturer. (androgyny 2, situation 1)

In this example, the situation was about the lecturer never allowed the students to come late, but one day he came late more than 40 minutes. androgynous student delivered contradict response to the speaker by saying "*Maklum namanya juga dosen*" it means "I think that is normal for lecturer". It means that he rebutted gripping delivered by the speaker. The response implied disagreement toward the speaker.

2) *Yasudahlah. Ini memang sudah suratan takdir kita sebagai mahasiswa.*

That's fine. It's been our fate as being student. (androgynous student 4, situation 2)



In this case, the situation was about in previous week the lecturer asked the students to read 3 chapters because this week the lecturer would give a quiz, suddenly he didn't come and postponed the quiz. Androgynous student delivered contradict response by saying "*Yasudahlah. Ini memang sudah suratan takdir kita sebagai mahasiswa*" it means "That's fine. It's been our problems as being student". It was proven by choosing words like that to rebut the griping as previously spoken by the speaker.

3) *Hmm bagus deh. At least bisa baca lagi buat kuis next week.*

That's great. At least we can have more preparation for quiz next week. (androgynous 1, situation 2)

In this case, the situation was about in previous week the lecturer asked the students to read 3 chapters because this week the lecturer would give a quiz, suddenly he didn't come and postponed the quiz. Androgynous student delivered contradict response by saying "*Hmm bagus deh. At least bisa baca lagi buat kuis next week*" it means "That's great. At least we can have more preparation for quiz next week", it was proven by choosing words like "*bagus*" and "*At least*" contradicted and rebutted the griping that was previously spoken by the speaker. It also implied that the speaker still had a chance to more prepare for quiz next week.

4) *Haha sabaar. At least nilai lo diganti sama tugas... bisa bikin perfect buat ganti nilai uts yang ujian di kelas*

(Haha take it easy. At least your score can be substituted by the project... so you can get the perfect score in class) (androgynous student 1, situation 4)



In this case, the situation was about the lecturer gave the result test to the students and the speaker didn't get it. Finally the lecturer apologized that he lost his test result, then he gave project to substitute the score. Androgynous student delivered contradict response to the speaker by saying "At least nilai lo diganti sama tugas" it means "At least your score can be substituted by the project". It was proven by choosing the word "at least" to contradict and rebut the griping. It also implied that the speaker still had a chance to substitute the score through finishing the project.

5). *Ya kan kita udah dikasih kesempatan buat perbaikan bro.*

(Yeah we've been already given a chance for remedial examination, bro).

(androgynous student 2, situation 3)

In this case, the situation was about all the students have passed midterm test. The lecturer never taught properly and the subject was so difficult. Finally the lecturer gave remedial examination to all the students. Androgynous student delivered contradict response to the speaker by saying "Ya kan kita udah dikasih kesempatan buat perbaikan bro" it means "Yeah we've been already given a chance for remedial examination, bro", it showed that the chance that has been given for take the remedial examination was really useful for students who got bad score, maybe in the next examination all the



students will be more prepare. It was proven by choosing words like that rebutted the griping that was previously spoken by the speaker.

6) *Ya kan dapat tugas untuk memperbaiki bro.*

(Yeah at least you got assignment for higher score). (androgynous student 2, situation 4)

In this case, the situation was about the lecturer gave the result test to the students and the speaker didn't get it. Finally the lecturer apologized that he lost his test result, then he gave project to substitute the score.

Androgynous student delivered contradict response to the speaker by saying, "*Ya kan dapat tugas untuk memperbaiki bro*" it means "yeah at least you got assignment for higher score", it was proven by choosing words like that the androgynous student rebutted the griping that was previously spoken by the speaker.

7) *Ya belum tentu lah bisa aja itu dicek.*

That's not always true. Lecturer checks. (androgyny 2, situation 5)

In this example, the situation was about in previous week the lecturer gave so many assignments and this week he didn't attend the class so he gave other assignments to the students. the speaker was griping about his lecturer gave so many assignment but never assessed it. Androgynous student delivered contradict response to the speaker by saying "*Ya belum tentu lah bisa aja itu dicek*" it means "that's not always true". It was proven by choosing words "*belum tentu*" to rebut the griping that was spoken by the speaker.



8) *Ya namanya mahasiswa kan harus siap setiap saat bro.*

You must be ready all the time as college student, bro. (androgynous student 2, situation 6)

In this case, the lecturer announced that he would give impromptu examination. He gave the students to study and read 3 chapters only in 20 minutes. Androgynous student delivered contradict response to the speaker by saying "*Ya namanya mahasiswa kan harus siap setiap saat bro*" it means "you must be ready all the time as college student, bro". It was proven by choosing words like that to rebut the griping that was previously spoken by the speaker.

9) *Mungkin telat atau lagi ada urusan.*

Maybe he was late for personal matter. (androgynous student 2, situation 7)

In this case, the situation was about androgynous student had group assignments and he decided to do the homework in his house. Then one of your friends didn't come and give reasons. Androgynous student delivered contradict response toward the speaker, by saying "*Mungkin telat atau lagi ada urusan*" it means "Maybe he was late for personal matter", it was proven by choosing words, like "*Mungkin telat atau lagi ada urusan*" rebutted the griping that was previously spoken by the speaker.

10) *Namanya juga dosen.*

That's normal for lecturers. (androgynous student 4, situation 5)



In this case, the situation was about in previous week the lecturer gave so many assignments and this week he didn't attend the class so he gave other assignments to the students. Androgynous student delivered response containing contradiction toward the speaker by saying "*Namanya juga dosen*" it means "That's normal for lecturers" It was proven by choosing words "*Namanya juga dosen*" rebutted the griping was previously spoken by the speaker.

11) *Mungkin dia pengen dapet poin.*

Maybe he wants to get score. (androgynous student 4, situation 8)

In this case, the situation was about there was a friend who asked in the speaker's presentation and ignored while he's answering the questions. Androgynous student delivered response containing contradiction by saying "*Mungkin dia pengen dapet poin*" it means "maybe he want to get score", it was proven by choosing words like "*Mungkin dia pengen dapet poin*" rebutted the griping.

4.1.1.2 Joking/teasing

Joking (J) means the one who responses griping deliver jokes toward the topic that previously uttered by the speaker. Based on the result response containing jokes occurred 3 times. Here are some of examples:

12) *Pasal satu: dosen selalu benar.*



(Rule number one: the lecturer is always right) (androgynous student 4, situation 1)

In this situation, the situation was about the lecturer never allowed the students to come late, but one day he came late more than 40 minutes. Androgynous student delivered joking response to the speaker by saying “*Pasal satu: dosen selalu benar*” it means “rule number one: the lecturer is always right”. It was proven by choosing words, like “*Pasal satu: dosen selalu benar*” so, it perceived as joking because no body is right. By saying like that androgynous student tried to make a joke of lecturer with slightly humiliating.

In addition, the dictions sound entertained the speaker. It also implied that what that lecturer did, the lecturer was always right.

13) *Hahaha... untung gw gak belajar. Lain kali gausah belajar, nyontek aja.*

Udah belajar juga dosennya ga datang. Mending gak belajar kaya gw.

Hahaha... lucky me I didn't study. For next time you don't have to study, just cheat on your friends. When you have prepared but the lecturer didn't come. It's better not to study at all. (androgyny 3, situation 2)

In this case, the situation was about in previous week the lecturer asked the students to read 3 chapters because this week the lecturer would give a quiz, suddenly he didn't come and postponed the quiz. Androgynous student delivered joking response to the speaker by saying “*Hahaha... untung gw gak belajar*” it means “Hahaha... lucky me I didn't study”. It was proven by using the



words: “hahaha” imitate the sounds of laugh and “*untung gw gak belajar*”. So, it perceived as joking because it entertained the speaker.

