# POLITENESS IN INTERLANGUAGE PRAGMATIC OF COMPLAINTS BY INDONESIAN EFL LEARNERS IN ENGLISH LANGUAGE EDUCATION OF UNIVERSITAS BRAWIJAYA

UNDERGRADUATE THESIS

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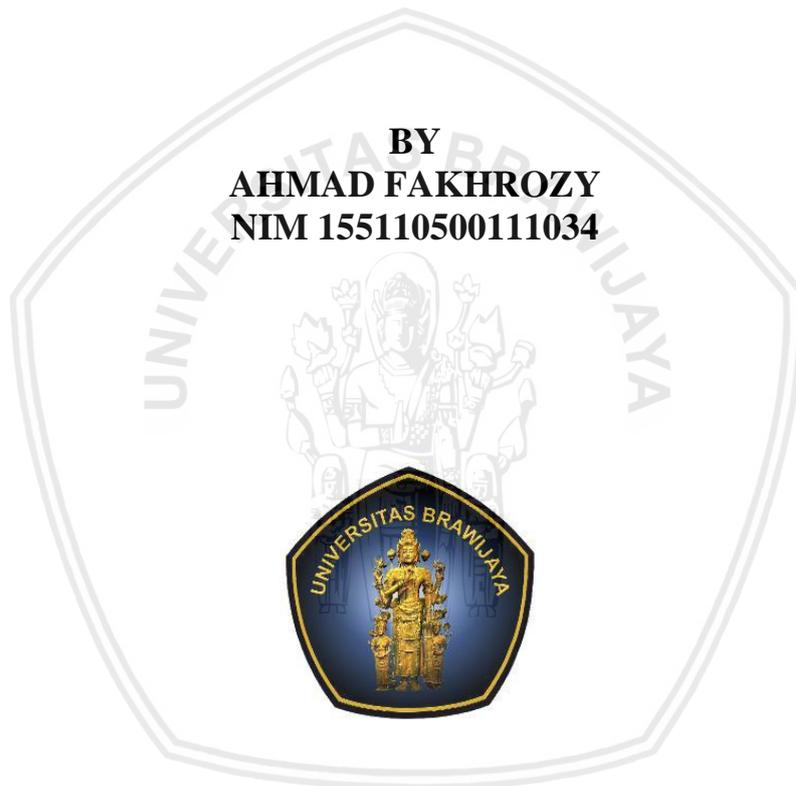
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UNDERGRADUATE THESIS

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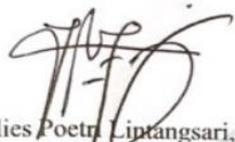
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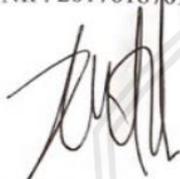
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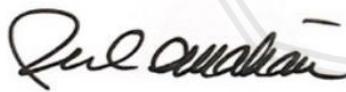
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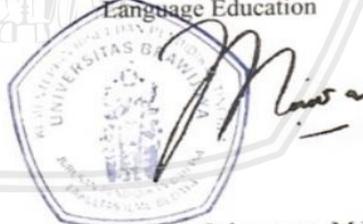
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ABSTRACT

Fakhrozy, Ahmad. 2019. **Politeness in Interlanguage Pragmatic of Complaints by Indonesian EFL Learners in English Language Education of Universitas Brawijaya.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya.

Supervisor: Dr. Widya Caterine Perdhani M.Pd

Keywords: interlanguage pragmatic, politeness strategies, complaint strategies

Acquiring English as a Foreign Language is not merely requiring the grammatical competence but also the pragmatic competence. Pragmatic competence helps EFL learners to use the language in appropriate way socially Therefore, the pragmatic competence to show politeness and complaint in English is important in order to achieve a specific purpose and to understand language in context

The purpose of the research was to find out what politeness and complaint strategies used by EFL learners when relating to social distance and equal relative power. The research applied a descriptive qualitative research. The participants were 65 English Language Education students in the third semester. The instrument of the research was oral DCT and data also collected from oral discourse completion task. They were analyzed by using Brown and Levinson (1987) strategies of politeness and Trosborg's (1995) complaint strategies.

The result of the study shows that Complaint strategies used by Indonesian EFL learners are various. The politeness strategy bald on record was the most significant politeness strategies used by participant in all social distance (close, familiar, unfamiliar) of equal relative power which means participant tend to be direct because of the same relative power. Positive politeness more frequently used by participant than negative politeness. Finally, strategy off-record was the least politeness strategy used by participant. The finding of this study may have some pedagogical implication for teacher or lecturer as an input to not only focusing on grammatical competence but also cultural competence or pragmatic competence. For example, in grammar classes teacher or lecturer not only explaining about the grammatical competence but teacher or lecturer can also orient the culture and pragmatic competence that build sentences.

ABSTRAK

Fakhrozy, Ahmad. 2019. **Kesopanan dalam antarbahasa pragmatis tentang keluhan oleh pembalajar Bahasa Ingrris sebagai Bahasa asing dalam Pendidikan Bahasa inggris di Universitas Brawijaya.** Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya

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Kata kunci: antarbahasa pragmatis, strategi kesopanan, strategi keluhan.

Memperoleh Bahasa Inggris sebagai Bahasa Asing tidak hanya membutuhkan kompetensi tata bahasa tetapi juga kompetensi pragmatis. Kompetensi pragmatis membantu pelajar EFL untuk menggunakan bahasa dengan cara yang sesuai secara sosial. Oleh karena itu, kompetensi pragmatis untuk menunjukkan kesopanan dan keluhan dalam bahasa Inggris adalah penting untuk mencapai tujuan tertentu dan untuk memahami bahasa dalam konteks

Tujuan dari penelitian ini adala untuk mencari tau strategi kesopanan dan keluhan yang digunakan oleh pembelajar Bahasa Inggris sebagai Bahasa asing dalam jarak sosial dan kekuatan relatif yang sama. Penelitian ini menggunakan teori deskriptif kualitatif. Peserta dari penelitian ini merupakan 65 mahasiswa Pendidikan Bahasa Inggris di semester ketiga. Instrument dari penelitian ini adalah *discourse completion task* (DCT) dan data diolah dari *oral discourse completion task.* Yang dianalisis menggunakan teori strategi kesopanan Brown and Levinson (1987) dan teori strategi keluhan oleh Trosbog's (1995)

Hasil dari penelitian ini menunjukkan bahwa strategi keluhan yang digunakan oleh pembelajar Bahasa Inggris sebagai Bahasa asing ialah beragam. Strategi kesopanan *bald on record* merupakan strategi yang terbanyak digunakan oleh peserta di dalam seluruh jarak social dari kekuatan relatif yang setara. *Positive politeness* lebih sering digunakanoleh peserta dari pada *negative politeness.* Strategi *off-record* merupakan strategy paling jarang digunakan oleh peserta. Temuan penelitian ini mungkin memiliki beberapa implikasi pedagogis bagi guru atau dosen sebagai masukan untuk tidak hanya berfokus pada kompetensi tata bahasa tetapi juga kompetensi pragmatis. Sebagai contoh, di dalam kelas tata Bahasa guru atau dosen tidak hanya berfokus pada menjelaskan tentang kompetensi tata Bahasa akan tetapi juga berdasarkan budaya dan kompetesi pragmatis yang membangun suatu kalimat.

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher will elaborate background of the study, research question, purpose and significance of the study, scope and limitation of the study and definition of key terms

1.1 Background of The Study

Speech is a natural skill and an attribute of any language speaker. When students make a speech act, they transfer their language from L1 to L2 or target language. Therefore (Kesper,1996, P.145) stated that Interlanguage pragmatics is the study of nonnative speakers' use and acquisition of L2 pragmatic knowledge. Recently, researcher give more attention to interlanguage pragmatic, because L2 learners even the high proficiency L2 learners usually make mistakes in their communication for their awareness of pragmatic knowledge according to Cai and Wang (2013).

Hymes (1972) introduced the communicative competence notion to contrast Chomsky's competence (1965). Since Hymes elaborated Chomsky's competence-performance model, and asserted that speaker of the language needs to have more than grammatical competence in order to be able communicate effectively. Hymes stated that to accomplish their purposes speakers of a language need to know how a language used in community. Therefore, it can be justifiably suggested that language speakers must use their language in appropriate ways, both linguistically and socially.

1

Politeness strategies were the most significant in L2 Pragmatic. In their theory of politeness, Brown and Levinson, (1987) state that many speech acts such as disagreeing, criticizing, and complaint are intrinsically face threatening because they do not consider the face want of the interlocutors. They stated two kinds of face, positive and negative face. For example, disagreement and criticism threaten hearers' positive face, whilst request threaten hearers' negative face.

Sometimes complaints intrinsically non-polite act which tend to offend complainess. Thus, complaint is a face-threatening act to the hearer and the speaker should deliver caution so that the hearer's feelings might not be hurt as stated by Moon (2002). According to Wijayanto et al (2013) for foreign language learners however to express politeness in a speech act which is intrinsically face-threatening could be very challenging as what is considered polite in their mother tongue could be rude in the target language context.

Based on study which was done by reviewing previous study, the researcher found that according to Wijayanto et al (2013) indicated that the most complaints sounded very direct, particularly those addressed to lower-unfamiliar interlocutor. Beside, Masjedi and Paramasivam (2018) stated that the findings show that Iranians are able to draw on a variety of strategies and structures and adapt them in a flexible manner when faced with various complaint-provoking situations. Culturally, the findings show that Iranians are indirect and exercise negative politeness as they try to minimize the face threatening act of complaining. Therefore, the researcher chose Politeness in Interlanguage Pragmatic of complaints focus on equal status of relative power.

Since this research focuses on Interlanguage Pragmatic, the researcher used theories from expert of Linguistic studies to answer the first and the second problems of study. The theory used was about politeness strategies theory from Brown and Levinson (1987). For the second problem of study use theory by Trosborg's (1995) about complaints strategies.

This study is expected to be useful for the writer, English Language Education Program student, and the next researcher. By conducting this study, the writer can apply the knowledge of Linguistic especially Interlanguage Pragmatic theories which is politeness strategies by Brown and Levinson (1987) and complaint strategies by Trosborg's toward the usage by EFL Learners. Furthermore, this study can be useful for the next researcher who are interested in doing the research related to politeness in interlanguage pragmatic of complaints.

Based on the research background above, the wither conducted a research entitled, *politeness in Interlanguage Pragmatic of complaints by Indonesian EFL Learners in English Language Education of Universitas Brawijaya*

1.2 Research Questions

Based on the background study above, the researcher constructed research questions as follow:

1. What complaint strategies are used by Indonesian EFL learners?

2. What politeness strategies are used in complaint in relation to P (relative power of equal status) and D (social distance)?

1.3 Purpose of The Study

The purposes of this studies are to investigate politeness strategies involved in complaints relating to relative power of equal status and social distance by students of English Language Education Study Program.

1.4 Significant of the Study

By conducting this research, it is expected that:

Practically, for the lecturer the implementation of politeness in interlanguage pragmatic of complaints by EFL learners could be an additional knowledge for lecturer in teaching pragmatic, especially in Brown and Levinson politeness theory and Trosborg's complaint strategy. This research also can be beneficial for students in build their background knowledge of politeness and complaints in target language because there are some different culture between Indonesian and English.

Theoretically, this research can be a refence that the implication of pragmatic pedagogy which is important to be studied because there would be misunderstanding if students have pragmatic errors according to Thomas (1997) and second language acquisition theory. Also, for further research related to politeness in interlanguage pragmatics of complaints by EFL learners and using oral DCT in further interlanguage pragmatic research.

1.5 Scope of the Study

This research only focusing on the politeness strategies used in complaints by Indonesian EFL learners in relation to P (relative power) and D (social distance) which only focusing on equal status of relative power.

1.6 Definition of Key Terms

In this section, the researcher will define the definition of the terms used in this study.

1 **Interlanguage pragmatic**: Interlanguage pragmatics is the study of nonnative speakers' use and acquisition of target language pragmatic knowledge.

2 **Interlocuto**r : someone who is involved in a conversation.

3 **Face threatening act (FTA)** is an act which challenges the face wants of an interlocutor.

4 **Bald on record:** The FTA is performed in the most direct, The FTA is performed in the most direct, clear, unambiguous and concise way possible

5 **Positive politeness:** The FTA is performed utilizing strategies oriented The FTA is performed utilizing strategies oriented towards redressing the positive face threat to the hearer.

6 **Negative politeness**: The FTA is performed utilizing strategies The FTA is performed utilizing strategies oriented towards redressing the negative face threat to the hearer.

7 **Off-record:** In off record indirect strategies, speaker decides to say something, which do not actually have to ask for anything.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The previous section mentions about the aim of this study to investigate politeness strategies involved in complaints relating to different social status levels and social distance by students of English Education Department. In this section, the discussion will be focused on the review of related literature which include the concept of politeness, sociological factor (P and D), speech act of complaints, and the previous studies

2.1 The Concept of Politeness

According to Brown and Levinson politeness in an interaction can be defined as the means employed to show awareness of another person's face (Yule, 1996 p.60)

2.1.1 The Concept of Face

According to Brown and Levinson (1987, p.1) The concept of face as the public self-image that every member wants claim for himself. Their concept of face is derived from that Goffman (1867) and from the English folk term, which relates to the notion of being embarrassed or humiliated, or 'losing face' (Brown and Levinson 1987 p.61). It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize. if the speaker says something that represents a threat to another individual's act. Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the

speaker can say something to lessen the possible threat called face saving act. There are two aspects of self-image:

a. **Negative Face**

Negative face is the need to be independent. The negative face of an individual is the need to be independent, to have freedom of action, and not to be forced on others. The word 'negative' here does not mean 'bad', it's just the opposite of positive. Brown and Levinson (1987) stated that "negative face is the basic claim to terrorities, personal preserves, rights to non-distraction - i.e to freedom of action and freedom from imposition". One popular example is the freedom of speech, which includes one's need not to be interrupted by others while speaking.

b. **Positive Face**

Positive face is the need to be respected and appreciated, so the positive face of an individual is the need to be accepted even liked, by others, to be treated as a member of the same community, and to know that his or her wants are shared by others. Based on Brown and Levinson (1987, p61) "the positive consistent self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants". One example for positive face is the appreciation of individual achievements.

2.1.2 Politeness Strategies

According to Brown and Levinson four polite strategies can be used when people do face threatening act.

2.1.2.1 Bald on Record

Bald on record Bald on record is politeness strategies that can directly address other as a means of expressing your needs according to Yule (1996:63). The prime reason for bald on record usage may be stated simply: in general, whenever S wants to do FTA with maximum efficiency more than he wants to satisfy H's face, even to any degree, he will choose the bald on record strategy as stated by Brown and Levinson (1987, p.95).

There are two strategies of bald on record, those are cases of non-minimization of the face threat and cases of FTA-oriented bald-on-record usage.

1) **Cases of Non-minimization of the Face Threat**

Brown and Levinson (1987 p.96) stated where maximum efficiency is very important, and this is mutually known to both S and H, no. face redress is necessary. There are several use of this strategies:

a) **In Case of Urgency:**

(1) Help! (2) Watch out! (3) Give me just one more week!

b) **Using Attention Getter:**

(1) Listen, I've got an idea.
(2) Hear me out: …
(3) Look, the point is this: …

c) **Using Imperative:**

(1) Excuse me
(2) Pardon me
(3) Forgive me
(4) Accept my thanks
d) **The Sympathetic Advice or Warning:**

(1) Careful! He's a dangerous man. (warning H against someone who could threaten him)
(2) Your slip is showing
(3) Your wig is askew; let me fix it for you.
(4) Your headlights are on!

e) From of Interaction and Recipes

(1) Open other end.
(2) Add three cups of flour and stir vigorously.

f) Farewell Formulae, as in the English 'advice' delivered to those departing on a trip

(1) Treat yourself, be good, have fun.
(2) Enjoy yourself, be good, have fun.
(3) Don't take any wooden nickels

2) Cases of FTA-oriented Bald-on-record Usage

Another use of s (at least metaphorically) override face concerns. But another use of bald on record is actually oriented to face. This nicely illustrates the way in which respect for face involves mutual orientation, so that each participant attempts to foresee what the other participant is attempting to foresee as stated in Brown and Levinson (1987, p.98). The use of this strategy is as follows:

a) Invitation which is bald-on-record imperative in many language:

(1) Come in, don't hesitate, I'm not busy.
(2) Enter
(3) Come in

b) Greeting and farewell in imperative:

(1) Come
(2) Go

c) Offers expression in imperative:

(1) (You must) have some more cake
(2) Don't bother, I'll clean it up
(3) Leave it to me.