14) *Satu kata buat kamu. NASIB!*

I'll give a wise word for you. Bad luck! (*androgynous student 4, situation 4*)

In this case, the situation was about the lecturer gave the result test to the students and the speaker didn't get it. Finally the lecturer apologized that he lost his test result, then he gave project to substitute the score.

Androgynous student delivered jokes to the speaker by saying “*Satu kata buat kamu. NASIB!*” It means “I'll give words for you! Bad luck”. It implied that anything that has happened to him just because he got a bad luck, and androgynous student tried to make a joke by responding griping. So, the response seems entertaining by choosing that kind of dictions.

15) *Mungkin hpnya tercebur waktu berak*

Maybe his phone dips into shit (*androgynous student 4, situation 7*)

In this case, the situation was about androgynous student had group assignments and he decided to do the homework in his house. Then one of his friends didn't come and give reasons. Androgynous student delivered joking response to the speaker by saying “*Mungkin hpnya tercebur waktu berak*” it means “Maybe his phone dips into shit”, it showed that the response sounds entertaining. It was proven by choosing words like “*hpnya tercebur waktu berak*” and it perceived as joking.



4.1.1.3 Advice

Advice (A) means the one who respond griping deliver statement that containing advice. It can be directly give advice or providing alternatives.

Based on the results on the table 4.1, response containing advice occurred 7 times. Here are some of the examples :

16) *Gppa persiapan buat ntar ujian yang mendatang.*

It's all fine take it as preparation in up coming examination. (androgynous student 2, situation 2)

In this case, the situation was about in previous week the lecturer asked the students to read 3 chapters because this week the lecturer would give a quiz, suddenly he didn't come and postponed the quiz. Androgynous student gave advice to speaker by saying "*Gppa persiapan buat ntar ujian yang mendatang*" it means "It's all fine take it as preparation in up coming examination".

It implied there was still chance to get perfect score for quiz next week.

17) *Ih gila! Ngomonglah sama dosennya. Masa disuruh bikin tugas lagi? Orang dia yang ngilangin. Ngga bisa gitu lah, Enak banget ngilangin hasil ujian terus nyuruh orang bikin tugas. Iya kalo bikin tugas dapat A. kalo lebih jelek dari nilai ujian yang kemarin gimana? Protes aja sama dosennya.*

That's insane! Go tell your lecturer how could we are assigned to make new project when he is the one who lost it. He can't do that way. He's recklessly lost the project and ask me to make a new one. How if the result gets A, well the possibility can get even worst. (androgynous student 3, situation 4)



In this case, the situation was about the lecturer gave the result test to the students and the speaker didn't get it. Finally the lecturer apologized that he lost his test result, then he gave project to substitute the score. Androgynous student tried to give advice by providing alternatives like, "Ngomonglah sama dosennya" it means "go tell your lecturer". Meaning that androgynous student suggested to the speaker to protest to the lecturer that being so unfair.

18) *Hahahaha... ini dosen cuma pengen tahu kesiapan kita kok, seberapa tangguh kita. Ingat! Dunia kerja lebih kejam, Bung.*

Hahaha.. I beg she just want to test us. She wants to see our resilience. Work life is much tougher! (androgynous 4, situation 6)

In this case, the speaker was griping about his lecturer gave impromptu examination. Androgynous student gave advice by saying "Work life is much tougher", meaning that androgynous student asked him not to over think and considered work life was much tougher.

19) *Jangan zuudzon. Lagian, jangan seperti orang susah. Kan bisa fotokopi lagi?*

Don't be negative thinking. Don't be like a poor man. You could recopy from someone else instead. (androgynous student 4, situation 9)

In this case, the situation was about there was a friend who borrowed a speaker's book for several days. Then, when the speaker asked the books he always said that he didn't bring it. Androgynous student gave advice by



saying “*Jangan zuudzon*” it means “Don’t be negative thinking”. It implied that androgynous student advice the speaker not to put up such an unfair prejudice.

In addition, he added “*Kan bisa fotokopi lagi*” it means “you could recopy from someone else instead”. Meaning that androgynous student provided alternative to recopy from someone else.

20) *Mending buruan diurus deh. Terus jangan pernah minjemin apapun sama dia karena dia sudah gak bisa jaga kepercayaanmu.*

Let’s just bring all of this into an end. Next time just don’t lend him anything since he has abuse your trust. (androgynous student 2, situation 10)

In this case, the situation was about there was a friend who borrowed the speaker’s identity card for one month. Androgynous student gave advice by providing alternatives to the speaker, like “*Mending buruan diurus deh*” it means “Let’s just bring all of this into an end”. Meaning that the speaker must have done his problem very soon. And he added “Next time just don’t lend him anything since he has abuse your trust” it showed that the speaker give advice not to lend anything to him.

21) *Sadarlah kawan. Udah lama loh itu sebulan daripada ada masalah di kemudian hari?*

Come on guys. it’s been a month before it gives us as trouble. (androgynous student 4, situation 10)

In this case, the situation was about there was a friend who borrowed the speaker’s identity card for one month. Androgynous student gave advice by saying “*Sadarlah kawan. Udah lama loh itu sebulan daripada ada masalah di*



kemudian hari?" it means "Come on guys, it's been a month before it gives us as trouble". It implied that the speaker had to rethink and did actions to his friend because his friend already borrowed his student identity card for one month.

22) *Fotocopy ulang aja kalo penting.*

Next time you need to recopy it if it is necessary. (androgynous student 2, situation 9)

In this case, the speaker was griping about his friend borrowed his book, when the speaker asked the book, he always said forgot to bring it. Androgynous student gave advice by providing alternatives like "Next time you need to recopy it if it is necessary", meaning that he suggested him to recopy the book if he would think it is necessary.

4.1.1.4 Commiseration

Commiseration (CM) means the one who response griping delivered statement that containing commiseration. It can be said that the one who response griping deliver commiserate responses and comforting the interlocutor. Based on the results, the androgynous 3 frequently give commiserate response than the others. Here are some of examples:

23) *Iya harusnya kalo dosen telat lebih dari 15 menit, mahasiswa dibolehin pulang. Mahasiswa telat aja gag dibolehin masuk kelas.*

yeah, if the lecturer come late more than 15 minutes, the students are allowed to leave the class. If the students are coming late more than 15 minutes, they are not allowed to enter the class. (androgynous student 3, situation 1)



In this situation, the situation was about the lecturer never allowed the students to come late, but one day he came late more than 40 minutes.

Androgynous student delivered commiserate response to the speaker by saying “*Iya harusnya kalo dosen telat lebih dari 15 menit, mahasiswa dibolehin pulang*” it means “, if the lecturer come late more than 15 minutes, the students are allowed to leave the class”. The response implied the unfair feeling toward the lecturer. Meaning that both of them androgynous student and the speaker had the same feeling toward the lecturer.

24) *Duh iyah busuk banget itu dosen. ngajar ga pernah bener, ujiannya susah banget lagi.*

It's awfully terrible lecturer. He has never done teaching properly, and the exam is not that easy. (androgynous student 3, situation 3)

In this case, the situation was about all the students passed midterm test. The lecturer never taught properly and the subject was so difficult.

Finally the lecturer gave remedial examination to all the students.

Androgynous student delivered commiserate response toward the speaker by saying “*Duh iyah busuk banget itu dosen*” it means “It's awfully terrible lecturer”. It was proven by choosing interjection and rude words to support the griping and tried to make the speaker felt comfort.

25) *Iya ngeselin banget itu dosen, gimana kita bisa tau tugasnya bener atau ngga, iya kan? Lain kali ga usah ngerjain lah, diliat juga kaga, apalagi dicek sama dinilai. Mending gak usah ngerjain.*



Yeah, the lecturer is so annoying. How can we know whether the assignments were right or not? Next time you don't have to finish the assignment, to look at the paper work, even to check and to asses the lecturer will not to do that way. It is better not to finish the assignments. (androgynous student 3, situation 5)

In this case, the situation was about in previous week the lecturer gave so many assignments and this week he didn't attend the class so he gave other assignments to the students. Androgynous student delivered commiserate response the speaker by saying "*Iya ngeselin banget itu dosen*" it means "yeah, the lecturer is so annoying", it directly showed the agreement between the androgynous student and the speaker. it was proven by choosing words like that to support and tried to made him felt comfort.

26)*Iyaa. Ya kali cuma 20 menit bisa dapat perfect score. Kadang-kadang ya dosen utamanya ga ngerti aturan. Hmm ya kalo materi sebelumnya dijelaskan sejelas-jelasnya.*

Yes. Yeah. If only 20 minutes can get the perfect score. Sometimes the lecturer plays their own rules selfishly. Hmm if only the materials were explained clearly. (androgynous student 1, situation 6)

In this case, the lecturer announced that he would give impromptu examination. He gave the students to study and read 3 chapters only in 20 minutes. Androgynous student delivered commiserate response toward the speaker who was griping his lecturer gave impromptu examination by saying



“Kadang-kadang ya dosen utamanya ga ngerti aturan” it means “Sometimes the lecturer plays their own rules selfishly”. It was proven by choosing rude words to support and tried to make the speaker felt comfort.

27) *Iyaa makanya sebel banget gw. Pasti deh ini dosen seneng banget ngasih ujian dadakan. Bukan salah kita lah kalo nilainya semua jelek gak ada yang bagus.*

Yeah, that’s what makes me very dejected. This lecturer must be feeling happy giving impromptu examination. This is not our fault if we got bad score. (androgynous 3, situation 6)

In this case, the lecturer announced that he would give impromptu examination. He gave the students to study and read 3 chapters only in 20 minutes. Androgynous student delivered commiserate response to the speaker who was griping about his lecturer gave impromptu examination by saying “*Iyaa makanya sebel banget gw*” it means “Yeah, that’s what makes me very dejected”. It was proven by choosing words like “*sebel banget*” to support the griping and tried to make the speaker feel comfort. In addition, both of them androgynous student and the speaker had the same feeling toward his lecturer.

Furthermore, he added “*Bukan salah kita lah kalo nilainya semua jelek gak ada yang bagus*” it means “This is not our fault if we got bad score”, it means that the response sound blaming the lecturer.

28) *Iya anjir banget. Namanya gausah dimasukkin lah. Keluarin aja dari kelompok terserah mau kelompokan sama siapa bodo amat.*



yeah, it was freaking awful. His name did not have to be written. Just exclude him from the group work. Set him free. I don't care. (androgynous student 3, situation 7)

In this case, the situation was about androgynous student had group assignments and he decided to do the homework in his house. Then one of your friends didn't come and give reasons. Androgynous student delivered commiserate response to the speaker who was griping about his friend didn't come to group work by saying "*Iya anjir banget*" it means "yeah, it was freaking awful". It was proven by choosing interjection and harsh words and sound humiliating only to support griping and tried to make the speaker feel comfort.

29) *Iya busuk. Slap aja dia pas lo ngejelasin. Orang bego mah ada-ada aja biar keliatan pintar.*

Yeah it was awful. Slap him when you are answering the questions. Dumb person always finds a way to look smart. (androgynous student 1, situation 8)

In this case, the situation was about there was a friend who asked in the speaker's presentation and ignored while he's answering the questions.

Androgynous student delivered commiserate response toward the speaker who was griping about there was a friend asked a question and ignored his explanations when the speaker was presenting the material in class by saying

"Iya busuk. Slap aja dia pas lo ngejelasin. Orang bego mah ada-ada aja biar keliatan pintar" it means "Yeah it was awful. Slap him when you are answering the

questions. Dumb person always finds a way to look smart". It was proven by



choosing interjection and harsh words like, “*busuk*”, “*Slap aja*” “*Orang bego*” only to support the griping and tried to make the speaker feel comfort.

30) *Carmuk banget sama dosen. Biar bisa dapet IP 4 kali. Besok gantian aja pas dia presentasi. Abisin dia! Orang begitu mah harus dikasih pelajaran biar ga belagu.*

He’s such an attention whore. He is indeed aiming for perfect GPA. Next time is your turn, go murder him. He has to be taught on how to behave.

(androgynous student 3, situation 8)

In this case, the situation was about there was a friend who asked in the speaker’s presentation and ignored while he’s answering the questions.

Androgynous student delivered commiserate response toward the speaker who was griping about his friend asked a question and ignored his explanations while the speaker was presenting the material in class by saying “*Carmuk banget sama dosen*” it means “He’s such an attention whore. It was proven by choosing harsh words only to support the griping and make the speaker feel comfort.

31) *Dasar itu anak ya! Minta ganti aja, suruh beliin yang baru. Apa perlu kita labrak bareng-bareng? Labrak bareng-bareng di depan umum biar dia malu.*

Oh I can’t stand this child. Go ask him to buy you a new one. Shall we bump into him next time? We can confront him in public. (androgynous student 3, situation 9)

In this case, the situation was about there was a friend who borrowed a speaker’s book for several days. Then when the speaker asked the books he



always said that he didn't bring it. Androgynous student delivered commiserate response to the speaker who was griping about there was a friend borrowed his book when the speaker asked it, he always said he forgot to bring the book by saying "*Dasar itu anak ya!*" it means "oh I can't stand this child". It implied that androgynous student considered his friend behavior was unacceptable and he also dejected to his friend. Meaning both of them androgynous student and the speaker had the same feeling toward his friend.

32) *Ih gak tau diri banget kalo minjem. Takutnya nanti pas mau wisuda lo yang susah karena dia pake ktm mu buat pinjem buku itu berarti takut ada tanggungan peminjaman buku. Mending cepet suruh bayar. Apa perlu kita labrak di depan orang biar dia malu? Labrak aja yok, kebetulan juga gw pengen ngelabrak orang.*

Doesn't he have a sense of responsibility as a borrower. The worst is it will give you a problem in graduation as a loss of student identity card will charge you. So lets get his money very soon. Shouldn't we humiliate him in public? Well, how about if we do it? I'm currently in the mood of that. (androgynous student 3, situation 10)

In this case, the situation was about there was a friend who borrowed the speaker's identity card for one month. Androgynous student delivered commiserate response to the speaker who was griping about his friend borrowed his student identity card for one month by saying "*Ih gak tau diri banget kalo minjem*" it means "Doesn't he have a sense of responsibility as a borrower", it was proven by choosing harsh words to support the griping and



make the speaker feel comfort. The response also implied that androgynous student thought his friend behavior was unacceptable

4.1.1.5 Act Combinations

Act Combinations means the one who response griping delivered statement that containing more than one classification. The kind of combinations that are used by androgynous students namely, commiseration followed by contradiction (CM+C), commiseration followed by advice (CM+A), question followed by advice (Q+A), commiseration followed by question (CM+J), advice followed by question (A+Q). Here are some of the examples:

33) *Ih gembel telatnya kebangetan. Tapi yaudah sih, mungkin ada urusan sebelumnya.*

Oh my, the lecturer came so late. Never mind, he must have been having some business. (androgynous student 1, situation 1)

In this situation, the situation was about the lecturer never allowed the students to come late, but one day he came late more than 40 minutes.