2.1.2.2 Positive Politeness

Yule (1996 p.64) stated Positive politeness strategy leads the requester to appeal to common goal, and even friendship, via expression. According Brown and Levinson (1987, p.101) positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable. positive politeness is not necessarily redressive of the particular face want infringed by the FTA as stated by Brown and Levinson (1987, p.101).

According Brown and Levinson (1987, p.103-129) fifteen strategies can be used to express positive politeness.

(1) Notice, attend to H (his interests, wants, needs, goods) In general, this output suggests that S should take notice of aspects of H's condition (noticeable changes, remarkable possessions, anything which looks as though H would want S to notice and approve of it). For example:

(a) Goodness, you cut your hair! (...) By the way, 1 came to borrow some flour.
(b) You must be hungry, it's a long time since breakfast. How about some lunch?
(c) What a beautiful vase this is! Where did it come from?

(2) Exaggerate (interest, approval, sympathy with H). This is often done with exaggerated intonation, stress, and other aspects of prosodies, as well as with intensifying modifiers, for instance:

(a) What a fantastic garden you have!

(b) Yes, isn't it just ghastly the way it always seems to rain just when you've hung your laundry out!

(c) How absolutely incredible!

(3) Intensify interest to H. Another way for S to communicate to H that he shares some of his wants is to intensify the interest of his own (S's) contributions to the conversation, by making a good story'. This may be done by using the 'vivid present, for example:

I come down the stairs, and what do you think I see? — a huge mess all over the place, the phone's off the hook and clothes are scattered all over ...

(4) Use in-group identity markers. By using any of the innumerable ways to convey in-group membership, S can implicitly claim the common ground with H that is carried by that definition of the group. These include in-group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. For instance:

(a) <u>Here mate</u>, I was keeping that seat for a friend of mine …

(b) Come here, <u>buddy!</u>

(c) Bring me your dirty clothes to wash, <u>darling!</u>

(d) Lend us two quid then, wouldja mate?

(e) Lend us two bucks then, wouldja Mac?

(5) Seek agreement. There are two types of seek agreement, those are safe topics and repetition. 'safe topics' allows S to stress his agreement with H and therefore to i satisfy H's desire to be 'right', or to be corroborated in his opinions. repeating is used to stress emotional agreement with the utterance (or to stress interest and surprise). For example:

(a) 'Isn't your new car a beautiful colour!' (safe topic)

(b) The weather is good right? (safe topic)

(c) A: John went to London this weekend!
   B: To London!

(6) Avoid disagreement. There are four types of avoid disagreement, these are token agreement, pseudo-agreement, white lies, and hedging opinion. Token agreement is the desire to agree or appear to agree with H leads also to mechanisms for pretending to agree. Pseudo-agreement is found in English in the use of *then* as a conclusorv marker, an indication that the speaker is drawing a conclusion to a line of reasoning carried out cooperatively with the addressee. White lies is where S, when confronted with the necessity to state an opinion, wants to lie ('Yes I do like your new hat!') rather than damage H's positive face. Hedging opinion, Speaker may choose to be vague about his own opinions, so as not to be seen to disagree. For instance:

(a) A: You hate your Mom and Dad.
   B: Oh, sometimes. (token agreement)
(b) I'll meet you in front of the theatre just before 8.0, then. (pseudo-agreement)
(c) in response to a request to borrow a radio
   A: oh I can't. The batteries are dead (white lies)
(d) It's really beautiful, in a way. (hedging opinion)

(7) Presuppose/raise/assert common ground. It consists of eleven types, these are gossip or small talk, point-of view operation, personal center switch, time switch, place switch. avoidance or adjustment of reports to H's point of view, presupposition manipulation, presuppose knowledge of hearer's wants and attitudes, presuppose hearer's values are the same speaker's value, presuppose familiarity in speaker-hearer relationship, presuppose hearer's knowledge. For instance:

(a) I had a really hard time learning to drive, didn't I
(b) I really had a hard time learning to drive, you know.

(c) <u>Don't</u> you want some dinner now?

(8) Joke. jokes are based on mutual shared background knowledge and values, jokes may be used to stress that shared background or those shared values. Such as:

(a) OK if I tackle those cookies now)
(b) How about lending me this old heap of junk? (H's new Cadillac)

(9) Assert or presuppose Ss knowledge of and concern for H's wants. One way of indicating that S and H are cooperators, and thus potentially to put pressure on H to cooperate with S, is to assert or implv knowledge ofji's wants and willingness to fit one's own wants in with them. For example:

(a) Look, I know you want the car back by 5.0, so should(n't) I go to town now? (request)
(b) I know you can't bear parties, but this one will really be good — do come! (request/offer)
(c) I know you love roses but the florist didn't have any more, so I brought you geraniums instead, (offer + apology)

(10) Offer, promise. Offers and promises are the natural outcome of choosing this strategy; even if they are false. they demonstrate S's good intentions in satisfying H's positive-face wants. For example: ('I'll drop by sometime next week')

(11) Be optimistic. For Speaker (S) to be so presumptuous as to assume Hearer (H) will cooperate with him may carry a tacit commitment for S to cooperate with H as well, or at least a tacit claim that H will cooperate with S because it will be in their mutual shared interest. For instance:

(a) Wait a minute, you haven't brushed your hair! (as husband goes out of the door.
(b) I'll just help myself to a cookie then — thanks!

(c) I've come to get a little salt.

(12) Include both S and H in the activity. By using an inclusive 'we' form, when

S really means 'you' or 'me', he can catt upoft flie cooperative assumptions and

thereby redress FTAs. Noting that let's m English is an inclusive 'we' form,

common examples are:

(a) Let's have a cookie, then. (i.e. me)
(b) Shall we (inclusive) eat
(c) We (inclusive) will go fetch it. (i.e. 7 will')

(13) Give (or ask for) reasons. Bv including H thus in his practical reasoning, and

assuming reflexivity (H wants S's wants), H is thereby led to see the

reasonableness of S*s FTA (or so S hopes). For example:

(a) Why don't I help you with that suitcase.
(b) Why not lend me your cottage for the weekend

(14) Assume or assert reciprocity. The existence of cooperation between S and H

may also be claimed or urged by giving evidence of reciprocal rights or

obligations obtaining between S and H. For example: I'll give you my book if

u accompany me to market.

(15) Give gifts to H (goods, sympathy, understanding, cooperation. S may satisfy

H's positive-face want (that S want H's wants, to some degree) by actually

satisfying some of H's wants.

2.1.2.3 Negative Politeness

Negative politeness is a face saving act which is oriented to the person's

negative face which tends to show deference, emphasize the importance of other's

time or concerns, and even includes an apology for the imposition or interruption

(Yule, 1996 p.64). Brown and Levinson (1987, p.129) stated negative politeness is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. According Brown and Levinson (1987, p.129) negative politeness is specific and focused; it performs the function of minimizing the particular imposition that the FTA unavoidably effects.

According to Brown and Levinson, negative politeness is divided in fifth strategies: (1) Be direct; (2) don't presume/assume; (3) don't coerce H; (4) communicate S's want to not impinge on H; (5) redress other want of H's

2.1.2.4 Off record

In off record indirect strategies, speaker decides to say something, which do not actually have to ask for anything. Speaker also can simply produce a statement which is not directly addressed to the hearer. It is technically described as being off record. Off record statement may or may not succeed, but if it does, it will be because more has been communicated than was said Yule (1996, p.63)

A communicative act is done off record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act as stated by Brown and Levinson (1987, p.211). Such off-record utterances are essentially indirect uses of language: to construct an off-record utterance one says something that is either more general (contains less information in the sense that it rules out fewer possible states of affairs) or actually different from what one means (intends to be understood).

Off record strategy consists of two main strategies: "invite conversational implicature and be vague or ambiguous: violate the manner maxim". there are ten

strategies in the strategy of inviting conversational implicature according to Brown and Levinson (1987, p.213-223).

(1) Give hints. It means if speaker says something that is not explicitly relevant, he invites Hearer to search for an interpretation of the possible relevance. The basic mechanism here is a violation of the Maxim of Relevance. For Example: a. This soup's a bit bland, (Pass the salt); b. It's cold in here. (Shut the window)

(2) Give association clues. A related kind of implicature triggered by relevance violations is provided by mentioning something associated with the act required of hearer (H), either by precedent in speaker (S)-hearers (H's) experience or by mutual knowledge irrespective of their interactional experience. Such as: a. My house isn't very far away ... [intervening material]. … There's the path that leads to my house, (Please come visit me); b. Are you going to market tomorrow? ... There's a market tomorrow, I suppose, (give me a ride there)

(3) Presuppose. A third set of clues to speaker's intent is related, in a different way to the relevance Maxim. An utterance can be almost wholly relevant in context, and yet violate the relevance maxim just, at the level of its presuppositions. For Example: a. It wasn't me that did it.; b. I washed the car again today.

(4) Understate. Understatements are one way of generating implicatures by saying less than is required. Typical ways of constructing understatements are to choose a point on a scalar predicate (e.g. tall, good, nice) that is well below the point that actually to hedge a higher point. which will implicate the (lower) actual state of affairs. For example: a. She's some kind of idiot, (She's an idiot); b. That dress is quite nice.

(5) Overstate. If speaker says more than is necessary, thus violating the Quantity Maxim in another way, he may also convey implicatures. He may do this by the inverse of the understatement principle — that is, by exaggerating or choosing a point on a scale which is higher than the actual state of affairs. As follows: a. Why are you always smoking?; b. You never do the washing up

(6) Use tautologies. By uttering a tautology, S encourages H to look for an informative interpretation of the non-informative utterance. It may be an excuse: a. War is war; b. Boys will be boys; or a criticism c. Your clothes belong where your clothes belong, my clothes belong where my clothes belong. Look upstairs!

(7) Use contradictions. By violating the quality Maxim ('Speak the truth, be sincere'), speaker (S) forces hearer (H) to find some implicature that preserves the Quality assumption which is perhaps the most basic principle of language usage. For example, Well, John is here and he isn't here.

(8) Be ironic. By saying the opposite of what he means, again a violation of Quality, speaker can indirectly convey his intended meaning, if there are clues that his intended meaning is being conveyed indirectly. For example: a. John's a real genius, (after John has just done twenty stupid things in a row) b. Lovely neighborhood, eh? (in a slum)

(9) Use metaphor. Metaphors are a further category of Quality violations, for metaphors are literally false. The use metaphor is perhaps usually on record, but there is a possibility that exactly which of the connotations of the metaphor S

intends may be off record. For example: *Harry's a real fish* it means He (drinks/ swims/ is slimy) like a fish.

(10) Use rhetorical question. To ask a question with no intention of obtaining an answer is to break a sincerity condition on quests — namely, that speaker wants hearer to provide him with the indicated information. For example: a. How many times I have to tell you? (c.i. Too many); b. What can I say? (c.i. Nothing, it's so bad)

Be vague or ambiguous: violate the manner maxim Rather than inviting a particular implicature speaker may choose to go off record by being vague or ambiguous (that is, violating the Manner Maxim) in such a way that his communicated intent remains ill-defined. It is divided into five strategies according to Brown and Levinson (1987, p.225-227):

(11) Be ambiguous. Purposeful ambiguity may be achieved through metaphor, since (as mentioned above) it is not always clear exactly which of the connotations of a metaphor are intended to be invoked. Thus: John's a pretty (sharp/smooth) cookie.

(12) Be vague. Speaker may go off record with an FTA by being vague about who the object of the FTA is, or what the offence is — For example: Looks like someone may have had too much to drink, (vague understatement)

(13) Over generalize.

Example: Mature people sometimes help do the dishes

(14) Displace hearer (H). Speaker may go off record as to who the target for his

FTA is, or he may pretend to address the FTA to someone whom it wouldn't

threaten, and hope that the real target will see that the FTA is aimed at him

(15) Be incomplete, use ellipsis. This is as much a violation of the quantity maxim

as of the Manner Maxim. Elliptical utterances are legitimated by various

conversational contexts — in answers to questions. For example: Well, if one

leaves one's tea on the wobbly table.

2.2 Sociological factor (P and D)

In doing FTA on Brown and Levinson (1987), speaker is influenced by

several factors, especially in sociological factor, that are:

(1) The 'social distance'(D) of S and H (a symmetric relation)

D us a symmetric social dimension of similarity/difference within which S

and H stand for the purpose of this act. It is based on an assessment of the frequency

of interaction and the kinds of material or non-material goods (including face)

exchanged between S and H (or parties representing S or H, or for whom S and H

representative) An important part of the assessment by D will measured social

distance based on stable social attributes. The reflex of social closeness is generally,

the reciprocal giving and receiving of positive face as stated by Brown and

Levinson (1987, p77).

The social distance between speaker and hearer are close, familiar,

unfamiliar. Close social distance means that the speaker and the hearer have close

relationship, e.g best friend. Familiar social distance means that the speaker and the

hearer only familiar each other, e.g a friend from other major. Unfamiliar social

distance means that the speaker and the hearer don't have any relationship before or never meet before, e.g a stranger.

(2) The relative power (P) of S and H (an asymmetric relation)

P is an asymmetric social dimension of relative power, roughly in Weber's sense. That is, P (H,S) is the degree to which H can impose his own plans and his own self-evaluation (face) at the expense of S's plan's and self evaluation. In general there are two source of P, either of which may be authorized or unauthorized - material control (over economic distribution and physical force) and metaphysical control (over the actions of others, by virtue of metaphysical force subscribed to by those others). In most cases an individual's power is drawn from both these sources or is thought to overlap them. The reflex of a great P differential is perhaps archetypally 'difference' as stated by Brown and Levinson (1987, p.77).

The relative power between speaker and hearer are lower, equal, high. Lower relative power means that the speaker and the hearer were in different age or power which is lower, e.g sister to brother. Equal relative power means that the speaker and the hearer were in the same age or power, e.g a friend to a friend . High relative power means that the speaker and the hearer were in higher age or power, e.g lecturer to their student.

2.3 Speech Act

Speech act is action performed via utterances, and in English is commonly given a more specific label, such as apology, complaint, compliment, invitation, promise, or request according to Yule (1996, p.47)

Austin (1962) in Sadock (2005) and Yule (1996) classified speech acts into three classification called locutionary act, illocutionary act, perlocutionary act.

(a) Locutionary act

Locutionary act is physical utterance by the speaker. Locutionary act, according to Austin (1962) in Sadock (2007) are acts of speaking involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn.

For instance, Sandra utters to her maid "it's dirty floor!" Based on the utterance, Diana uttered the words "it's dirty floor" which can be semantically paraphrased as sweep the floor.

(b) Illocutionary act

Illocutionary act is the intended meaning of the utterance by the speaker (performative). Illocutionary act is performed via the communicative force of an utterance. We might utter to make a statement, an offer, an explanation, or for some other communicative purpose as stated by Austin (1962) in Sadock (2007). For example, Diana utter to her maid: "it's dirty floor". It utterance is showing that Diana performed the act of request her main to sweep the floor.

(c) Perlocutionary act

Perlocutionary act is the action that results from the locution. perlocutionary act, according to Austin (1962) in Sadock (2007) consists in the production of effects upon the thoughts, feelings, or actions of addressee(s), speaker, or other

parties, such as causing people to refer to certain ship. For example, Diana utters to her maid: 'it's dirty floor". Diana persuade her maid to make the floor clean by sweep it. Perlocution is her maid accepted to sweep the floor.

2.4 Speech act of complaint

This section discusses speech act complaint relating to its definition, complaint strategies and related acts, complaint perspective, and internal modification of speech act complaint.

2.4.1 Notion of speech act of complaint

The speech act of complaint belongs to the category of expressive function. This category includes moral judgements which express the speaker's approval as well as disapproval of the behavior mentioned in the judgement, but here we shall be conserned almost invariably with the latter function, in particular with the act of moral censure of blame involved in the communicative act of complaining. The act of complaining is in essence retrospective in that a speaker passes a moral judgement on something which (she/he believes) the complainee has already done or failed to do, or is in the process of doing (Trosborg, 1995, p.311)

Complaint is defined here as an illocutionary act in which the speaker (the complainer) expresses his/her disapproval, negative feelings as stated by Trosborg (1995, p.311). A complaint is a "face-threatening act' (Brown and Levinson, 1987 p.19 in Trosborg, 199 p.311 "the act of moral cencure or blame is an act of social rejection an act whereby accuser breaks ties of affection, mutual support and co-operation" as stated by Palace (1968, p.28) in Trosborg (1995, p.312).