Androgynous student delivered commiserate response to the speaker by saying "*Ih gembel telatnya kebangetan*" it means "oh my, the lecturer came so late". He delivered commiserate response. It was proven by choosing interjection and exaggeration words to support the griping and made the speaker feel comfort. The androgynous student also gave contradict response



by saying “*Tapi yaudah sih, mungkin ada urusan sebelumnya*” it means” “Never mind, he must have been having some business”, it showed that the response contradicts with the previous one. In this case, androgynous student delivered two responses, namely commiseration followed by contradiction (CM+C).

34) *Kan busuk ujian lagi. Tapi gak apa sih daripada nilai akhir zonk.*

It was awful to retake our exam. But it’s okay than we have worst score. (androgynous student 1, situation 3)

In this case, the situation was about all the students have passed midterm test. The lecturer never taught properly and the subject was so difficult. Finally the lecturer gave remedial examination to all the students.

Androgynous student delivered commiserate response to speaker by saying

“*Kan busuk ujian lagi*” it means “It was awful to retake our exam”. It was proven

by choosing interjection and harsh words only to support the griping and made the speaker feel comfort. The androgynous student also delivered

contradict response by saying “*Tapi gak apa sih daripada nilai akhir zonk*” it means “But it’s okay than we have worst score”. It was proven by choosing

word “*tapi*” which directly showed that the response contradicted with the previous one. In this case, androgynous student delivered two responses, namely commiseration followed by contradiction (CM+C).

35) *Mau gimana lagi? Yuk belajar lagi.*

So, what do you expect? Let’s study again. (androgynous student 4, situation 3)



In this case, the situation was about all the students have passed midterm test. The lecturer never taught properly and the subject was so difficult. Finally the lecturer gave remedial examination to all the students. Androgynous gave a rhetoric question, by saying “*Mau gimana lagi?*” it means “So, what do you expect?”. It means that the question has no need to be answered by the speaker. He also gave advice to the speaker by saying “*Yuk belajar lagi*” it means “Let’s study again”, it was proven by choosing words “*yuk belajar lagi*”. It implied that androgynous gave advice by providing alternative because the speaker was griping about his lecturer never teach properly and asked the students to retake examination. Meaning he suggested the speaker to study again instead of griping. In this case, androgynous student delivered two responses, namely question followed by advice (Q+A).

36) *Kadang useless banget dikasih tugas tapi ga ngerti salahnya dimana kalo ga dikoreksi. Tapi itung-itung buat practice sih. Ikutin aja kata dosen.*

Sometimes, I think it’s a complete waste of time when you get assignment but it’s not assessed by the lecturer. But I take it as practice, anyway. You know, we need to listen to our lecturer. (androgynous student 1, situation 5)

In this case, the situation was about in previous week the lecturer gave so many assignments and this week he didn’t attend the class so he gave other assignments to the students. Androgynous student delivered commiserate response by saying “*Kadang useless banget dikasih tugas tapi ga ngerti salahnya*



dimana kalo ga dikoreksi?” it means “Sometimes, I think it’s a complete waste of time when you get assignment but it’s not assessed by the lecturer”. The androgynous student delivered commiserate response toward the speaker who was griping about his lecturer gave so many assignment and never assess. It was proven by choosing word “useless” only to support the griping and make the speaker feel comfort. Androgynous student also gave contradict response toward the speaker by saying “*Tapi itung-itung buat practice sih. Ikutin aja kata dosen*” it means “But I take it as practice, anyway. You know, we need to listen to our lecturer. It was proven by choosing word “but” which directly showed contradiction toward the response before. So, in this case, androgynous student delivered two responses, namely commiseration followed by contradiction (CM+C).

37) *Ih busuk ga ada tanggung jawabnya. Yaudah diselesaiin aja tugasnya buruan.*

He is such an awfully irresponsible! Do your homework now. (androgynous student 1, situation 7)

In this case, the situation was about androgynous student had group assignments and he decided to do the homework in his house. Then one of your friends didn’t come and give reasons. The androgynous students delivered commiserate response by saying “*Ih busuk ga ada tanggung jawabnya*”, it means “He is such an awfully irresponsible” He delivered commiserate response toward the speaker who was griping about his friend didn’t come to group work. It was proven by choosing interjection and harsh



words only to support and tried to make the speaker felt comfort. He also gave advice to the speaker by saying “*Yaudah diselesaain aja tugasnya buruan*” it means “Do your homework now”, it implied that the speaker didn’t have to over think him and started to finish the homework. In this case, androgynous student delivered two responses, namely commiseration followed by advice (CM+A).

58) *Kamu bisa jawabnya? Kalau bisa, bersyukurlah. Karena ujian Tuhan bisa lebih berat daripada dia, kawan*

But you could the answer? You need to be grateful for not being embarrassed because God could gives you a terrible thing more than he could do, guys. (androgynous student 4, situation 8)

In this case, the situation was about there was a friend who asked in the speaker’s presentation and ignored while he’s answering the questions, the androgynous student gave a rhetoric question by saying “*Kamu bisa jawabnya?*” it means “But you could the answer?” to the speaker. It means no one needs to answer it. He also gave advice by saying “*..Kalau bisa, bersyukurlah. Karena ujian Tuhan bisa lebih berat daripada dia, kawan.* It means “You need to be grateful for not being embarrassed because God could give you a terrible thing more than he could do”. It was proven by choosing words like “*bersyukurlah*” and “*karena ujian Tuhan bisa lebih berat*”. Meaning androgynous student advice the speker by reminding him because the speaker was griping about there was a friend asked a question only to test him. In



In addition, the response also implied that androgynous student considered the case happened was not a big problem. So, in this case, androgynous student delivered two responses, namely question followed by advice (Q+A).

39) *Aduh gembel apa gimana sih buku aja minjem sampe gak dibalik-balikin. Terus kalo gini mau belajar pake apaan. Pake baskom dikasih air sama mawar?? Hmm.*

He doesn't constantly borrow book from someone else unless he is a broke man. And then how he expect you to study? With rose water?? (androgynous student I, situation 9)

In this case, the situation was about there was a friend who borrowed a speaker's book for several days. Then, when the speaker asked the books he always said that he didn't bring it. Androgynous student delivered commiserate response to the speaker by saying "*Aduh gembel apa gimana sih buku aja minjem sampe gak dibalik-balikin*". It means "He doesn't constantly borrow book from someone else unless he is a broke man". It is proven by choosing words sound humiliating only to support and make the speaker feel comfort because the speaker was griping about there was a friend borrowed his book when he tried to ask he always said he forgot to bring it. Androgynous student also delivered joking response by saying "...And then how he expect you to study? With rose water?? Meaning he tried to entertain the speaker by delivering jokes like that. So, in this situation, androgynous student delivered two responses, namely commiseration followed by joking (CM+J).



40) *Ih samperin aja dia pokoknya harus diminta. Emang lo ga perlu KTM buat ini itu?*

Let's just bump into him, you need to retrieve from him anyhow. you don't need student id for stuffs, you think? (androgynous student 1, situation 10)

In this case, the situation was about there was a friend who borrowed the speaker's identity card for one month. androgynous student gave advice to the speaker by providing alternatives like "*Ih samperin aja dia pokoknya harus diminta*" it means "Let's just bump into him, I need to retrieved from him anyhow", it implied that androgynous student suggested the speaker go into him to ask his identity card because there was a friend who borrowed his identity card for one month. After he gave advice, androgynous student also delivered question to the speaker by saying "*Emang lo ga perlu KTM buat ini itu?*" it means "you don't need student id for stuffs, you think?" it showed that the speaker preferred giving question instead of statement because the androgynous student wanted the speaker to rethink. So, in this case, androgynous student delivered two kinds of responses, namely advice followed by question (A+Q).

4.2 Discussion

After presenting the data analysis, it could be seen that in some situations that are created by the researcher androgynous students used



various strategy to express their response toward griping. In addition, mostly androgynous students didn't give a simple response toward griping.

From the findings, the researcher found responses of androgynous students used classification proposed by Boxer 1996 in 10 situations in which primarily used by androgynous students were contradiction occurred 11 times, joking occurred 4 times, advice which occurred 7 times, commiseration which occurred 10 times.

This study also discover new type namely The Act Combinations which occurred 8 times, namely commiseration followed by contradiction (CM+C) 2 times, commiseration followed by advice (CM+A) 2 times, question followed by advice (Q+A) 2 times, commiseration followed by joking (CM+J) 1 time, advice followed by question (A+Q) 1 time

First, when the situation talked about his friend griping that lecturer was coming late more than 40 minutes, the first androgynous students responded by delivering commiserate response followed by contradiction. The second androgynous student responded by giving contradiction response, third androgynous student responded by giving commiserate response. And the fourth androgynous student responded by giving jokes.

Second, when the situation talked about his friend griping that lecturer will give quiz but he didn't come to the class and there were no information deals with her absence. The first androgynous student responded by giving



contradiction, the second androgynous student responded by giving advice, the third androgynous student responded by giving jokes, the fourth androgynous student responded by delivering contradict response.

In the third situation, when the situation talked about his friend griping about the lecturer gave remedial examination. The first androgynous student responded by giving commiserate response followed by contradiction, second androgynous student responded by giving contradict response, third androgynous student delivered commiserate response, fourth androgynous student responded by giving rhetoric question followed by advice.

In the fourth situation, when situation talked about his friend griping that the lecturer lose his final examination result. The first androgynous student responded by giving contradict response, second androgynous student responded by giving contradict response, third androgynous student gave advice, and the fourth androgynous student by giving a joke.

In the fifth situation, when the situation talked about his friend griping about the lecturer gave many tasks that never be checked. The first androgynous student responded by giving commiserate response followed by advice, second androgynous student responded by giving contradiction response, third androgynous student responded by giving commiserate response, the fourth androgynous student responded by giving contradict response.



In the sixth situation, when the situation talked about his friend griping that the lecturer gave the impromptu examination, the first androgynous student responded by giving commiserate response, second androgynous student responded by giving contradict response, third androgynous student responded by giving commiserate response, and the fourth androgynous student responded by giving jokes followed by advice.

In the seventh situation, when the situation talked about his friend griping the there was a friend didn't come in group work and didn't give reasons why he didn't come. The first androgynous student responded by giving commiseration followed by advice, second androgynous student responded by giving contradict response, third androgynous student responded by giving commiserate response, and fourth androgynous student responded by giving a joke.

In the eighth situation, when the situation talked about his friend griping that there was a friend asked questions only to test his understanding while he did the presentation. The first androgynous student responded by giving commiserate response, second androgynous student responded by giving contradict response, third androgynous student responded by giving commiserate response, and the fourth androgynous student responded by giving rhetoric question followed by advice.



In the next situation was about griping situation between the participant and his friend in which your friend loss semiotic book because of his friend. The first androgynous student responded by giving commiseration followed by joking, second androgynous student responded by giving advice, third androgynous student responded by giving commiserate response, and fourth androgynous student responded by giving advice.

The last is about griping situation between the participant and his friend in which your friend told that his identity card was borrowed by his friend for one month. The first androgynous student responded by giving advice followed by question, second androgynous student responded by giving advice, third androgynous student responded by giving commiserate response, and fourth androgynous student responded by giving advice.



CHAPTER V CONCLUSION AND SUGGESTION

After analyzing the data, in this chapter, the researcher would like to present the conclusion and suggestion of this study.

5.1 Conclusion

This study was conducted to find out the response toward griping that are performed by androgynous student. The researcher found 40 responses toward griping which are used by androgynous students.

Androgynous students only used 3 kinds of responses to respond griping. Those classifications are contradiction which occurred 11 times, joking occurred 4 times, advice which occurred 7 times, commiseration which occurred 10 times. All the classifications are contained in their utterances in different situations. The kinds of classifications according to Boxer (1996) are 6, but androgynous students only used 3 kinds of classification response.

This study also discover new type namely The Act Combinations which occurred 8 times, namely commiseration followed by contradiction (CM+C) 2 times, commiseration followed by advice (CM+A) 2 times, question followed by advice



(Q+A) 2 times, commiseration followed by joking (CM+J) 1 time, advice followed by question (A+Q) 1-time.

5.2 Suggestion

The researcher proposes some suggestion for further researchers that may be useful to enrich the future research in the same area of study. First, this research investigated responses toward griping was used by androgynous students. The researcher suggests to the next researcher to investigate the factors that influence them delivering response toward griping, such as in a matter of mood, situations, and locations in which androgynous students stay.

Second, the next researcher can investigate responses performed by androgynous students use another strategy under the branch of speech acts, such as compliment strategy, complaint strategy, apologize strategy, disagreement strategies and so forth. Thirdly, the researcher suggests to the next researcher to use different methods to conduct the same study.



REFERENCES

Allami, Hamid. (2006). "A Sociopragmatic Analysis of Griping: A case of Iranian poststudents" *The Linguistics Journal* 01:59-76.

Austin, J.L. (1962). *How to Do Things with Words*. Massachusetts: Harvard University Press.

Bem, Sandra, L. 1974. "Bem Sex Role Inventory (BSRI) test. Retrieved on June 24th 2015, from <http://garote.bdmonkeys.net/bsri.html>

Bem, Sandra, L. 1974. "The Measurement of Psychological Androgyny." *Journal of Consulting and Clinical Psychology* 42: 155-162.

Boxer, D. (1996). Ethnographic interviewing as a research tool in speech act analysis: The case of complaints. In S. M. Gass and J. Neu (Eds.), *Speech acts across cultures: Challenges to communication in second language* (pp. 217-299) Berlin: Mouton de Gruyter.

Brown, P. & Levinson, S. (1987). *Politeness: Some universals in language Usage*. Cambridge: Cambridge University Press.

Cresswell, John. W. 2007. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches Second Edition*. United States of America: Sage Publications.

D'Amico-Reisner, L. (1985). *An ethnolinguistic study of disapproval exchanges*. Unpublished Ph.D. dissertation. University of Pennsylvania.

Edmondson, W. J. (1981). On saying you're sorry. In E. Coulmas (Ed.), *Conversational routines*. (pp. 273-288). New York: Mouton de Gruyter.

Grundy (2000). *Doing Pragmatics*. New York: Oxford University Press.

Kwon, J. 2004. "Expressing refusals in Korean and in American English". *Multilingua*, 23, 339-364.

Lips, Hilary M. (2008). *Sex and Gender: an Introduction*. New York, USA. McGraw-Hill.



Nelson, G.L., Carson, J., Al Batal, M., and El Bakary, W. 2002. "Cross-cultural pragmatics: Strategy use in Egyptian Arabic and American English refusals". *Applied Linguistics*, 23/2, 163-189.

Stets, E. Jan & Burke, J. Peter.(1988). *Femininity/Masculinity. Encyclopedia of Sociology, Revised Edition*. Retrieved from: <http://wat2146.ucr.edu/Papers/00b.pdf>

Tatsuki, D. H. (2000). If my complaints could passions move: An interlanguage study of aggression. *Journal of Pragmatics*, 32, 1003-1017.

Wolfson, N. 1989." The social dynamics of native and non-native variation in complimenting behavior". In M. Eisenstein (Ed.). *Variation in Second Language Acquisition: Empirical Views* (pp. 219-336). New York: Plenum Press.

Yule, George. (2005). *The Study of Language*. United Kingdom: Cambridge University Press.