A complaint is intrinsically a non-polite act, a complainer can resort to mitigating devices so as to lessen the impact his/her complaint is likely to have on the complainee.

2.4.2 Level of complaint

Complaint can be expressed at varying levels of directness ranging from gints and mild disapprovals to serve challenges i which the complainee is explicitly declared incompetent and irresponsible as a social member. In the former case, te complainee has to perform an inference process to establish a link between what is said and what is really intended on the basis of the situational context. By chosing a particular level of indirectness, the complainer is able to decide on the conflicting potential of complaint as stated by Trosborg (1995, p.314).

The criteria used for establishing the scale of directness are te following:

P: Propositional content (complainable)

C: Complainer

A: Accused (complainee)

Factors detemining the directness level of complaint:

a) The complainable is or is not expressed directly in the propositional content. (P describes/does not describe the complaineable).
b) The complainer's negative evaluation of the propositional content is implicitly or explicitly expressed. (P is bad - articulated or implied).
c) The agentive involment of the complainee is implicitly or explicitly expressed. (A has done P- articulated or implied).
d) The complainer's negative evaluation of the complainee's behaviour is implicitly or explicitly expressed. (C evaluates A's action as bad-articulated or implied).
e) The complainer's negative evaluation of the complaiinee as a person is implicitly or explicitly expressed. (C evaluates A as a bad person - articulated or implied) (Trosborg, 1995 p.315)

Indirect complaining/commiserating is described in detail with specific reference to the effect of the variable of social distance on its distribution (Boxer, 1993) cited in Sofie decock and Ilse depraetere (2018) in initiating moves were categorized into three types (themes): (1) self; (2) other; (3) situation.

According to Trosborg's cited in Sofie Decock and Ilse Depraetere (2018) identifies eight strategies, with strategy 1 being the most indirect one and strategy 8 the most direct one.

Table 2.1 Complaint strategies level

NO	Complaint strategies level	Examples
1	Hints: the complainer does not mention the complainable in the proposition.	*There was nothing wrong with my car yesterday.*
2	Expression of disapproval. Annoyance: the complainer explicitly asserts a deplorable state of affairs	*There's a horrible dent in my car.*
3	Expression of disapproval. Ill consequences: the complainer explicitly expresses the ill consequences resulting from an offence	*Oh damn it, I'll lose my insurance bonus now.*
4	Accusation. Indirect accusation: the complainer asks the hearer questions about the situation or asserts that the hearer was in some way connected with the offense	*You borrowed my car last night, didn't you?*
5	Accusation. Direct accusation: the complainer directly accuses the complainee of having committed the offence	*Did you happen to bump into my car.*
6	Blame. Modified blame: the complainer expresses modified disapproval of an action for which the accused is responsible, or he/she states a preference for an approach not taken by the accused	*Honestly, couldn't you have been more careful. You should take more care with other people's cars.*
7	Blame. Explicit blame (action/behavior): the complainer explicitly states that an action for which the accused is held responsible is bad	*How on earth did you manage to be so stupid*
8	Blame. Explicit blame (person): the complainer explicitly states what is implicit at all other levels, namely, that he/she finds the accused a non-responsible social member	*Oh no, not again! You really are thoughtless*

2.4.3 Category of complaint strategies

Trosborg (1995: 338) complaint taxonomy is comprehensive in which it consists of four strategies and eight sub-strategies. with strategy 1 being the most indirect one and strategy 8 the most direct one. Bellow are the complaint strategies by Trosbor's:

Table 2.2 Complaint strategies

Complaint strategies	Explanation	Example give
I No explicit reproach 1 Hints	Complainer does not mention the complaint in the complainable and does not directly state something is offensive	E.g. "My car was in perfect order when I last drove it. There was nothing wrong with my car yesterday.
II Disapproval 2 Annoyance 3 consequences	Complainer expresses dislike, disapproval, and annoyance in connection with a certain state of affairs that he or she considers bad for him or her.	E.g. "There's a horrible dent in my car. Oh dear, I've just bought it." E.g. "How terrible! Now I won't be able to get to work tomorrow. Oh, damn it, I'll lose my insurance bonus now."
III Accusation 4 Indirect 5 Direct	Complainer establishes the complainee as the agent of the complainable and directly or indirectly accuses the complainee for committing the problem	E.g. "You borrowed my car last night, didn't you?" E.g. "Did you happen to bump into my car?
IV Blame 6 Modified blame 7 Explicit blame (behavior) 8 Explicit blame (person)	Complainer assumes that the complainee is guilty of the offence and states modified blame of complainee's action or directly blames the complainee or his or her action	E.g. "Honestly, couldn't you have been more careful? You should take more care with other people's car." E.g. "It's really too bad, you know, going around wrecking other people's car. How on earth did you manage to be so stupid?" E.g. "Oh no, not again! You are really thoughtless. Bloody fool! You've done it again!"

Trosborg (1995, p.388)

According to Wijayanto et all (2013) there is modified Trosborg's Taxonomy (1995) was employed to classify complaint strategies used by the research participants. Complaint consists of utterances which function as head acts (the main strategies which express complaints) and supporting moves (additional information but does not state complaint) which initiate and/or follow the head acts. The head acts include the following strategies;

Strategy 1: No explicit reproach

A complainer uses hinting strategies in which case the complainable is not mentioned in the proposition. In other words the complainer does not directly state that something is bad or offensive.

Strategy 2: Expression of annoyance

This strategy involves the expression of annoyance, dislike, and disapproval, relating to a certain state of affairs the speaker considers bad for him or her. The utterance may also express the bad consequences resulting from an offence for which the complainee is held implicitly responsible.

Strategy 3: Accusations

Accusations are used by a complainer to establish the agent of a complainable. The complainer can ask the hearer questions about the situation or assert that he or she was in some way connected with the offence and thereby try to establish the hearer as a potential agent of the complainable (indirect accusation). Alternatively, the complainer can directly accuse the complainee of having committed the offence (direct accusation).

Strategy 4: Blaming

A complainer presupposes that the accused is guilty of the offence. This category includes two strategies: modified blame and explicit condemnation of action/person.

Strategy 5: Asking for responsibility

In this strategy a complainer asserts a state of affair in the presence of the complainee that the complainee holds responsible for the offence.

Strategy 6: Warning

Warning is given by a complainer to urge or advise the complainee to be careful and cautious as what she or he did or is doing has offended the complainer or someone else or third party.

Strategy 7: Expressing disappointment

Through this strategy a complainer expresses a feeling of dissatisfaction as his or her expectations towards the complainee are not realized. This also involves dissatisfaction to a state of affairs which is inconsistent with what the speaker expects.

Strategy 8: Threatening

A threat is done by a complainer by expressing an intention to inflict pain, injury, punishment, and some other unpleasant consequences to the complainee.

Strategy 9: Criticizing/rebuking/reproving/admonishing

In this strategy a complainer expresses gentle to sharp and stern disapprovals relating to a certain state of affairs the speaker considers bad for him or her for which the complainee is held responsible.

Strategy 10: Requesting/ordering

This is the act of asking for something to be given or done. In Trosborg'
(1995) taxonomy it is considered as "other" act which is not included as a main
complaint strategy. In this research however, it is utilized by the research
participants as a head act of a complaint.

Strategy 11: Letting off hook (forgiving and accepting the offence)

This is a strategy when a complainer relinquishes his or her complaint
due to some sociocultural reasons. This strategy is done by forgiving the
offenders and even accepting the complainable matters.

2.5 Pragmatic Competence

In learning a language, learner should be able to produce the language that
are considered functionally and socially appropriate by native speaker, in any
context. According to Sickinger and Schneider (2014) Learners of a language will
only successfully communicate in the target language if both are available, i.e the
necessary inventory of linguistic forms and structures, and knowledge about their
appropriate, purposeful use in context. In which the later ability is what would we
like to call "pragmatic competence". In linguistics, Pragmatic competence is the
ability to use language in contextually appropriate.

The term of pragmatic competence was introduced by Thomas in 1983. In
this definition, Thomas contrasts with pragmatic competence with grammatical
competence. these two types of competence combine into a speaker's linguistic
competence. She specifies grammatical competence as abstract or decontextualized
knowledge of intonation, phonology, syntax, semantic, and etc. While pragmatic

competence is the ability to use language effectively in order to achieve a specific purpose and to understand language in context. These two scopes are grammar and pragmatics, which are Leech's (1983) synonyms for the language system and for language use. On the others hand Liu (2004) in Sickinger and Schneider (2014) stated that pragmatic competence consists of (at least) two components: knowledge of pragmatic system and knowledge of its appropriate use.

In performing pragmatic competence, EFL learners require the two components of pragmatic competence. According to Liu (2004) in Sickinger and Schneider (2014) knowledge of pragmatic system is provide the range of linguistic options available to individuals for performing various act, while knowledge of its appropriate use is enables them to select the appropriate choice given a particular goal in a particular setting. On the other hand, that two components reflect a pair of concepts by Thomas (1983), and popularized by Leech (1983). The terms they use are pragmalinguistics and sociopragmatics. Pragmalinguistics specifies the respective device available in a language to perform a particular communicative act and knowledge about syntactic constructions and lexical items, while sociopragmatics details the choises to be made in a given context and knowing what is considered appropriate in a given culture.

2.6 Previous studies

The researcher reviewed three related studies in order to support this study and the argument. Third of previous studies are helpful in conducting this research because they consist of some differences and similarities in case of politeness and complaint strategies.

The first previous study of this research is a study Wijayanto et al (2013) entitled *Politeness in Interlanguage Pragmatic of Complaints by Indonesian Learners of English.* The aim of this study is investigated politeness strategies involved in complaints relating to different social status levels and social distances. The data of the complaints were elicited through oral discourse completion tasks from 50 Indonesian learners of English consisting of 25 males and 25 females. The theories that used is Politeness Strategies by Brown and Levinson (1987) and Complaint strategies by Trosborgs (1995)

The findings indicated that most complaints sounded very direct, particularly those addressed to lower-unfamiliar interlocutors. Four politeness strategies of Brown and Levinson (1987) were employed by the learners. Bald on record and Positive politeness were the most pervasive strategies used across status levels and social distances. Negative politeness was comparatively high, but it was not as high as Bald on record and Positive politeness. Off-record was rarely phrased across status levels and social distances.

The second previous study is a study by Masjedi and Paramavam (2018). entitled *Complaint and Politeness Strategies used by Iranian Speakers of English.* This study aims to investigate the complaint speech act with regard to the strategies and structure used as well as the politeness strategies employed by Iranian learners in communication with other nationalities in the academic context of a university. Searle's (1969) speech act theory and Brown and Levinson's (1987) politeness theory comprised the theoretical framework of the study. The data were elicited through open-ended discourse completion task questionnaire from 50 Iranian

learners. The data were analyzed using pragmatics as the approach within discourse analysis.

The findings show that Iranians are able to draw on a variety of strategies and structures and adapt them in a flexible manner when faced with various complaint-provoking situations. Culturally, the findings show that Iranians are indirect and exercise negative politeness as they try to minimize the face threatening act of complaining. However, when the situation demands for it, they can be direct in their manner of speech.

The third previous studies by Farnia M and Yazdani E (2018) entitled *Politeness Strategies in Reminding a Cross-cultural Study of Iranian EFL learners and Americans*. The primary objective is to study how Iranian EFL learners perform much understudied speech act of reminding in English. To this end, the participants are selected from Iranian learners of English as a Foreign Language (EFL) and American English native speakers through an open-ended questionnaire in the form of a Discourse Completion Task (DCT). The collected data are then analyzed based on a framework adopted from Peterson's (2012) study of speech act of reminding. The findings show that whereas English native speakers utilize more indirect strategies in reminding their interlocutors to cope with the required activity, EFL learners tend to use direct strategies more frequently.

From those three previous studies, the researcher found similarity with the present study. The first one is that research have a similar topic to be discussed which is Complaints and Politeness of EFL learners. Second, studies also written

using discourse completion task and using same theory proposed by Brown and Levinson (1987). However, there are some things which differentiate the previous and the present research. The first one is the research method used is different, the previous research analyze lower-equal-higher status, using written DCT and using Rinnert and Nogami's (2006) Complaint Taxonomy, and only focusing on reminding Peterson's (2012).

In this research, there's a research gap between previous studies above. Firstly, the researcher will aim the politeness and complaint strategies which used by EFL learners in English Language Education of Universitas Brawijaya based on Brown & Levinson and Trosborg's theory. Then, the researcher focuses on equal relative power and (close, familiar, unfamiliar) social distance. After that, this research also used descriptive qualitative using oral discourse completion task (DCT).

CHAPTER 3

RESEACH METHODOLOGY

In this chapter, the researcher will explain the research methodology used including research design, source of the data, research procedure, research instrument, and data analysis

3.1 Research design

This study will analyze Politeness in Interlanguage Pragmatic of complaints by Indonesian EFL Learners in Universitas Brawijaya. The researcher will use descriptive qualitative design. According to Thomas (2006) Qualitative Descriptive design is one that is philosophic in tradition, influenced or informed by one of the major qualitative designs , yet is limited in scope (e.g., research question, sample size, data generation and analysis methods, and interpretation) to allow a clear description of a specific phenomenon or experience from the perspective of the experiencing. Sandelowski (2000, p.336) wrote that the qualitative descriptive design facilitates a "comprehensive summary of an event in the everyday terms of those events" Thus, using qualitative research design is appropriate with the topic that the researcher wants to conduct.

3.2 Source of the data

In this study the participant were the third semester student of English language Education Program in Universitas Brawijaya, who are joining Introduction to linguistic class. With total 65 students and the age were about 18-22 years old. They were students in Universitas Brawijaya who have learned

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English at junior and senior high school. The students never been studied abroad before.

3.3 Research procedure

The researcher used oral Discourse Completion Task (DCT) which adapted from Pratiwi (2013) to elicit the data. DCT is very popular in this studies Interlanguage Pragmatic which had been one of my top choice. They are usually short written description of scenarios. Followed by a short dialog between one participant in the scenarios. The subject of the study was asked to fill the gaps what would they say based on the scenarios.

There are 6 scenarios in the DCT which adapted from Pratiwi (2013) and Masjedi and Paramavam (2018) (see appendix 1 & 2) . each of which includes one questions to be answered orally by the students. The DCT scenarios were based on close, familiar , and unfamiliar social distance and equal relative power. To make the DCT to be more comprehensible to the subjects of the study, the scenarios of the DCT were written in Indonesia Language.

The following are the procedure of DCT:

1. Explaining the aim of the study prospective participant
2. Asking the participants for an agreement or consent if they are willing to participate in the research and stating that the information they provided was used solely for the purpose of a pragmatic study and rendered anonymously. They were always able to withdraw from the participant after completing the DCTs.

3. After the participants had given their agreement or consent, they were provided with some explanation regarding the scenarios of the DCTs, their social roles in the scenarios, and the procedure for reacting to the DCTs. When they had some problem understanding the DCT scenarios, they were encouraged to ask questions.

4. When they are ready, they responses orally to the scenario and the researcher records their responses.

3.4 Research instrument

The data were spoken utterances of complain strategies elicited through the six DCT scenarios which adapted from Pratiwi (2013) (see appendix 2). The object of the study were complaints strategies and politeness used in the complaints by the subjects of the study. The data obtained through DCT was then, coded so as to ease the analysis, with the following system. For example: **(01/CE)** means:

01 is the number of the data

CE means the relationship of the interlocutor is Close – Equal

The following are the whole coding system:

CE   : The relationship of the interlocutors is Close - Equal

FE   : The relationship of the interlocutor is Familiar - Equal

UE   : The relationship of interlocutor is Unfamiliar – Equal

The relationship of the interlocutor Close – Equal is on the DCT 1-2.
The relationship of the interlocutor Familiar – Equal is on the DCT 3-4.