Appendix 1. The results of BSRI test Participant one

Never Rarely Neutral Often Always

12. theatrical

Never Rarely Neutral Often Always

13. assertive

Never Rarely Neutral Often Always

14. flatterable

Never Rarely Neutral Often Always

15. happy

Never Rarely Neutral Often Always

16. strong personality

Never Rarely Neutral Often Always

17. loyal

Never Rarely Neutral Often Always

18. unpredictable

Never Rarely Neutral Often Always

19. forceful

Never Rarely Neutral Often Always

20. feminine

Never Rarely Neutral Often Always

The page at garote.bdmonkeys.net says:

You scored 69.167 out of 100 masculine points, 66.667 out of 100 feminine points, and 70.833 out of 100 androgynous (neutral) points.

OK

Never Rarely Neutral Often Always

individualistic

Never Rarely Neutral Often Always

does not use harsh language

Never Rarely Neutral Often Always

54. unsystematic

Never Rarely Neutral Often Always

55. competitive

Never Rarely Neutral Often Always

56. loves children

Never Rarely Neutral Often Always

57. tactful

Never Rarely Neutral Often Always

58. ambitious

Never Rarely Neutral Often Always

59. gentle

Never Rarely Neutral Often Always

60. conventional

Never Rarely Neutral Often Always

What's My Score?

Coded up in about a half an hour by [this fellow](#)



Participant 2

The screenshot shows a personality test interface with 60 items. Each item has five radio buttons labeled 'Never', 'Rarely', 'Neutral', 'Often', and 'Always'. A central pop-up window displays the following text:

This site says...

You scored 50.833 out of 100 masculine points, 66.667 out of 100 feminine points, and 62.281 out of 100 androgynous (neutral) points.

OK

At the bottom of the interface, there is a link 'What's My Score?' and a footer that reads 'Coded up in about a half an hour by [this fellow](#)'.

Participant 3

The screenshot shows a personality test interface with 60 items. Each item has five radio buttons labeled 'Never', 'Rarely', 'Neutral', 'Often', and 'Always'. A modal window is open in the center, displaying the following text:

This site says...

You scored 60 out of 100 masculine points, 60 out of 100 feminine points, and 52.5 out of 100 androgynous (neutral) points.

OK

At the bottom of the interface, there is a link that says "What's My Score?" and a note: "Coded up in about a half an hour by [this fellow](#)".



Participant 4

The screenshot shows a web browser window displaying a personality test. The test consists of 60 items, each with a five-point Likert scale (Never, Rarely, Neutral, Often, Always). A modal dialog box is overlaid on the test, displaying the following text:

This site says...

You scored 62.5 out of 100 masculine points, 65.789 out of 100 feminine points, and 63.158 out of 100 androgynous (neutral) points.

OK

The background test items are partially visible and include:

- 12. theatrical
- 13. assertive
- 14. flatterable
- 15. happy
- 16. strong personality
- 17. loyal
- 18. unpredictable
- 19. forceful
- 20. feminine
- 32. compassionate
- 33. sincere
- 34. self-sufficient
- 38. soft spoken
- 39. likable
- 40. masculine
- 52. individualistic
- 53. does not use harsh language
- 54. unsystematic
- 58. ambitious
- 59. gentle
- 60. conventional

At the bottom of the browser window, there is a footer that reads: "Coded up in about a half an hour by [this fellow](#)".

What's My Score?

Coded up in about a half an hour by [this fellow](#)



Appendix 2. Response Toward Griping Used By Androgynous Students

Situation number one

S	P	Utterance	Gripping classification					
			TS	Q	C	J	A	CM
		Ih gembel telatnya kebangetan. Tapi yaudah sih, mungkin ada urusan sebelumnya.			V			V
	1	Oh my, the lecturer came so late. Never mind, he must have been having some business.						
1	2	Maklum namanya juga dosen. I think that is normal for lecturer.			V			
		Iya harusnya kalo dosen telat lebih dari 15 menit, mahasiswa dibolehin pulang.						V
	3	Mahasiswa telat aja gag dibolehin masuk kelas.						
		Yeah, if the lecturer comes more than 15						



		minutes, the students are also allowed leave the class. If the students are coming late they are not allowed to enter the class.							
		Pasal satu: dosen selalu benar.							V
	4	Rule number one: the lecturer is always right							

Situation number two

S	P	Utterance	Gripping classification						
			TS	Q	C	J	A	CM	
		Hmm bagus deh. At least bisa baca lagi buat kuis next week.							V
	1	That's great. At least we can have more preparation for quiz next week.							
	2	Gppa persiapan buat ntar ujian yang mendatang							V
	2	It's okay for preparation in the next examination.							



		Hahaha...untung gw gak belajar. Lain kali gausah belajar, nyontek aja. Udah belajar juga dosennya ga dateng. Mending gak belajar kaya gw.			V
3		Hahaha...lucky me I didn't study. For next time don't even study,just cheat on your friends. When you have prepared but the lecturer didn't come. It's better not to study at all.			
		Yasudahlah. Ini memang sudah suratan takdir kita sebagai mahasiswa.			V
4		That's fine. It's been our fate as being student.			

Situation number 3

S	P	Utterance	Gripping classification					
			TS	Q	C	J	A	CM
3	1	Kan busuk ujian lagi. Tapi gak apa sih			V			V



	daripada nilai akhir zonk.				
	It was awful to retake our exam. But it's okay than you have worst score.				
2	Ya kan kita udah dikasih kesempatan buat perbaikan bro. we have been already given a second chance to remedial exam.		V		
3	Duh iyah busuk banget itu dosen, ngajar ga pernah bener. Ujiannya susah banget lagi. It's awfully terrible lecturer. He has never done teaching properly, and the exam is not that easy.				V
4	Mau gimana lagi? Yuk belajar lagi. So, what do you expect? Let's study again.		V		V



situation number 4

S	P	Utterance	Gripping classification						
			TS	Q	C	J	A	CM	
		Haha sabaar. At least nilai lo diganti sama tugas...bisa bikin perfect buat ganti nilai uts yang ujian di kelas.			V				
	1	Haha take it easy. At least your score can be substituted by the project, so you can get the perfect score in class.							
	4	Ya kan dapat tugas untuk memperbaiki bro.			V				
	2	Yeah at least you got assignment for higher score							
	3	Ih gila! Ngomonglah sama dosennya. Masa disuruh bikin tugas lagi? Orang dia yang ngilangin. Ngga bisa gitu lah. Enak banget ngilangin hasil ujian terus nyuruh orang bikin tugas. Iya kalo bikin tugas dapat A. kalo lebih jelek						V	



		<p>dari nilai ujian yang kemarin gimana? Protes aja sama dosennya. That's insane! Go tell your lecturer how could we are assigned to make new project when he is the one who lost it. He can't do that way. He's recklessly lost the project and ask me to make a new one. How if the result gets A, well the possibility can get even worst.</p>					
	4	<p>Satu kata buat kamu. NASIB! I'll give a wise word for you! Bad luck.</p>				V	

situation number 5

S	P	Utterance	Griping classification					
			TS	Q	C	J	A	CM
5	1	<p>Kadang useless banget dikasih tugas tapi ga ngerti salahnya dimana kalo ga dikoreksi. Tapi itung-itung buat practice sih. Ikutin aja kata dosen.</p>					V	V



		not to finish the assignments.						
	4	Namanya juga dosen. That's normal for lecturers.						