The relationship of the interlocutor Unfamiliar – Equal is on the DCT 5-6

3.5 Data analysis

To analyze the data, the researcher conducted some procedures as follows:

1. Recording participant responses related to the DCT scenario.

2. Transcribing the responses in order to facilitate analysis.

3. Describing complaint utterance used by Indonesian EFL learner in Universitas Brawijaya based on trosborg's taxonomy.

4. Describing politeness strategies used in complain based on Brown and Levinson politeness theory.

3.6 Trustworthiness of the study

To make the evidence of the research become stronger, researcher has validation from expert regarding the instrument (DCT). The DCT was validated by Dr. Sugeng Susilo Adi, M.Hum. (see appendix 3). In this study, the researcher will analyze the data in triangulation's term. The triangulation's used is theoretical triangulation means using more than one theory as conceptual framework according to Denzin (2012). This study will be conducted according to the provisions that already been stated in the undergraduate guidebook from Faculty of Cultural Studies

CHAPTER 4

FINDING AND DISCUSSION

In this chapter the researcher will elaborate the research result as well as discussion, the chart will be presented to demonstrate as the final result of the research

4.1 Finding

In this section, the researcher will elaborate the research result to answer the following research question: *What complaint strategies are used by Indonesian EFL learners? And What politeness strategies are used in complaint in relation to P (relative power of equal status) and D (social distance)* The complaints strategies were analyzed based on theory of Trosborg's (1995) and the politeness strategies were analyzed based on Brown and Levinson (1987)

4.1.1   Complaint Strategies

This sub chapter will answer the research question number one. That is about complaint strategies that is used by Indonesian EFL learners in English Language Education Program. The researcher analyzed based on theory Trosborg (1995) in which complaint were analyzed using some strategies such as, Hint, Annoyance, Consequence, Accusation, Blame and others modified theory.

This sub chapter also written based on their social distance (close, familiar, unfamiliar) and relative power (equal) and following by the context of each DCT.

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Then, the researcher will describe the complaint strategies used by participants included in the chart and the example.

Figure 4.1 Total Detail Complaint

	Negative Consequences	Annoyance	Accusation	Blaming	Others
% CE	1.28%	12.82%	0.77%	1.79%	16.67%
% FE	0.26%	8.97%	0.26%	0.51%	23.33%
% UE	0.00%	9.74%	1.79%	2.05%	19.74%

■ % CE ■ % FE ■ % UE
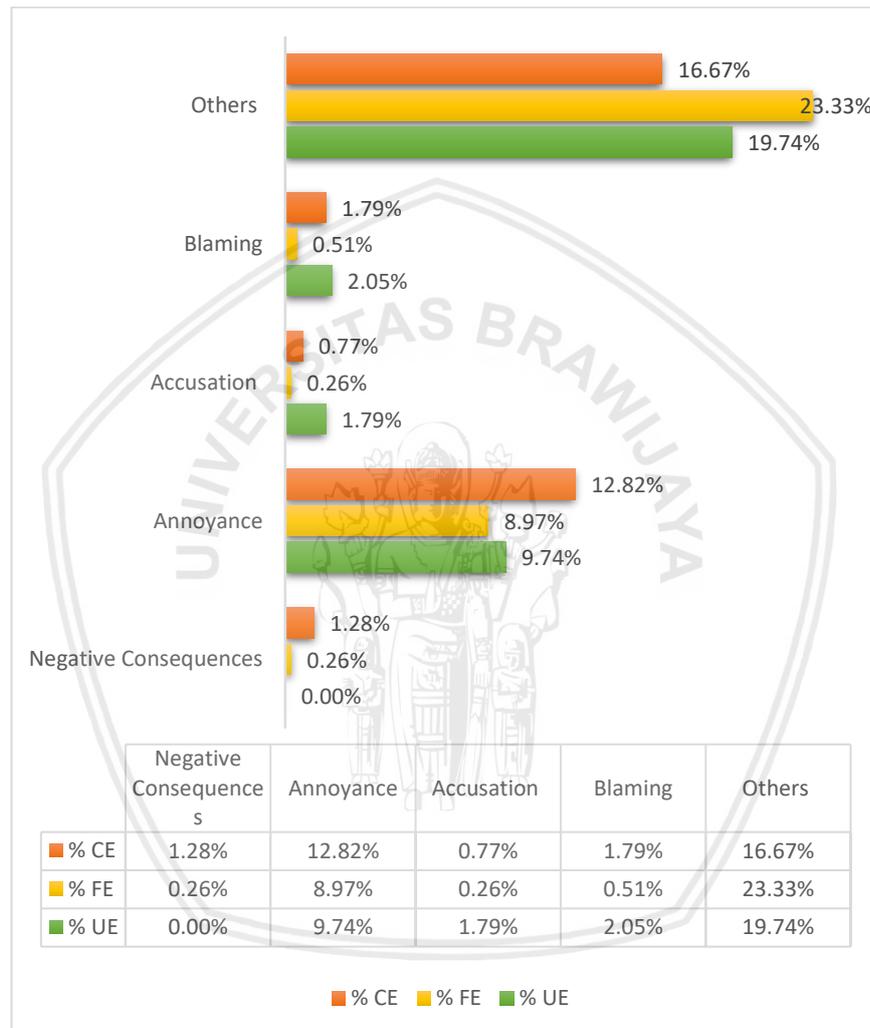
Trosborg's complaint which was more frequently used was annoyance (31,54%). Annoyance was used the highest to collocutor of close – equal (12,82%), followed by unfamiliar – equal (9,74%), and the least to those of Familiar – equal (8,97%). Then, for the accusation (2,82%) was used in unfamiliar – equal (1,79%), close – equal (0,77%), and the lowest in familiar – equal (0,26%). Negative

consequences (1,54%) was used in close – equal (1,28%), familiar – equal (0,26%), and was not used in unfamiliar – equal (0%). Then, for blaming (4,36%) was used the highest in unfamiliar – equal (2,05%), close – equal (1,79%), and the least familiar – equal (0,51%). The researcher found that others complaint the highest in familiar – equal (23,33%), unfamiliar – equal (19,74%), and the least close – equal (16,67%).

4.1.1.1 Close Social Distance– Equal Relative Power

In this section, close social distance – equal relative power is measure by two instrument (DCT 1 and DCT 2) which have 2 contexts, as follows:

4.1.1.1.1 Context DCT 1

The context DCT tells about:

The speaker (complainer) lent his/her camera to his/her close friend. Then, the speaker found that his/her camera lens was broken. The speaker complaint to the hearer (friend). Friend was in close social distance and the speaker and his/her friend were student in Approximately at the same age which mean they were in equal status of relative power.

The finding of this DCT:

The complaint strategies of Trosborg's that used by research participant to complaint to an interlocutor of close-equal include annoyance (46,15%), accusation (4,62%), blaming (3,08%). In addition to those strategies the researcher also found other complaint strategies. Such as disappointment (1,54%), upset (1,54%), inquiring (4,62%), anger (3,08%), admonishing (1,54%), requesting (3,08%),

showing fault (10,77%), threatening (3,08%), forgiving (4,62%), asking for responsibility (12,31%) were used by participant.

Figure 4.2 Complaint Strategies in Close - Equal
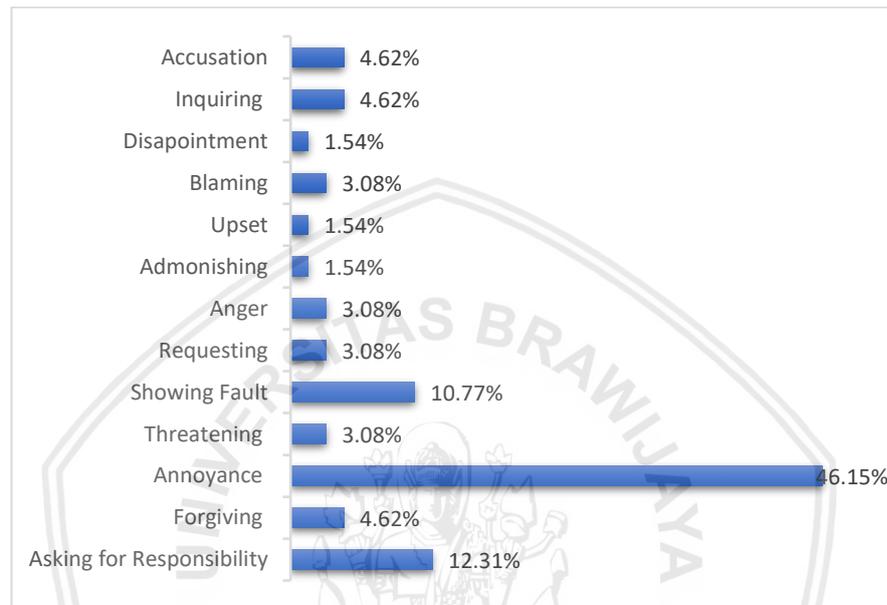
1. **Annoyance**

   Annoyance found in the data mostly in form of question that is demanded for reason about the act. The questions were commonly without any supporting move. Sometimes also accompanied with attention getter. As following the example of annoyance:

   a. **(01/CE)** Why you broke my lens?
   b. **(01/CE)** I'm sorry, **what you did to my camera?** My lens crack now
   c. **(01/CE)** Hey, what happens with my camera?
   d. **(01//CE) Hey man, what do you do with my camera?** The lens is broken.

2. **Accusation**

In this strategy, speakers commonly implied that the hearer guilty which will mitigate the complaint. There some supportive move involved, such as attention getter, and asking responsibility. Such as,

   a. **(01/CE)** Bruh, **seems like you broke my camera.** What will you do about it?
   b. **(01/CE)** Sorry, did you feel like it damaged the lens of my camera?
   c. **(01/CE) Yesterday you borrowed my camera, right?** I checked, why the camera lens is cracked? What are you doing yesterday?

3. **Blaming**

This strategy is one of Trosborg's complaint strategies which needs responsibility from hearer and presupposes that the accused is guilty. It usually followed by asking responsibility. In this data speaker used explicit condemnation of action/person. For example:

(01/CE) My camera have broken after you borrow it. Please fix it quicky becaus I also need my camera.

4. **Showing fault**

Showing fault usually indicated or showed the true problem that speaker had. This strategy also accompanied with supportive moves such as expression of shocked and inquiring. For instance:

   a. **(01/CE)** My camera is new! And now **the lens is broke.** When you turn it back to me?
   b. **(01/CE) You broke my camera lens**. You know if this is the camera that I just bought.
   c. **(01/CE) You broke the lens,** please fix it. I know you're my best friend, but please be responsible.

5. **Asking for responsibility**

   Asking for responsibility usually used as supportive move. However, some data showed asking for responsibility as head act. Some data indicated asking responsibility applied along attention getter, expression of shocked. As follow:

   a. **(01/CE)** Oh my god, you have to fix it soon
   b. **(01/CE)** Hei, sorry you must replace my lens
   c. **(01/CE)** You must be responsibility for what you've done.

6. **Disappointment**

   In this strategy speaker show disappoint to the hearer mistakes. The data of disappointment complaint strategy was very limited. The head act commonly accompanied with supporting move showing fault or asking for responsibility. For example:

   (01/CE) I hate to tell you but, I hate you damage my camera!

7. **Forgiving**

   The chareacteristic of complaint is threatening hearer with negative feeling, but some participant forgave the complainees. Some forgiving strategy usually following by asking for responsibility as supporting move. For example:

   a. **(01/CE) It's ok,** you know you have to be responsible.
   b. **(01/CE) I'll forgive you,** but you need pay for it.

8. **Anger**

   In Trosborgs, anger is include in annoyance strategy, but the researcher specified angry as one of complaint strategy because it's more

crude in involving harsh expression. In this data the researcher found that asking for responsibility as supporting move used by speaker. For example:

> **(01/CE)** Seriously? This camera is new, **dipshit!** You have to replace it.

9. **Threatening**

In this strategy, speaker give a threat by expressing an intention to unpleasant consequences to the complainee. For example:

a. **(01/CE)** Ok you are my friend. But if you don't change my lens. **I'm not going to talk to you for 1 year straight.**
b. **(01/CE)** Dude…you really are something. Pay it or **I will kill you!**

10. **Admonishing**

Admonishing commonly used as supporting move was employed as head act. This strategy commonly used attention getter. For example:

> **(01/CE)** I've been told you to be careful.

11. **Upset**

Disappointment was also most similiar to upset but upset tended to show desperate and sadness. The speaker usually shows shocked and attention getter. The data was very limited in this DCT. For instance:

> **(01/CE)** What happened? I will crying at time

4.1.1.1.2 Context DCT 2

The context DCT tells about:

The speaker (complainer) lent his/her motorcycle to his/her roommate. His/her roommate promises that will return the motorcycle on time before the

speaker going to class. His/her roommate was late and said forget about it. The speaker complaint to the hearer (roommate). Roommate was in close social distance and the speaker and his/her friend were student in Approximately at the same age which mean they were in equal status of relative power.

The finding of this DCT:

The complaint strategies of Trosborg's that used by research participant to complaint to an interlocutor of close-equal include annoyance (30,77%), Negative Consequence (7,69%), blaming (7,69%). In addition to those strategies the researcher also found other complaint strategies. Such as Forgiving (3,08%), Reminding (6,15%), Acceptance (4,62%), Disappointment (4,62%), Upset (1,54%), Dislike(3,08%), Anger (1,54%), Requesting (10,77%), Showing Fault (1,54%), Threatening (7,69%), Ordering (10,77%), Asking for responsibility (1,54%) were used by participants.

Figure 4.3 Complaint Strategies in Close - Equal
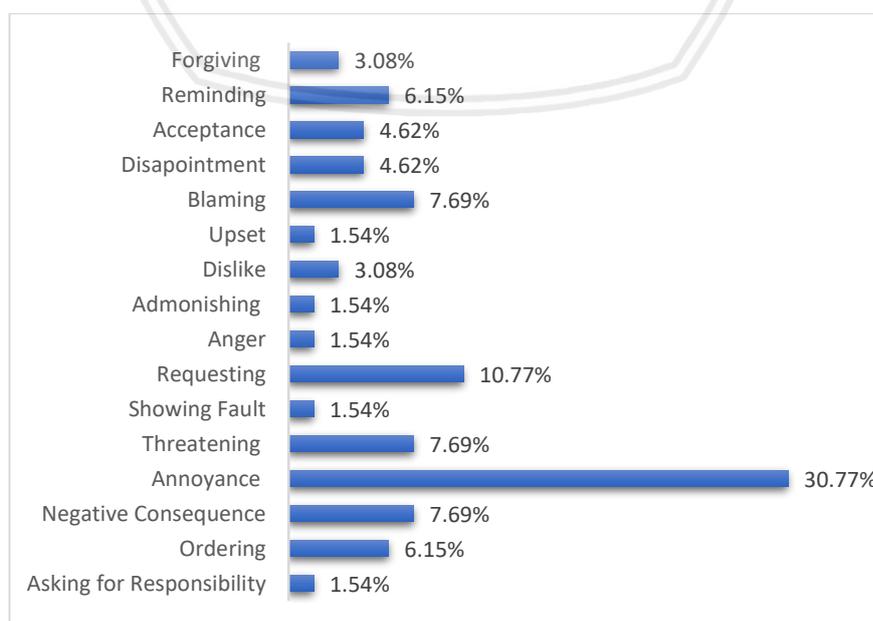
1. **Annoyance**

   This strategy usually in rhetorical question. The data was found in direct annoyance and attention getter. This strategy commonly has supporting move.

   a. **(02/CE)** How could you forget it
   b. **(02/CE)** How can you be late returning my bycycle?
   c. **(02/CE) Why the hell are you late?** Give it to me.
   d. **(02/CE) Why do you come late?** I have told you that I want to use it.
   e. **(02/CE)** Why do you come late? I've told you.

2. **Negative Consequence**

   In Trosborgs negative consequence included in disapproval category same with annoyance. This strategy usually show ill consequence which the complainee implicitly responsible. For example,

   a. **(02/CE)** I am late to go to class, you should not forget about my message.
   b. **(02/CE)** Where you've been? **I'm already late for my class.**

3. **Blaming**

   Blaming is one of Trosborgs strategies which need responsibility from hearer. The participant in this DCT usually using Direct question, reminding and following with supporting move

   a. **(02/CE)** How can you be late? **Now I'm late to get the class and it's because of you.**
   b. **(02/CE)** Why are you so late? I late because you late
   c. **(02/CE) You make me late.** You could say that you couldn't be here at 2 p.m.

d. **(02/CE)** I have said to you, at 2 p.m I must go to the class with the bycycle. **Because of your carelesness, I was come late.**

4. **Forgiving**

Sometimes speaker chose to forgave the hearer without give any threatening negative feeling of the hearer. This strategies mostly following by supporting move admonishing.

a. **(02/CE) That's ok**, I know you are my friend but please be responsible.
b. **(02/CE) It's okay,** don't repeat it.

5. **Reminding**

The data of this strategy is very limited. Through this strategy, the speaker reminded hearer without any negative feeling. Reminding usually used as supportive move but some data that is used as head act. For example:

a. **(02/CE)** I will remain her again and say "don't forget I have a class at 2 pm and I need my motorcycle"
b. **(02/CE)** Sorry. do you forget that I told you to back at 2:00 P.M

6. **Acceptance**

In this strategy the speaker gave up their complaint. The data of acceptance is simple and following by supporting moves such as admonishing, and solution. As follow:

a. **(02/CE) I'll say nothing** but you have to deal with your promises next time.
b. **(02/CE) Hmm, oke.** I want to Go-ride
c. **(02/CE) It's okay.** I can go to the campus with other transportation

7. **Disappointment**

In this strategy speaker uttered disappointment to the hearer because the hearer can't fulfil their promises. Although direct annoyance usually used by the speaker to show disappointment. Such as,

 a. **(02/CE)** I've said to you if I will join class at 2 p.m **I was waiting you so long.**
 b. **(02/CE)** You wasted my time.
 c. **(02/CE)** You are traitor!

8. **Upset**

Disappointment was almost similar to upset but upset tend to show sadness and desparated. The speaker usually show shocked and attention getter The data was very limited in this DCT. For instance:

(02/CE) Really? You make me speechless.

9. **Dislike**

In Trosborg, dislike include in annoyance but the researcher specified to direct annoyance which usually speaker complaining using dislike. This strategy following by supporting move attention getter. Such as,

 a. **(02/CE)** Hei, I don't like what you've done
 b. **(02/CE)** Please, next keep trust**. I don't like this.**

10. **Anger**

In Trosborgs, anger is include in annoyance strategy, but the researcher specified angry as one of complaint strategy because it's more crude in involving harsh expression. In this data the researcher found that

showing fault and annoyance as supporting move used by speaker. For example:

> **(02/FM/CE) You stupid.** I'm going to use this to the campus. I'll be late.

4.1.1.2 Familiar Social Distance – Equal Relative Power

In this section, familiar social distance – equal relative power is measure by two instrument (DCT 3 and DCT 4) which have 2 contexts, as follows:

4.1.1.2.1 Context DCT 3

The context DCT tells about:

The speaker (complainer) study hard for the exam next morning. Beside his room, the music rock played by next door (hearer) very loud. It disturbed the speaker. The speaker complaint to the hearer. The speaker and hearer in familiar social distance and their relative power is equal in similar age.

The finding of this DCT:

The complaint strategies of Trosborg's that used by research participant to complaint to an interlocutor of familiar-equal mostly include annoyance (10,77%), In addition to those strategies the researcher also found other complaint strategies. Such as reminding (1,54%), anger (10,77%), ordering (6,15), showing disturbance (13,85%), requesting (53,85%) were used by participant.

Figure 4.4 Complain Strategies in Familiar - Equal
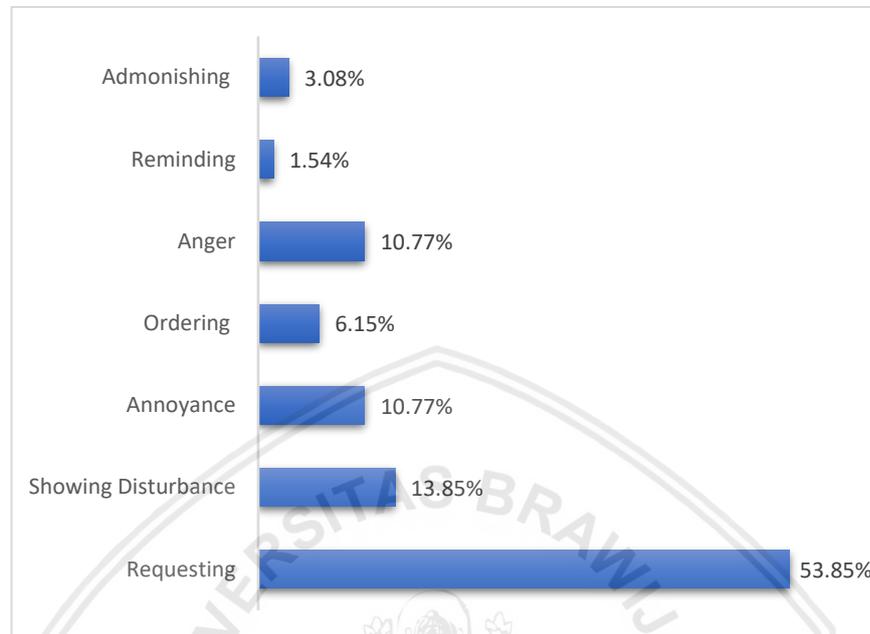
1. **Annoyance**

In this strategy the data mostly in rhetorical question. If they should answer the question, they will not give relative responses. This strategy commonly has attention getter. For example:

   a. **(03/FE)** Hey, can you keep silent? I have to study. **Do you think you live alone?**
   b. **(03/FE)** Hey you don't know what time is it now?
   c. **(03/FE)** Soryy, we're here in boarding house together. Please respect me here while studying.

2. **Anger**

In Trosborgs, anger is included in annoyance strategy, but the researcher specified angry as one of complaint strategy because it's more crude in involving harsh expression. In this data the researcher found explanation as supporting move used by speaker. For example

   a. **(03/FE) Guys shut up!** have a freaking commonsense!

b. **(03/FE) Hey bastard, please use your brain**. I have exam tomorrow.
c. **(03/FE)** What are you doing asshole?

3. **Requesting**

   Requesting in familiar – equal was used in more various strategies. Mostly participant use this strategy to be more polite. this strategy usually accompanied by supporting move, such as explaining, apology and *please*. For example:

   a. **(03/FE)** Excuse me can you turn down the volume? I need to prepare for my tomorrow test.
   b. **(03/FE)** Sorry, can you lower your volume? I'm studying for my exam.
   c. **(03/FE)** Turn down the volume, please.

4. **Ordering**

   Ordering is a strategy similar with request but the researcher specified order tend to be more harsh. This strategy also mostly accompanied attention getter. Such as,

   a. **(03/FE)** Hey! lower that sound! I'm study right now.
   b. **(03/FE)** I'm studying, Use your earphone!

5. **Showing disturbance**

   In this strategy speaker utterance that she/he being disturb by the hearer directly. In this data researcher found showing disturbance was accompanied by request or order. For example,

   a. **(03/FE) Your music is disturbing me**. Can you turn off it.
   b. **(03/FE)** It is late night. **Your music is very disturbing.** Please turn down!
   c. **(03/FE)** I have to study and your music distract me

4.1.1.2.2 Context DCT 4

The context DCT tells about:

The speaker as a marketing an electronic company in Malang. Last week he/she ask his work colleague at one division to share the work in the report. This morning you need a part of your work colleague to be sent to Jakarta immediately. But his/her colleague say that he/she hasn't finished making the report. The speaker complaint to his work colleague (hearer). The speaker and hearer in familiar social distance and their relative power is equal in similar age.

The finding of this DCT:

The complaint strategies of Trosborg's that used by research participant to complaint to an interlocutor of familiar-equal include annoyance (43,08%), accusation (1,54%), negative consequence (1,54%), blaming (3,08%). In addition to those strategies the researcher also found other complaint strategies. Such as inquiring (1,54%), anger (3,08%), ordering (9,23%), requesting (13,85%), asking for responsibility (4,62%), disappointment (6,15%), threatening (1,54%), rebuking (4,62%), admonishing (4,62%), acceptance (1,54%) were used by participant.

Figure 4.5 Complaint Strategies in Familiar - Equal
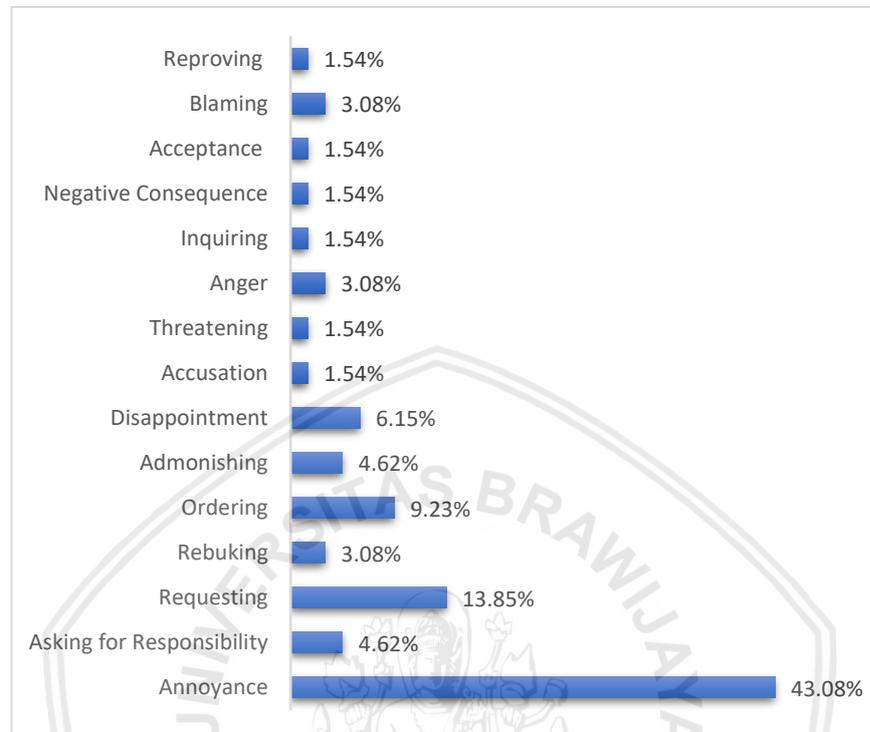
1. **Annoyance**

In this strategy the data mostly in rhetorical question. In annoyance According to the data, the function of attention getter hay intended to harsh hearer. Some of the data show that annoyance also following by supporting move like showing fault. Such as,

   a. **(04/FE)** are you kidding me?
   b. **(04/FE)** How could you haven't finished it?
   c. **(04/FE)** Hey**,** you don't know what time is it now?
   d. **(04/FE)** why haven't you finished the report yet? you have one week to finish it.

2. **Negative consequence**

In Trosborg's negative consequence included in disapproval category same with annoyance. This strategy usually show consequence to the hearer. For example,

(04/FE) I don't wanna be your partner anymore.

3. **Accusation**

In this data, the speaker use question about the situation or assert that hearer was responsible for his fault. In this data following by supporting move showing fault. For example,

(04/FE) Are you always like this? You ruin the schedule, dude.

4. **Blaming**

This strategy is one of Trosborg's complaint strategies which needs responsibility from hearer and presupposes that the accused is guilty. It usually followed by asking responsibility. In this data speaker used explicit condemnation of action/person. For example,

(04/FE) Because of your mistake, I was not on time. Please be responsible.

5. **Inquiring**

In this strategy, the speaker usually required or demand a reason to the hearer. The data of this strategy is very limited. For example,

(04/FE) How come? So what's next?

6. **Ordering**

In this strategy speaker tend to give negative feeling to the hearer which is different with request that always use please or apology to makes their complaint more polite. Order usually accompanied by annoyance question and explanation. As follows:

a. (04/FE) Why you late? Do it right now! As soon as possible.

b. **(04/FE) You should do your report now!** That's report is very important.

c. **(04/FE) Bro, you must send the report now!** because it has been deadline and will be sent to Jakarta.

7. **Rebuking**

In this strategy the speaker express sharp disapproval or critics relating to certain state of affairs. For instance,

(04/FE) I don't care. You must be professional.

8. **Requesting**

Request was used in more various strategies. Mostly participant use this strategy to be more polite. this strategy usually accompanied by supporting move, such as explaining, apology and *please*. For example,

a. **(04/FE)** Can you please don't do that anymore? we have to send the report, now please send it.

b. **(04/FE)** Can you do it fast? This is very tight.

c. **(04/FE)** hello bro, please do this report ASAP.

4.1.1.3 Unfamiliar Social Distance – Equal Relative Power

In this section, unfamiliar social distance – equal relative power is measure by two instrument (DCT 5 and DCT 6) which have 2 contexts, as follows:

4.1.1.3.1 Context DCT 5

The context DCT tells about:

The speaker (complainer) wanted to copy a book. He/she and others costumer were waiting for fifteen minutes. Suddenly, a student crossed the line who probably had a good relation to the employee of the store. Then the speaker complained the student. The speaker and the student never meet before so their

relation was unfamiliar. The speaker and student were in equal relative power who were a student.

The finding of this DCT:

The complaint strategies of Trosborg's that used by research participant to complaint to an interlocutor of unfamiliar-equal include annoyance (30,77%), In addition to those strategies the researcher also found other complaint strategies. Such as anger (3,08%), admonishing (3,08%), ordering (3,08%), reproving (15,38%) Asserting right (4,62%), rebuking (15,38%) requesting (24,62%)

Figure 4.6 Complaints Strategies in Unfamiliar - Equal
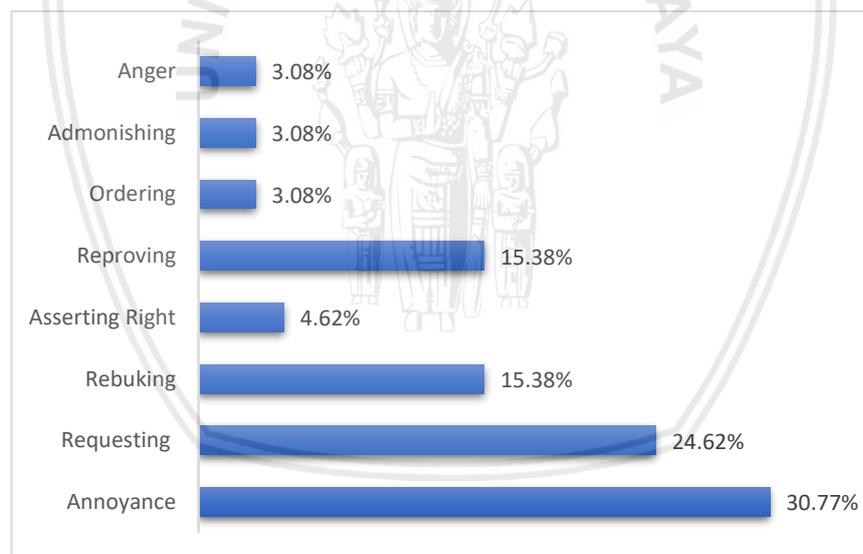
1. **Annoyance**

   In this strategy, the data show that the function of attention getter *Hey* intended to be cruder. That attention getter gave negative impact to the hearer. Then, solidarity marker and apology also could not lessen crude of complaint. For example:

a. **(05/UE)** Hey you! Can you queue up without cutting? We've been waiting in line for long time.
b. **(05/UE)** Excuse me, you have to wait in line!
c. **(05/UE)** Brother… you know how to a queue up right?
d. **(05/UE)** Excuse me, we've been here too long keep your line up.

2. Admonishing

Admonishing commonly used as supporting move was employed as head act. This strategy commonly used attention getter. For example:

(05/UE) Excuse me, you shouldn't do that.

3. Requesting

Request in unfamiliar – equal was used in various forms. First, participant used auxiliary "can" and also accompanied with attention getter or apology. Some of request also use imperative to express requesting which also combined with apology.

a. **(05/UE)** Hey, can you wait like the others?
b. **(05/UE)** Hey, sorry I'm here first. Can you please queue up? there a lot of people queuing already.
c. **(13/FM/UE)** Excuse me, please stand in the line.

But, sometimes when imperative was combined to attention getter *hey,* requesting became more impolite. Such as,

d. **(05/UE)** Hey! you need to line up like everybody else!
e. **(13/UE)** Hoy! stay in the line, Please!

4. **Reproving**

In this strategy similar with rebuking, the speaker express sharp disapproval or critics relating to certain state of affairs but the speaker use apology, solidarity marker to soften the complaint.

   a. **(05/UE)** Sorry, you have to wait in line. Other have been waiting in line for a long time
   b. **(05/UE)** You have to queue up, bro.
   c. **(05/UE)** Excuse me, I don't know whether you know the officers or not, but can you queue in a proper way?

5. **Asserting right**

In this strategy the data was very limited. Asserting right usually showing that that speaker has the right about the thing that speaker complaint.

(05/UE) Sorry but who come first. Who got first.

4.1.1.3.2 Context DCT 6

The context DCT tells about:

The speaker (complainer) are waiting in line to enter the parking lot. Suddenly students from other majors crash into your motorcycle from behind. This caused your motorcycle broken. However, the student pretends not to know that he has damaged your motorcycle. You approach the student and express a complaint against the student. The speaker and the student never meet before so their relation was unfamiliar. The speaker and student were in equal relative power who were a student.