situation number 6

S	P	Utterance	Gripping classification					
			TS	Q	C	J	A	CM
6	1	Iyaa. Ya kali cuma 20 menit bisa dapat perfect score. Kadang-kadang ya dosen mainnya ga ngerti aturan. Hmm ya kalo materi sebelumnya dijelaskan sejelas-jelasnya. Yes. Yeah, if only 20 minutes can get the perfect score. Sometimes the lecturer plays their own rules selfishly. Hmm if only the						V



		materials were explained clearly.				
		Ya namanya mahasiswa kan harus siap setiap saat bro.			√	
2		You need to be ready all the time as college student				
		Iyaa makanya sebel banget gw. Pasti deh ini dosen seneng banget ngasih ujian dadakan. Bukan salah kita lah kalo nilainya semua jelek gak ada yang bagus.				√
3		That's what makes me very dejected. This lecturer must be feeling happy giving impromptu examination. It's not our fault if we got a bad score.				
		Hahahahaha. ini dosen cuma pengen tahu kesiapan kita kok, seberapa tangguh kita.				√
4		Ingat! Dunia kerja lebih kejam, Bung. Hahaha. I beg she just want to test us. She wants to see our resilience. Work life is				



situation number 7		Utterance	Gripping classification						
S	P		TS	Q	C	J	A	CM	
		much tougher!							
	1	In busuk ga ada tanggung jawabnya. Yaudah diselesain aja tugasnya buruan.					v	v	
	2	He is such an awfully irresponsible. Do your homework now.							
7	3	Mungkin telat atau lagi ada urusan. Maybe he was late for personal matter.					v		
	3	Iya anjir banget. Namanya gausah dimasukkin lah. Keluarin aja dari kelompok terserah mau kelompokan sama siapa bodo amat.							v
		It's freaking awful. Don't give him any credit for the paperwork. Just exclude							



		him from the work group. Set him free						
	4	Mungkin hpnya tercebuk waktu berak Maybe his phone dips into shit					V	

situation number 8

S	P	Utterance	Gripping classification					
			TS	Q	C	J	A	CM
8	1	Iya busuk. Slap aja dia pas lo ngejelasin. Orang bego mah ada-ada aja biar kelihatan pinter. Yeah that's awful. Just slap him while you are answering the question. Dumb person always find a way to look smart.						V
	2	Mungkin dia pengen dapet poin. Maybe he wants to get score for class participation.					V	
	3	Carmuk banget sama dosen. Biar bisa dapet IP 4 kali. Besok gantian aja pas						V



		<p>dia presentasi. Abism dia! Orang begitu mah harus dikasih pelajaran biar ga belagu. He's such an attention whore. He is indeed aiming for perfect GPA. Next time is your turn, go murder him. he has to be taught on how to behave.</p>					
4		<p>Kamu bisa jawabnya? Kalau bisa, bersyukurlah. Karena ujian Tuhan bisa lebih berat daripada dia, kawan. But you could the answer? You need to be grateful for not being embarrassed. Because God could give you a terrible thing more than he could do.</p>			V		V

situation number 9

S	P	Utterance	Gripping classification				
			TS	Q	C	J A CM	
9	1	<p>Aduh gembel apa gimana sih buku aja minjem sampe gak dibalik-balikin. Terus</p>				V	V



		Don't be negative thinking. Don't be like a poor man. You could recopy from someone else instead.							
--	--	---	--	--	--	--	--	--	--

situation number 10

S	P	Utterance	Gripping classification						
			TS	Q	C	J	A	CM	
10	1	Ih samperin aja dia pokoknya harus diminta. Emang lo ga perlu KTM buat ini itu?		V				V	
		Let's just bump into him, I need to retrieved from him anyhow. you don't need student id for stuffs, you think?							
	2	Mending buruan diurus deh. Terus jangan pernah minjemin apapun sama dia karena dia sudah gak bisa jaga kepercayaanmu.						V	
		Let's just bring all of this into an end. Next time just don't lend him anything							



	since he has abuse your trust.			
	Ih gak tau diri banget kalo minjem. Takutnya nanti pas mau wisuda lo yang susah karena dia pake ktm mu buat pinjem buku itu berarti takut ada tanggungan peminjaman buku. Mending cepet suruh bayar. Apa perlu kita labrak di depan orang biar dia malu? Labrak aja yok, kebetulan juga gw pengen ngelabrak orang.	3		V
	Doesn't he have a sense pf responsibility as a borrower. The worst is it will give you a problem in graduation as a loss of id card will charge you. So lets get his money very soon Shouldn't we humiliate him in public? Well, how about if we do it? I'm currently in the mood of that.			
	Sadarlah kawan. Udah lama loh itu sebulan daripda ada masalah di kemudian	4		V



Appendix 3. The Bahasa Indonesia version of Discourse Completion Task

DISCOURSE COMPLETION TASK

10 skenario di bawah ini telah dijabarkan di bawah ini, dimana Anda diharapkan untuk menanggapi keluhan tidak langsung dengan lawan bicara Anda dalam berbagai situasi. Bagaimanakah tanggapan Anda? **Tolong jabarkan secara rinci apa yang akan Anda katakan jika skenario-skenario tersebut benar-benar terjadi di kehidupan nyata Anda. Dimohon untuk memberikan tanggapan secara natural dan tidak perlu dibuat-buat.**

1. Anda sedang mengikuti kelas dari salah satu dosen yang sangat disiplin, biasanya dosen tersebut tidak menolerir mahasiswa datang terlambat bahkan dosen bisa memarahi atau mengusir mahasiswa dari kelas dikarenakan terlambat, tetapi pada suatu ketika dosen tersebut datang terlambat lebih dari 40 menit. Kemudian salah satu teman Anda ada yang menggerutu, “mahasiswa ga dibolehin terlambat, kalo dia datang seenaknya”. Untuk menanggapi Anda akan berkata...
2. Anda sedang mengikuti kelas pagi, di minggu sebelumnya dosen memberikan informasi bahwa minggu ini akan diadakan kuis dan menyuruh mahasiswa mempelajari 3 bab yang sudah pernah dibahas di kelas. Tetapi, dosen tidak datang tanpa memberi alasan mengapa ia tak datang. Kemudian Anda mendengarkan salah satu teman Anda mengeluh, “udah capek-capek belajar segitu banyaknya, ternyata dosennya gak datang”. Untuk menanggapi, Anda akan berkata...
3. Anda telah selesai mengikuti ujian tengah semester mata kuliah yang sangat susah dan selama pelajaran di kelas, dosen tidak pernah menanyakan kesulitan mahasiswa, namun dosen Anda mengumumkan bahwa nilai uts Anda dan teman-teman sekelas Anda jelek. Akhirnya dosen Anda mengumumkan untuk mengadakan ujian ulang minggu depan. Kemudian Anda mendengarkan salah satu temanmu mengeluh, “dosennya kalo ngajar gak enak dan mata kuliahnya



susah. Nilai gak ada yang bagus. Akhirnya sekelas ujian susulan? Untuk menanggapi, Anda akan berkata...

4. Anda dan teman-teman sekelas Anda telah mengikuti ujian tengah semester. Kemudian tibalah hari dimana dosen membagikan hasil ujian. Namun, salah satu teman Anda tidak mendapatkan hasil ujiannya. Dosen meminta maaf kepada teman bahwa dosen Anda lah yang menghilangkan hasil ujiannya. Akhirnya, dosen Anda memberikan tugas kepada teman Anda sebagai pengganti nilai ujian tengah semester. Kemudian Anda mendengarkan salah satu teman Anda mengeluh, "bisa-bisanya cuma hasil ujianku yang dihilangkan padahal udah capek-capek ngerjain" Untuk menanggapi, Anda akan berkata...
5. Anda dan teman sekelas Anda telah mengerjakan tugas-tugas dari salah satu dosen di jurusan Anda. Namun, pada pertemuan selanjutnya dosen Anda memberikan tugas lagi karena dosen Anda tidak bisa hadir untuk mengajar di kelas Anda. Kemudian Anda mendengar salah satu temanmu mengeluh, "ngasih tugas terus tapi gak pernah dikoreksi". Untuk menanggapi, Anda akan berkata...
6. Dosen Anda secara mendadak memberikan informasi bahwa Anda diwajibkan mengikuti ujian yang diberikan oleh dosen Anda. Namun, Anda dan teman sekelas Anda belum mempersiapkan untuk ujian kali ini. Kemudian dosen memberikan waktu 20 menit untuk mempelajari bab 1-3. Ujian dilaksanakan. Setelah itu, dosen langsung mengoreksi hasil ujian Anda dan teman sekelas Anda. Hampir seluruh mahasiswa mendapatkan nilai yang tidak memuaskan. Kemudian kamu mendengar salah satu temanmu menggerutu, "ujian dadakan mana bisa hasilnya baik". Untuk menanggapi, Anda akan berkata...
7. Anda sedang mempunyai tugas kelompok. Kemudian Anda memutuskan untuk mengadakan kerja kelompok di rumah Anda. Namun, salah satu teman Anda tidak mengikuti kerja kelompok. Ketika Anda mencoba menghubunginya, hpnya tidak aktif atau personal message Anda tidak



terkirim. Kemudian, teman Anda yang lain ada yang mengeluh, “kemana sih nih anak udah gak bisa dateng kerja kelompok, gak ngabarin lagi”. Untuk menanggapi, Anda akan berkata...

8. Anda sedang duduk dengan teman Anda, kemudian ada seorang lelaki teman sekelas Anda lewat di depan Anda. Kemudian teman Anda menggerutu, “tuh anak yang tadi di kelas nanya-nanya pas aku maju presentasi. Tapi, pas aku jawab malah gak didengerin. Kyaknya dia mau ngetes aja sih”. Untuk menanggapi, Anda akan berkata...

9. Anda sedang duduk di kelas dengan teman Anda, kemudian teman Anda mengeluh, “modul semiotics dipinjem belum dibalik-balikkin sama si Adit sampai sekarang padahal udah dari dulu dia pinjem. Pas kemarin ketemu aku minta dia selalu bilang alasan lupa. Aku ngira dia menghilangkan bukuku”. Untuk menanggapi, Anda akan berkata...

10. Anda mengajak sahabat Anda untuk pergi meminjam buku di perpustakaan, kemudian teman Anda menolak ajakan Anda sambil berkata, “aku gak bisa masuk perpustakaan soalnya KTMku dipinjam Rudy sudah sebulan”. Untuk menanggapi, Anda akan berkata...



Appendix 4. the English version of Discourse Completion Task

DISCOURSE COMPLETION TASK

10 scenarios are described below in which you are expected to give response toward griping with the speaker in different situations. How would you to respond? You are allowed to give response in real life scenarios naturally.

1. You come to the class where the lecturer is very discipline, usually he doesn't scold students even he will mad and expel students from class, but at one day he come to the class more than 40 minutes. Then you hear your friend grumbled, "students don't be allowed come late, but he enters the class selfishly. To respond, you will say...
2. You come to the morning class, in the previous week, the lecturer informs that this week will be held quiz and asks the students to read 3 chapters that has been learned in class in previous meeting. But, he doesn't come and doesn't give the reasons. Then you hear your friend grumbled, "I already read the 3 chapters, but the lecturer doesn't come. To respond, you will say....
3. You have passed midterm test which the subject is very difficult and in every meeting the lecturer doesn't ask the questions to the students. The lecturers announce that you and your friend scores are bad. Finally, the lecturer informs that will be held remedial examination. then you hear your friend grumbled, "he doesn't teach properly and the subject is very difficult. At the end all the students got a bad score and joint remedial examination. To respond, you will say....
4. You and your friends have passed mid term test. Then one day your lecturer give the results to the students. but one of your friend didn't get his result. The lecturer apologizes that he lost his result test. Finally, the lecturer gives assignment to your friend to substitute his midterm test. Then you hear your friend grumbled, how can only my result was lost. To respond, you will say...



5. You and your friends do many assignments from your lecturer in your department. But, in the next meeting your lecturer gives another task because he can't attend the class. Then you hear your friend grumbled, "he continuously give assignment but never checks". To respond, you will say...
6. Your lecturer suddenly give announcement that she asked all the student have to joint test. But you and your friend don't prepare for this test. Then, your lecturer gives only 20 minutes to read 3 chapters. The test passed. Then the lecturer directly correct the exam. The result is almost all the students got a bad score. Then you hear your friend grumbled, how can impromptu exam can get a good score".
7. You have group assignments. Then you decide to hold a group of work in your house. But, one of your friend didn't come. When you tries to contact him, his phone is inactive. Then you hear your another friend grumbled, "where is he going? At least he give reasons why he didn't come. To respond, you will say...
8. You are sitting with your friend, then one of your classmates pass in front of you. Then you're your friend grumbled, "he is the person that asking question in my presentation but he ignores me while I answer the question. I guess, he want to test me". To respond, you will say...
9. You are sitting with your friend, then your friend grumbled, "my semiotic book was borrowed by Adit until now he haven't give back to me". To respond you will say...
10. You ask your friend to go library, then your friend decline your invitation and said, "I can't enter the library because my identity card was borrowed by my friend and it has been 1 month". To respond, you will say...



Appendix 5 – Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Rusdiana Septi Hapsari
2. NIM : 125110100111080
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Socio-Pragmatics
5. Judul Skripsi : Responses toward Griping in Academic Setting: A Case Study of Androgynous Students
6. Tanggal Mengajukan : 25 Juni 2015
7. Tanggal Selesai Revisi : 26 Januari 2016
8. Nama pembimbing : Eni Maharsi, M.A.
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	21 September 2015	Konsultasi Bab 1, Bab 2, dan Bab 3	Eni Maharsi, M.A.	
2.	25 September 2015	Revisi Bab 1	Eni Maharsi, M.A.	
3.	2 Oktober 2015	Revisi Bab 1 dan Konsultasi Bab 2	Eni Maharsi, M.A.	
4.	5 Oktober 2015	Revisi Bab 1 dan Konsultasi Bab 2	Eni Maharsi, M.A.	
5.	8 Oktober 2015	Revisi Bab 2 dan Konsultasi Bab 3	Eni Maharsi, M.A.	
6.	21 Oktober 2015	Konsultasi Bab 2	Eni Maharsi, M.A.	
7.	27 Oktober 2015	Revisi Bab 2 dan Revisi Bab 3	Eni Maharsi, M.A.	
8.	29 Oktober 2015	ACC Seminar Proposal	Eni Maharsi, M.A.	



9.	5 November 2015	SEMINAR PROPOSAL		
10.	19 November 2015	Revisi Bab 3	Eni Maharsi, M.A.	
11.	16 Desember 2015	Konsultasi Bab 4 dan Bab 5	Eni Maharsi, M.A.	
12.	21 Desember 2015	Revisi Bab 4 dan Bab 5	Eni Maharsi, M.A.	
13.	28 Desember 2015	ACC Seminar Hasil	Eni Maharsi, M.A.	
14.	13 Januari 2016	SEMINAR HASIL		
15.	15 Januari 2016	Revisi Bab 1-5	Eni Maharsi, M.A.	
16.	20 Januari 2016	ACC Ujian Skripsi	Eni Maharsi, M.A.	
17.	25 Januari 2016	UJIAN SKRIPSI		
18.	27 Januari 2016	Revisi Bab 1-5	Eni Maharsi, M.A.	

10. Telah dievaluasi dan diuji dengan nilai:

Malang, 28 Januari 2016

Mengetahui,
Ketua Jurusan

Dosen Pembimbing

Ismatul Khasanah, M.Ed., Ph.D.
NIP.19750518 2005012 001

Eni Maharsi, M.A.
NIP. 19731209 200501 2 002