The finding of this DCT:

The complaint strategies of Trosborg's that used by research participant to complaint to an interlocutor of familiar-equal include annoyance (27,69%), accusation (10,77%), Blaming (12,31%). In addition to those strategies the researcher also found other complaint strategies. Such as anger (10,77%), admonishing (4,62%), ordering (4,62%), rebuking (4,62%), requesting (3,08%), reproving (3,08%), showing fault (3,08%), upset (1,54%), asking for responsibility (10,77%)

Figure 4.7 Complaints Strategies in Unfamiliar - Equal
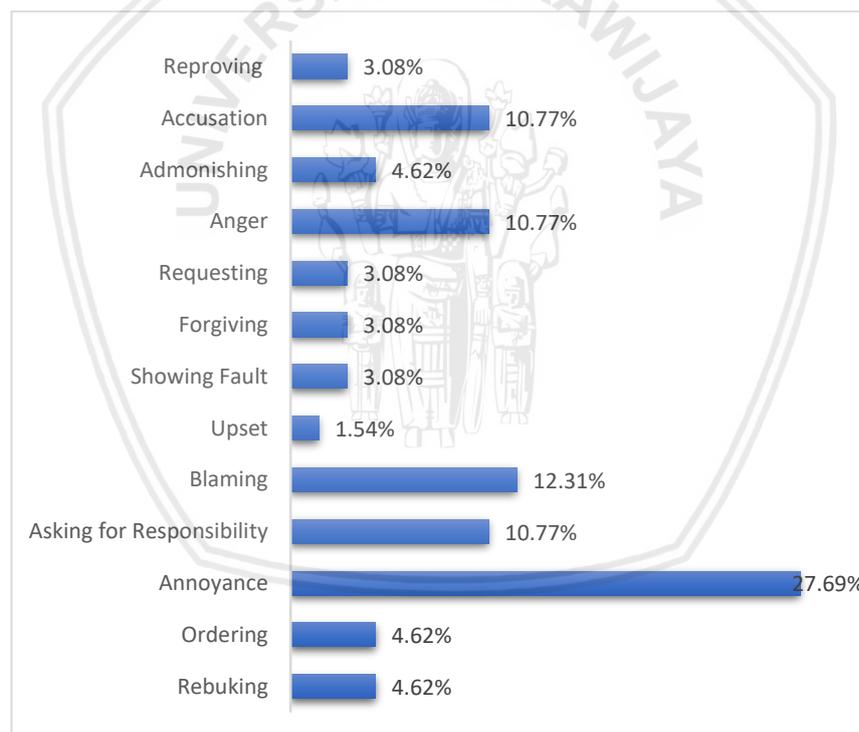
1. **Annoyance**

> In this strategy, the speaker use rhetorical question to the hearer that show hearer has to be responsible of what he/she did. In this data,

researcher also found that the complaint following by supporting move asking for responsibility. For example:

    a. **(06/UE)** Do you realize what you have done? Responsibility, please.
    b. **(06/UE)** What do you do? You have to take responsibility
    c. **(06/UE)** What, can't you see that I'm in front of you? Now my bike is broken.
    d. **(06/UE)** Hey why you why you hit my motorcycle?

2. **Accusation**

According to the data, the accusation tat used by speaker is direct accusation which the speaker directly accused the hearer of having committed the offence. The data also showed that the accusation following by supporting move asking for responsibility.

    a. **(06/UE)** You hit my motorcycle! You have to take the responsibility.
    b. **(06/UE)** You crashed my motorcycle. Fix it!

3. **Blaming**

Blaming is one of Trosborgs strategies which need responsibility from hearer. The participant in this data usually using Direct question, reminding and accompanied with supporting move asking for responsibility and attention getter.

    a. **(06/UE)** Bro, **my motorcycle is broken, because of you.** What about your responsibility?
    b. **(06/UE)** Hey you, you have hit my motorcycle and my motorcycle is broken. Be responsible, please.
    c. **(06/UE)** Hey, **look you've done.** You think I'm blind?

4. **Anger**

In Trosborgs, anger is include in annoyance strategy, but the researcher specified angry as one of complaint strategy because it's more crude in involving harsh expression. In this data the researcher found that asking for responsibility as supporting move used by speaker. For example:

   a. **(06/UE) Are you blind?** You must to repair my motorcycle
   b. **(06/UE) Where is your eyes?** You crash my motorcycle fix it.
   c. **(06/UE) What the fuck!** Look where you go.
   d. **(06/UE) Damn it!**

4.1.2 Politeness Strategies

This sub chapter will answer the research question number two. That is about politeness strategies are used in complaint in relation to P (relative power of equal status) and D (social distance). The discussion of politeness strategies will only address on the politeness used in head act of the complaints, while other modification or supporting moves were excluded.

The researcher analyzed based on theory Brown and Levinson (1987) in which Politeness were analyzed using some strategies such as, bald on record (referred as BOR hereinafter), positive politeness (referred as PP hereinafter), negative politeness (referred as NP hereinafter) and off record politeness (referred as OR hereinafter).

This sub chapter also written based on their social distance (close, familiar, unfamiliar) and relative power (equal) and following by the context of each DCT. Then, the researcher will describe the politeness strategies used by participants

included in the chart, then the researcher also describes kinds of complaint strategies used in each politeness strategies included chart and the example.

Figure 4.8 Total Detail Politeness

	Bald on Record	Positive Politeness	Negative Politeness	Off-Record
% CE	17.18%	12.56%	2.31%	1.28%
% FE	22.05%	6.15%	3.08%	2.05%
% UE	22.05%	3.33%	3.59%	4.36%
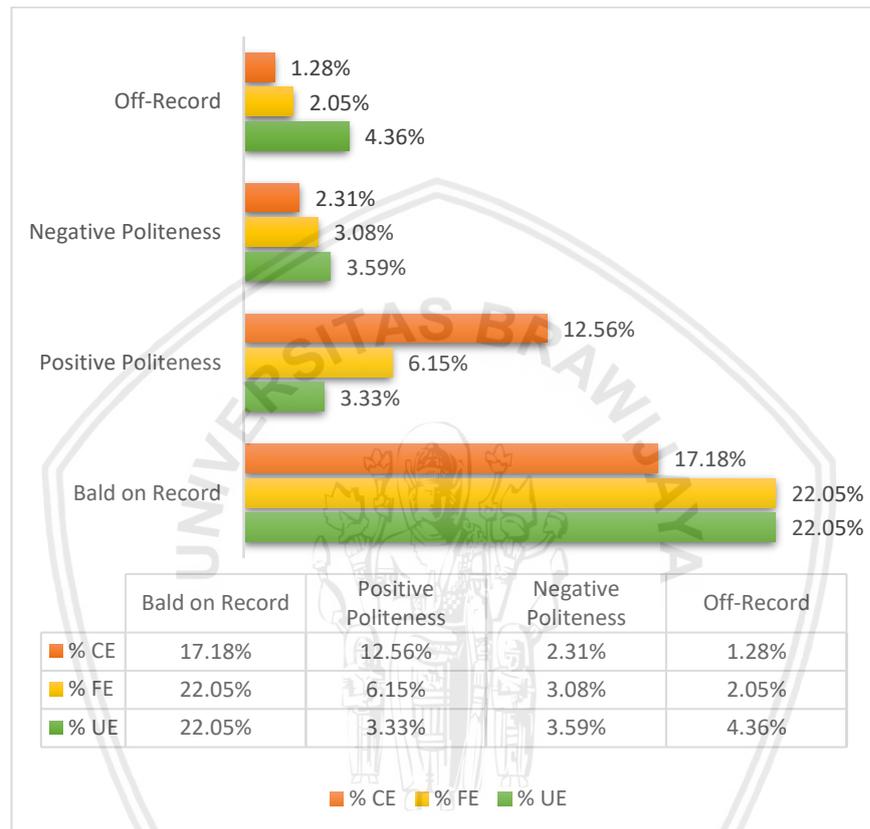
According to the chart above BOR (61,28%) was the most significantly used by participant. BOR used in all social distance and relative power, close – equal (17,18%) familiar - equal (22,05 %), unfamiliar – equal (22,05%) was the higest. The second was PP (22,05%), participant used PP the highest in social distance and relative power of equal close – equal (12,56%), familiar – equal (6,15%), unfamiliar – equal (3,33%). The third politeness used was OR (7,69%), OR used in close – equal (1,28%), familiar – equal (2,05%), the highest unfamiliar – equal (4,36%).

The last politeness strategy NN (8,97%) used in close – equal (1,28%), familiar – equal (2,05 %), and the highest in unfamiliar – equal (4,36%)

4.1.2.1 Close Social Distance – Equal Relative Power

In this section, close social distance – equal relative power is measure by two instrument (DCT 1 and DCT 2) which have 2 contexts, as follows:

4.1.2.1.1 Context DCT 1

The context DCT tells about:

The speaker (complainer) lent his/her camera to his/her close friend. Then, the speaker found that his/her camera lens was broken. The speaker complaint to the hearer (friend). Friend was in close social distance and the speaker and his/her friend were student in Approximately at the same age which mean they were in equal status of relative power.

The finding of this DCT:

To complaint in close – equal, participants used four politeness strategies of Brown and Levinson (1987). Such as BOR (44,62%), PP (43,08%), OR (1,54%) NP (10,77%) were used by participant.

Figure 4.9 Politeness Strategies in Close - Equal
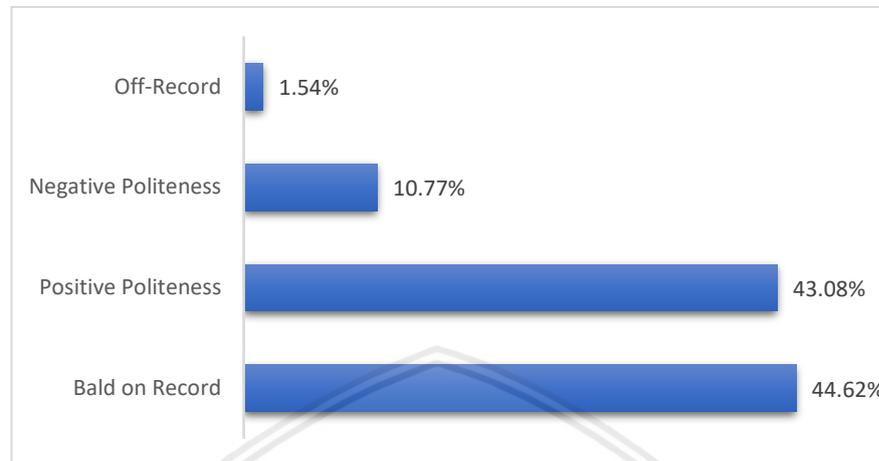
BOR (44,62%) was used the highest to collocutor of close – equal. The strategies that used are disappointment (1,54%), upset (1,54%), inquiring (1,54%), anger (3,08%), admonishing (1,54%), requesting (3,08%), showing fault (10,77%), threatening (3,08%), forgiving (4,62%), asking for responsibility (12,31%), accusation (4,62%), blaming (3,08%). These following examples of strategies above:

a. **(01/CE))** **You stupid.** I'm going to use this to the campus. I'll be late. (anger)
b. **(01/CE)** I've been told you to be careful. (admonishing)
c. **(01/CE)** Please fix my broken lens! (request)
d. **(01/CE)** **You broke my camera lens**. You know if this is the camera that I just bought (showing fault)
e. **(01/CE)** Ok you are my friend. But if you don't change my lens. **I'm not going to talk to you for 1 year straight.** (threatening)
f. **(01/CE) It's ok,** you know you have to be responsible. (forgiving)
g. **(01/CE)** You must be responsibility for what you've done. (asking for responsibility)
h. **(01/CE)** Sorry, did you feel like it damaged the lens of my camera? (accusation)
i. **(01/CE) My camera have broken after you borrow it.** Please fix it quicky becaus I also need my camera. (blaming)
j. **(01/CE)** You wasted my time. (disappointment)

PP (32,31%), was the second highest strategy that used in this DCT after BOR. However, there is only one PP strategy used. That was PP no 13 which means the speaker demanded a reason. This strategy was used in two complaint strategies, annoyance (43,08%), inquiring (1,54%). For instance:

a.   **(01/CE)** You did this? What happened? (inquiring)
b.   **(01/CE)** Why you broke my lens? (annoyance)
c.   **(01/CE)** How could it happened? (annoyance)

The next politeness used NP (10,77%). The participant used strategy number 1 (indirect) in form of question. The complaint strategy used was annoyance. For example:

a.   **(01/CE)** Hi dude, **what have done with my camera?** It has many cracks on the lens. (annoyance)
b.   **(01CE) What's wrong with you?** I hate careless people. I'm aleasy tired of collecting money and then you broke it. You have to pay it. (annoyance)

The last politeness that used by participant was OR (1,54%). The participant used strategy OR number 10 which means using rhetorical question. a rhetorical question generally does not require response either verbal or non-verbal because the answer is given by the speaker himself as stated by Lafi. Complaint strategies were accusation. As follow:

> **(01/CE)** Bruh, **seems like you broke my camera?** What will you do about it? (accusation)

4.1.2.1.2   Context DCT 2

The context DCT tells about:

The speaker (complainer) lent his/her motorcycle to his/her roommate. His/her roommate promises that will return the motorcycle on time before the speaker going to class. His/her roommate was late and said forget about it. The speaker complaint to the hearer (roommate). Roommate was in close social distance and the speaker and his/her friend were student in Approximately at the same age which mean they were in equal status of relative power.

The finding of this DCT:

To complaint in close – equal, participants used four politeness strategies of Brown and Levinson (1987). Such as BOR (58,46%), PP (32,31%), NP (3,08 %), OR (6,15%)

Figure 4.10 Politeness Strategies in Close - Equal
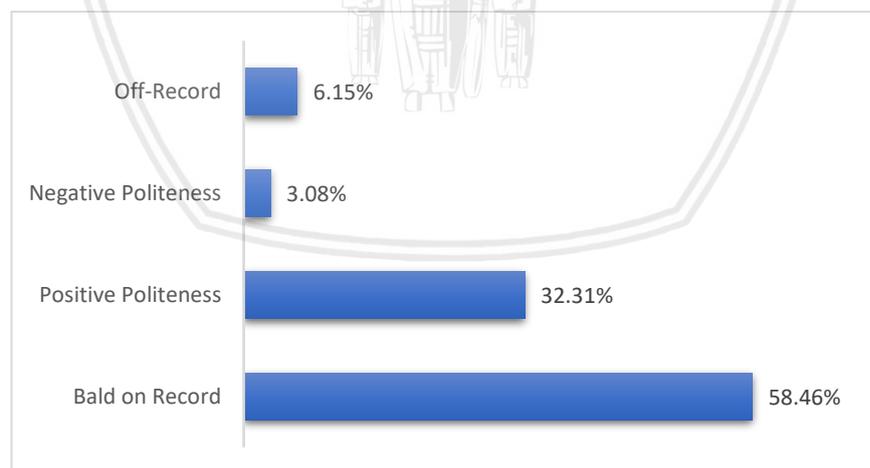
Participant mostly used BOR (58,46%). The percentage among BOR and other strategies was significantly. Participant used BOR in diverse strategies. There were Negative Consequence (7,69%), blaming (7,69 %), Forgiving (3,08%),

Reminding (6,15%), Disappointment (4,62%), Upset (1,54%), Dislike (3,08%), Anger (1,54%), Request (9,23%), Showing Fault (1,54%), Threatening (7,69%), Ordering (6,15%), Asking for responsibility (1,54%). For example:

a. **(02/CE)** I am late to go to class, you should not forget about my message. (negative consequence)
b. **(02/CE) You make me late.** You could say that you couldn't be here at 2 p.m. (blaming)
c. **(02/CE) That's ok**, I know you are my friend but please be responsible. (forgiving)
d. **(02/CE) Hey, I told u to return it at 2 pm sharp**, why you late? (Reminding)
e. **(02/CE)** You wasted my time. (Disappointment)
f. **(02/CE)** Really? You make me speechless. (Upset)
g. **(02/CE)** Hei, I don't like what you've done (Dislike)
h. **(02/CE) You stupid.** I'm going to use this to the campus. I'll be late. (Anger)
i. **(02/CE)** Please return my motorcycle immediately. (Request)
j. **(02/CE)** You say you will return my motorcycle after you visited your friend's house. But instead, you went to campus first. (Showing Fault)
k. **(02/CE)** I won't let you borrow my thing again. (Threatening)
l. **(02/CE)** You better get here now! (Ordering)
m. **(02/CE)** You must take responsibility for what you promise because you have to give it back. (Asking for responsibility)

Other politeness that used by participant was PP (32,31%), the strategies that used were PP number 13 (asking for reason) which means the speaker demand a reason. It was used in annoyance (30,77%), other strategies PP number 15 Give gifts to H which means satisfy hearer face. it was used in Reminding (6,15%), Acceptance (4,62%). For example:

a. **(02/CE) Why did you forget that?** How am I supposed to go to campus now? (annoyance)
b. **(02/CE) Why don't you keep your words?** I want you to turn back my motorcycle right now. (annoyance)

c. **(02/CE) I'll say nothing** but you have to deal with your promises next time. (acceptance)

d. **(02/CE)** Sorry. do you forget that I told you to back at 2:00 P.M (reminding)

The next politeness, OR (6,15%) was used by participant in two politeness strategy PP 10 (using rhetorical question) which means the complainer already set the answer and PP 8 (be ironic) which used annoyance and blaming strategy. As follow:

a. **(02/CE) Do you think it's yours?** You should be a responsible person. I will not let my bike to you anymore. (annoyance)

b. **(02/CE)** Why the hell are you late? Give it to me. (annoyance)

c. **(02/CE) ohh Thank you my friend**, I can't go to my class because of you. **Thanks mate.** (blaming)

The last politeness used by participant was NP. The strategy that used was NP number 3 (be pessimistic) which means speaker express doubt explicitly in appropriate speech act and NP number 1 (Indirect) this strategy use showing fault . This strategy used in Request (1,54%). For example:

a. **(02/CE)** Hmmm.. **Sorry, maybe** you forgot to return my motorcycle right now. I have a class, **please return my motorcycle.** (request)

b. **(02/CE)** You say you will return my motorcycle after you visited your friend's house. But instead, you went to campus first. (showing fault)

4.1.2.2 Familiar Social Distance – Equal Relative Power

In this section, familiar social distance – equal relative power is measure by two instrument (DCT 3 and DCT 4) which have 2 contexts, as follows:

4.1.2.2.1 Context DCT 3

The context DCT tells about:

The speaker (complainer) study hard for the exam next morning. Beside the music rock played by next door very loud. It disturbed the speaker. The speaker complaint to the hearer. The speaker and hearer in familiar social distance and their relative power is equal in similar age.

The finding of this DCT:

To complaint in familiar – equal, participants used four politeness strategies of Brown and Levinson (1987). Such as BOR (84,62%), NP (7,69%), OR (6,15%), and PP (1,54%) were used by participant.

Figure 4.11 Politeness Strategies in Familiar - Equal
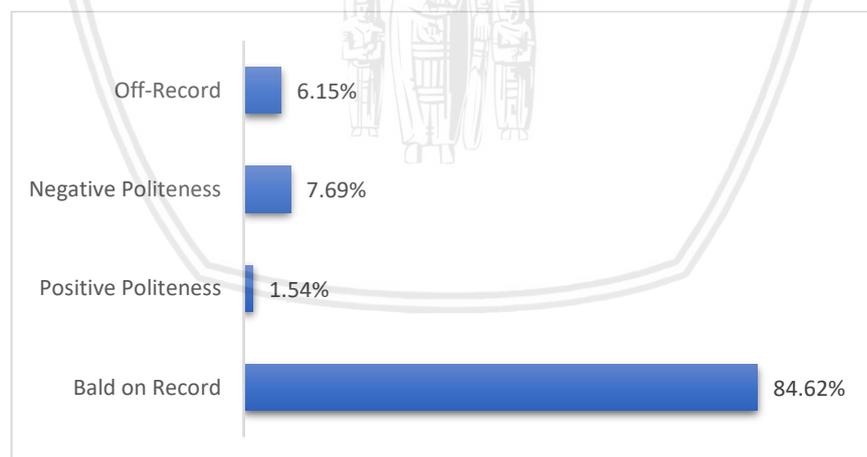
In familiar – equal, participant mostly use BOR (84,62%). The percentage among BOR to other politeness strategies was very significant. Participant used BOR in diverse strategies. There was anger (10,77%), ordering (6,15), showing

disturbance (13,85%), requesting (53,85%) and annoyance (1,54%). BOR

requesting frequently mostly used in this form, for example:

a. **(03/FE)** Can't you turn off your rock music? I'm trying to study here.
b. **(03/FE)** Turn down the volume, please.
c. **(03/FE)** Excuse me, Can you turn it off the music or maybe just turn down the volume for me.
d. **(03/FE)** Hey, your music is too loud. Turn down the sound, please!

BOR showing disturbance were used by participant as follows:

a. **(03/FE)** It is late night. **Your music is very disturbing.** Please turn down!
b. **(03/FE)** Please lower the song. It's night and you can disturb people sleep.
c. **(03/FE)** Turn down the volume please, **it disturb me.**

Another BOR used as follows:

a. **(03/FE)** Shut the fuck up! (anger)
b. **(03/FE) Guys shut up!** have a freaking commonsense! (anger)
c. **(03/FE) Can you stop it!** Your music is really disturb me! (ordering)
d. **(03/FE)** Hey! lower that sound!. I'm study right now. (ordering)

The last strategy used by participant was BOR annoyance. This frequency

was also the least of all those strategies. Participant used this strategy as follow:

(03/FE) Excuse me? I'm studying now.

The next, OR was used in two strategies, those were OR 10 (rhetorical

question) OR 3 (presuppose) which violated relevance of maxim was only used in

one strategy. as follows:

(03/FE) The volume could have been louder than this!

The next strategy that used in OR 10 (rhetorical question) used annoyance strategy. For example:

a. **(03/FE)** Hey, can you keep silent? I have to study. **Do you think you live alone?**
b. **(03/FE)** Turn off the music! **Are you the only one who lives here?**

The last politeness strategy used by participants was NP. Participant used two strategies NP number 4 (apology) and NP number 5 (redress other wants). The strategy in NP number 5 (redress other wants) used request strategies. For example:

(03/FE) Is half pass ten already. Everyone's sleeping and I have a test tomorrow. **So could you please turn off your music?** (Request)

The next politeness strategy NP 4 (apology) was used request and reminding. As follow:

a. **(03/FE)** Soryy, we're here in boarding house together. Please respect me here while studying. NP 4 (request)
b. **(03/FE)** Excuse me, this is our dormitory. You must respect the other who is studying or sleep. NP 4 (reminding)

The last politeness that used by participant was PP, the strategies that used were PP (Presuppose) which means presuppose knowledge of hearer's wants and attitudes. It was used in annoyance strategy. For example:

(03/FE) Hey you don't know what time is it now?

4.1.2.2.2 Context DCT 4

The context DCT tells about:

The speaker as a marketing an electronic company in Malang. Last week he/she ask his work colleague at one division to share the work in the report. This morning you need a part of your work colleague to be sent to Jakarta immediately. But his/her colleague say that he/she hasn't finished making the report. The speaker complaint to his work colleague (hearer). The speaker and hearer in familiar social distance and their relative power is equal in similar age.

The finding of this DCT:

To complaint in familiar – equal, participants used four politeness strategies of Brown and Levinston (1987). Such as BOR (47,69%), PP (35,38%) NP (6,15%), and OR (6,15%).

Figure 4.12 Politeness Strategies in Familiar - Equal
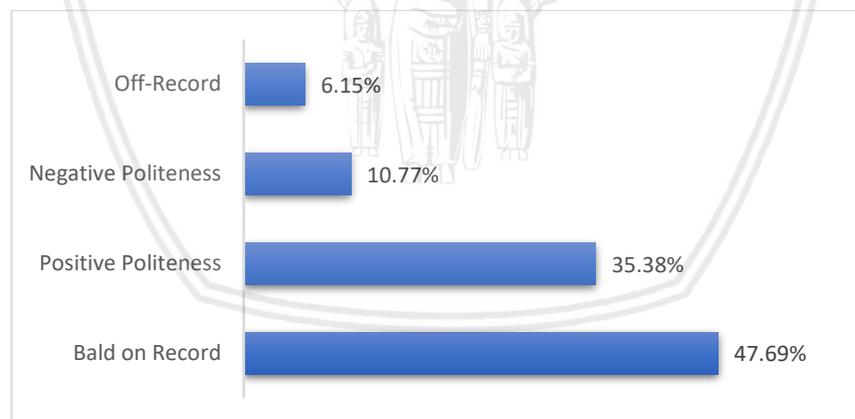
In familiar – equal, participant mostly use BOR (47,69%). BOR was the most frequently strategies used to collocutor. Participant used BOR in diverse strategies. There was anger (3,08%), ordering (9,23%), request (13,85%), asking for responsibility (4,62%), Annoyance (43,08%), threatening (1,54%), rebuking

(3,08%), accusation (1,54%), negative consequence (1,54%), disappointment

(6,15%). For example:

a. **(04/FE) Shit!** you are very irresponsible. (anger)
b. **(04/FE) Bro, you must send the report now!** because it has been deadline and will be sent to Jakarta. (Ordering)
c. **(04/FE) (**Please, do it quickly because today is the deadline. (request)
d. **(04/FE)** Do you know this is your responsibility to do your job. (asking for responsibility)
e. **(04/FE)** Oh man! Are you still willing to be an employee in this company? (threatening)
f. **(04/FE)** I don't care. You must be professional. (rebuking)
g. **(04/FE)** Are you always like this? You ruin the schedule, dude. (accusation)
h. **(04/FE)** I don't wanna be your partner anymore. (negative consequence)
i. **(04/FE)** I shouldn't have asked you to do this last week. (disappointment)

Other politeness that used by participant was PP (35,38%). the strategy that

used was PP number 13 (asking for reason) However, there is only one PP strategy

used. That was PP no 13 which means the speaker demanded a reason. This strategy

was used in two complaint strategies, annoyance (43,08%) inquiring (1,54%). For

instance:

a. **(04/FE)** why haven't you finished the report yet? you have one week to finish it. (annoyance)
b. **(04/FE)** Why your assignment hasn't finished? It's due. (annoyance)
c. **(04/FE)** How come? So what's next? (inquiring)

The next politeness strategy used by participants was NP. Participant used

two strategies NP number 5 (redress other wants) and NP number 1 (indirect). The

strategy in NP number 1 (indirect) used annoyance strategy. For example:

a. **(04/FE)** What are you doing yesterday?
b. **(04/FE)** Didn't I ask you to make this one last week?
c. **(04/FE)** What did you do yesterday? The deadline is this morning.

The next politeness strategy NP 5 (redress other wants) was used request and reminding. As follow:

(04/FE) OMG! Would you mind to doing this report?

The las politeness strategy was OR. This strategy that used in OR 10 (rhetorical question) used annoyance and anger strategies. For example:

    a. **(04/FE)** Are you kidding me? (annoyance)
    b. **(04/FE)** Why the hell you didn't do it yesterday? (anger)

4.1.2.3 Unfamiliar Social Distance – Equal Relative Power

In this section, unfamiliar social distance – equal relative power is measure by two instrument (DCT 5 and DCT 6) which have 2 contexts, as follows:

4.1.2.3.1 Context DCT 5

The context DCT tells about:

The speaker (complainer) wanted to copy a book. He/she and others costumer were waiting for fifteen minutes. Suddenly, a student crossed the line who probably had a good relation to the employee of the store. Then the speaker complained the student. The speaker and the student never meet before so their relation was unfamiliar. The speaker and student were in equal relative power who were a student.

The finding of this DCT:

To complaint in unfamiliar – equal, participants used three politeness strategies of Brown and Levinston (1987). Such as BOR (72,31%), OR (10,77%), NP (7,69%), and PP (9,23%).

Figure 4.13 Politeness Strategies in Unfamiliar - Equal
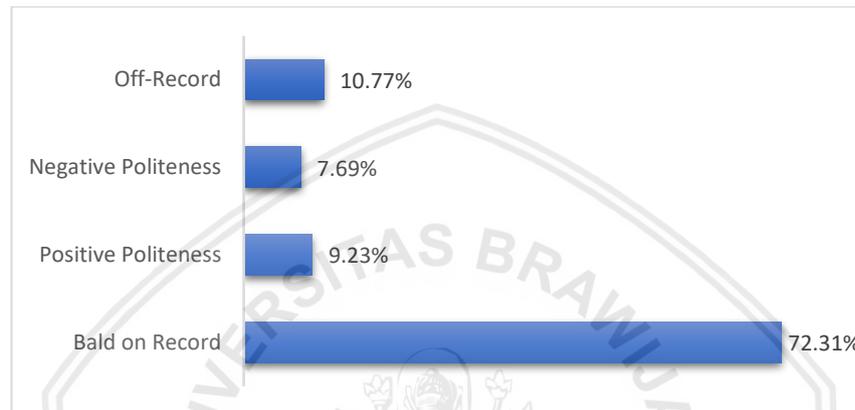
In unfamiliar – equal, participant mostly use BOR (72,31%). The percentage among BOR to other politeness strategies was very significant. Participant used BOR in diverse strategies. There was anger (3,08%), admonishing (3,08%), ordering (3,08%), reproving (15,38%) Asserting right (4,62%), rebuking (15,38%) requesting (24,62%). For example:

    a. **(05/UE)** Damn it! (anger)
    b. **(05/UE)** Hei! Please stay in line! (requesting)
    c. **(05/UE)** Sorry, you have to wait in line. Other have been waiting in line for a long time (reproving)
    d. **(05/UE)** Please be careful. (admonishing)
    e. **(05/UE)** Hey, you must to wait! you can't do whatever you want. it stay in your line. (ordering)
    f. **(05/UE) Don't you see that is my turn.** Fuck off! (asserting right)
    g. **(05/UE)** Excuse me, I was the first queue **watch your attitude.** (rebuking)

The next politeness strategy that used was OR (10,77%). The strategy used OR 10 (using rhetorical question) and OR 8 (Ironic). The strategy used was annoyance. For example:

a. **(05/UE)** You don't know how to stand in line? (annoyance)
b. **(05/UE)** Back to your line please. **Who do you think you are can skip the line?** (annoyance)
c. **(05/UE)** Hey, sorry. But who are you? **We've been here for a decade.** What are you doing? (annoyance, OR 8)
d. **(05/UE)** Do you know manners i queue up? (annoyance)

The next politeness used by participant was NP (7,69%). The strategy that used was NP 4 (apologize) and NP 3 (pessimistic). This strategy used in requesting and annoyance. For example:

a. **(05/UE)** Excuse me, can you appreciate people who have been waiting first, please? (requesting) NP 3
b. **(05/UE)** Excuse me, I don't know whether you know the officers or not, but can you queue in a proper way? (requesting) NP 3
c. **(05/UE)** I'm sorry but I need to copy this file soon. (annoyance) NP 4
d. **(05/UE)** Sorry but you break my motorcycle. **Can you at leaat say sorry or something?** (requesting) NP 3

The other negative politeness used NP 2 (questioning, hedge) The Lexical hedge bellow mitigates the single adjectival lexical item 'purpose' whereas the hedge. For example:

> **(05/UE)** I'm not mad, but you just tell me you are not doing it on purpose, **aren't you?**

The last politeness that used by participant was PP, the strategies that used were PP number 13 (asking for reason) which means the speaker demand a reason. It was used in annoyance strategy. For example:

(05/UE) Why don't you want to queue like the others? Please queue

in the back.

4.1.2.3.2 Context DCT 6

The context DCT tells about:

The speaker (complainer) are waiting in line to enter the parking lot. Suddenly students from other majors crash into your motorcycle from behind. This caused your motorcycle broken. However, the student pretends not to know that he has damaged your motorcycle. You approach the student and express a complaint against the student. The speaker and the student never meet before so their relation was unfamiliar. The speaker and student were in equal relative power who were a student.

The finding of this DCT:

To complaint in unfamiliar – equal, participants used three politeness strategies of Brown and Levinston (1987). Such as BOR (60,00%), OR (15,38%), NP (13,85%), and PP (10,77%).

Figure 4.14 Politeness Strategies in Unfamiliar - Equal
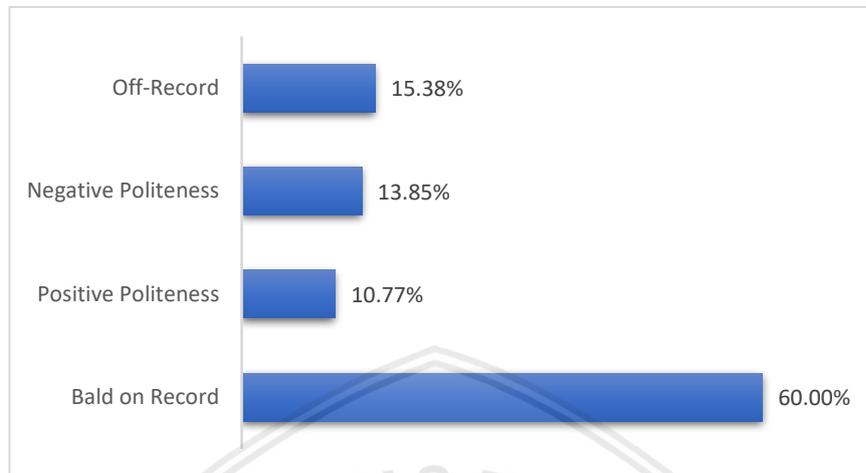
In unfamiliar – equal, participant mostly use BOR (60,00%). The percentage among BOR to other politeness strategies was very significant. Participant used BOR in diverse strategies. There was anger (10,77%), ordering (4,62%), rebuking (4,62%), blaming (12,31%), reproving (3,08%), admonishing (4,62%), showing fault (3,08%), asking for responsibility (10,77%). BOR frequently mostly used in this form, for example:

a. **(06/UE)** Better you apologize! (ordering)
b. **(06/UE)** Bro, **my motorcycle is broken, because of you.** What about your responsibility? (blaming)
c. **(06/UE)** stop pretending, you better pay for the damage or else (asking for responsibility)
d. **(06/UE) Damn it!** (anger)
e. **(06/UE)** Hey! you broke my motorcycle. (rebuking)
f. **(06/UE)** OMG! Please be careful with your way. (admonishing)
g. **(06/UE)** I'm sorry but you hit my motorbike be responsible please. **(**showing fault)

The next politeness, OR (15,38%) was used by participant in two politeness strategy OR 10 (using rhetorical question) and OR 8 (be ironic) which used in annoyance. As follows:

a. **(06/UE) Thank you brother you** hurt my bike and tried get away with it. (annoyance, OR 8)

b. **(06/UE) Are you freaking blind?** You hit me from behind and my motorcycle is broken! (annoyance, OR 10)

The last politeness strategy used by participants was NP. Participant used two strategies NP number 4 (apology) and NP number 1 (indirect). The strategy in NP number 1 (indirect) used annoyance strategy. For example:

(06/UE) Hey do you realize what you have done?

The next politeness strategy NP 4 (apology) was used request. As follow:

(06/UE) Sorry but you break my motorcycle. **Can you at leaat say sorry or something?**

Other politeness that used by participant was PP (6,15%). the strategy that used was PP number 13 (asking for reason) However, there is only one PP strategy used. That was PP no 13 which means the speaker demanded a reason. This strategy was used complaint strategies annoyance. For example:

(06/UE) Hey why you why you hit my motorcycle?

4.2 Discussion

In this section, the researcher will discuss about the strategy of complaint and politeness which used by EFL learners in English Language Education of Universitas Brawijya related to the social distance (close, familiar, unfamiliar) and relative power (equal).

4.2.1 Complaint Strategies

Based on the finding, this research found not only complaint strategies proposed by Trosborg's but also some other modified complaint strategies, such as

showing fault, forgiving, requesting, dislike, etc. it means that the complaint strategies used by the EFL learner more various. This could be that the different DCT scenarios often generated new strategy which means it affects the response because of different context. For example, dislike and asserting right only occur in DCT 2. Another example, strategies that used in same social distance and relative power (DCT 3 and DCT 4) which is familiar – equal show that in DCT 3 occur requesting as most frequently used and on the other hand in DCT 4 annoyance was the most frequently used strategy. Then, for DCT may not be naturally related to English culture because students gave DCT scenario in Bahasa. so, they tend to think in their mother tongue.

The influence of L1 might be significant in which the EFL learner transfer their L1 to their target language. This could result English complaint but sounds Indonesian because EFL learners tend to think in their mother tongue when they utterance the target language. For example, *Where is your eyes?* (DCT 6)*, Are you blind?* (DCT 6) in Indonesian context student sometimes complaining using that sentence which cursing expression in Indonesian language that's why it is sound too Indonesian. So, as stated by Hymes (1972) to accomplish their purposes speakers of a language need to know how a language used in community. Therefore, it can be justifiably suggested that language speakers must use their language in appropriate ways, both linguistically and socially.

Most frequently strategy used by EFL learner was annoyance. This strategy could be found in all social distance. Trosborg's stated as complaint is a speech act which is intrinsically abusive and impolite. So, it would be natural if complaint

strategies mostly in form of annoyance because in make a complaint we tend to use questioning or annoyance expression. This research in line with Trosborg's theory that annoyance was the most complaint strategies use in making a complaint. Otherwise there a complaint which not show negative feeling such as forgiving. For example, *I'll forgive you* (DCT 1) and *It's ok…* (DCT 1)

Acceptance and forgiving were found mostly in close social distance. Then, Indonesia EFL learner tend to use harsh words in familiar and unfamiliar social distance. Since this study focus on equal relative power, the data showed complainer mostly using direct language in utterances complaint, even crude and harsh the complainee. For example, *Why the hell are you late? Give it to me. What the fuck! Look where you go.* The application of harsh complaint by the learners might be due to the fact that they only interacted with an imaginative person so they lacked sufficient responsibility for what they were saying.

4.2.2 Politeness Strategies

Some complaint that used BOR tend to be abusive or harsh. BOR tend to sound very direct when the complainer expressed the complaint. The high application BOR was predictable, the finding showed that BOR was the highest politeness strategies that used by participant in all social distance (close, familiar, unfamiliar) because of the relative power of equal status which means participant tend to be direct because of the same relative power. The application of some Bald on record strategies suggested that the complainers intended to deliberately make offences to the complainees or they conducted Bald on record impoliteness

(Culpeper, 1996). This commonly involved direct language, for example the one used in blaming *My camera have broken after you borrow it* (DCT 1).

Since this study focus on equal relative power, BOR was the most significantly strategy that appear because complainer tend to use direct language to the same social relative power. In social distance familiar and unfamiliar the data show that the complainer tends to use more direct complaint rather than in close social distance. PP was frequently used by participant After BOR. The highest application of PP used in close – equal social distance. From the data that can be observed when EFL learner express complaint they intended their complaints to be observed directly but on the other hand they did not want to sound very direct, and hence they used the strategy of asking for a reason. The next politeness was NP, NP was used in all situation but the highest NP occur in unfamiliar – equal which show that participant sometimes want to be less direct using NP strategy pessimistic. The last politeness strategy was OR, OR was used by participant in all situation but it was most frequently used in unfamiliar – equal. However, participant was mostly used OR strategy rhetorical question which show that participant assumptions that questioning better than direct blaming.

Learning language is not only learning about grammatical competence but also cultural competence. There is a cultural gap found in this research performed by EFL learners in showing politeness. English native speakers use more various strategies not mostly use BOR but also tended to apply indirect strategies or OR in some situations as stated by Farnia M and Yazdani E (2018). Unlike English native speakers, however, EFL learners utilized BOR strategy significantly across the

situations as the finding of this research. Which in EFL learners the data showed that off-record was the least strategies used by EFL learners. Because, off-record not always easy to perform since it requires the pragmatical competence. As stated by Wijayanto (2013) OR requires high knowledge of how to violate Grice's maxim so as to generate polite complaints and asking rhetorical question. It can be conclude, in order to be able to perform OR EFL learners requires 2 components of pragmatic competence which is knowledge of pragmatic system and knowledge of its appropriate use.

Since communicative competence includes the pragmatic knowledge of politeness, we may expect that native speakers of English, for example, will be sensitive to or aware of the varying degrees of politeness conveyed by different complaints sentences in English. Moreover, it is generally assumed that "advanced" EFL learners are those who have already acquired 'native-like' or pragmatic competence will be aware of using politeness strategies in the target language. Hence, it follows logically that there will be a high correlation between native speakers of English and "advanced" EFL learners, for example, in their politeness strategies. Therefore pragmatic competence is of special importance in language learning, as low competence in this area can be a critical source of miscommunication and, specifically, of intercultural misunderstanding as stated by Sickinger and Schneider (2014).

CHAPTER 5

CONCLUSION AND SUGGETION

After the elaboration of the introduction, related literature, research methodology, and finding and discussion in the previous chapters, the conclusion and suggestion will be presented below:

5.1 Conclusion

This study was conducted using oral DCT to investigate the complaint strategies by Trosborg's (1995) and politeness strategies Brown and Levinson (1987) by Indonesian EFL learner in English Language Education of Universitas Brawijaya. The result of the study shows that Complaint strategies used by Indonesian EFL learners are various such as annoyance, negative consequence, accusation, blaming and other modified Trosborg's taxonomy. In making a complaint the most significant strategies used was annoyance because it is common strategies used in annoyance or questioning. The politeness strategy BOR was the most significant politeness strategies that used by participant in all social distance (close, familiar, unfamiliar) of equal relative power which means participant tend to be direct because of the same relative power. PP more frequently used by participant than NP. Finally, strategy OR was the least politeness strategy used by participant. Because, off-record not always easy to perform since it requires the pragmatical competence. It can be concluded another factor why the most of the students significantly used BOR it is because of the lack of pragmatical competence to use OR that requires high knowledge of how to violate Grice's maxim and asking

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rhetorical question. The finding of this study may have some pedagogical implication for teacher or lecturer as an input to not only focusing on grammatical competence but also cultural competence or pragmatic competence.

5.2 Suggestion

According to the previous section about conclusion the researcher purposes the following suggestion:

1. For English teacher and lecturer

   In social contexts based on politeness usages there are pragmalinguistic means of conveying politeness which are different in every language, hence foreign language learners should aware of the pragmatic competence. Teaching intervention to this area may decrease violence interactions. the implication of pragmatic pedagogy which is important to be studied because there would be misunderstanding if students have pragmatic errors according to Thomas (1997). For example, in grammar classes teacher or lecturer not only explaining about the grammatical competence but teacher or lecturer can also orient the culture and pragmatic competence that build sentences.

2. For student

   This study provides better understanding of foreign language learners; pragmatic competence. speaker of the language needs to have more than grammatical competence in order to be able communicate effectively. Hymes stated that to accomplish their purposes speakers of a language need to know how a language used in community. Therefore, it can be justifiably

suggested that language speakers must use their language in appropriate ways, both linguistically and socially.

3. For others researcher

Since the strategies were developed mainly through ODCT, they may not represent the complexities of politeness strategies in their natural setting. While ODCT may produce spontaneous responses, participants only interacted with unreal interlocutors therefore they might lack responsibility for what they said. So, the next researcher could develop the DCT using English language and natural setting of native like and also could use other research instrument such as a role play or interaction with native speaker is beneficial for future research.

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APPENDICES

Appendix 1. Background of Participant

Thank you for agreeing to participate in this research. Your involvement is

voluntary and confidential and your cooperation is highly appreciated.

1. Name :

2. Age :

3. Gender : Male ☐ Female ☐

4. Have you studied abroad: YES ☐ NO ☐ How long if yes:

5. What is your level of proficiency in English:

    Beginner ☐

    Intermediate ☐

    Advance ☐

6. TOEFL Score :
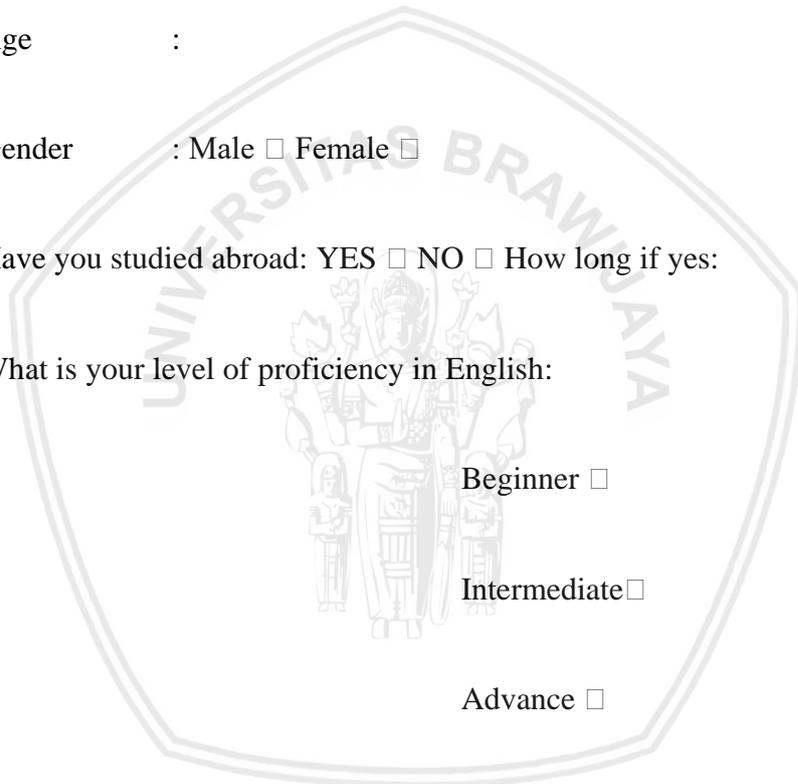
**Appendix 2. Discourse Completion Task** *of complaint*

Petunjuk untuk menjawab DCT:

a. Gunakan scenario DCT sebagai acuan untuk menjawab pertanyaan
b. Bayangkan seolah-olah anda di dalam situasi/skenario yang sebenarnya
c. Jawablah pertanyaan DCT secara lisan.
d. Gunakan Bahasa Inggris untuk menjawab pertanyaan.

    1. Teman akrab anda meminjam kamera digital yang baru saja anda beli. Ia menggunakan kamera itu untuk memotret pemandangan pantai yang ia kunjungi. Ketika teman anda mengembalikan kamera tersebut, anda menemukan ternyata lensa kamera tersebut retak. Anda menyatakan keluhan (*complaint*) kepada teman akrab anda mengenai hal itu.
    (a) Kalimat yang anda ucapkan: ….

    2. Anda mempunyai teman sekamar. Pagi ini ia meminjam sepeda motor anda untuk mengunjungi temannya. Anda mengatakan bahwa sepeda motor tersebut akan anda gunakan untuk kuliah jam 2 siang. Teman anda berjanji akan mengembalikan sepeda motor segera. Ketika anda hendak berangkat kuliah, ternyata teman anda terlambat, ia mengatakan bahwa ia lupa jika sepeda motor tersebut akan digunakan untuk kuliah. Anda menyatakan keluhan (*complaint*) kepada teman sekamar anda.
    (a) Kalimat yang anda ucapkan: ….

    3. Jam di kamar kos anda sudah menunjukkan pukul 22.30, tetapi anda masih harus belajar untuk menghadapi ujian semester besok pagi. pada saat yang sama, teman kos di kamar sebelah membunyikan musik *rock* terlalu keras sehingga menggangu konsentrasi Anda. Semakin lama, suara musik itu semakin keras dan semakin menggangu anda. Akhirnya Anda memutuskan pergi ke teman kos di kamar sebelah untuk menyatakan keluahan (*complaint*).
    (a) Kalimat yang anda ucapkan: …

    4. Anda bekerja sebagai marketing di sebuah perusahaan elektronik di kantor cabang Malang. Minggu yang lalu anda meminta salah satu rekan satu divisi anda untuk membagi tugas dalam mengerjakan laporan. Pagi ini anda memerlukan bagian laporan yang dikerjakan teman anda untuk segera dikirim ke Jakarta. Akan tetapi teman anda anda mengatakan bahwa ia belum selesai membuat laporan tersebut. Anda menyatakan keluhan (*complaint*) terhadap teman anda.
    (a) Kalimat yang anda ucapkan: …

    5. Anda ingin memfotokopi buku. Karena banyak mahasiswa yang akan memfotokopi, anda harus mengantri. Anda dan mahasiswa yang lain

menunggu antrian kira-kira hampir 15 menit. Seorang mahasiswa dari jurusan lain yang tidak anda kenal memotong antrian dan ia meminta didahulukan. Tampaknya mahasiswa tersebut kenal dengan petugas fotokopi. Anda menghampiri mahasiswa tersebut dan menyatakan keluhan (*complaint*).

(a) Kalimat yang anda ucapkan: …

6. Anda sedang mengantri untuk masuk ke dalam parkiran. Tiba-tiba mahasiswa dari jurusan lain menabrak motor anda dari belakang. Hal tersebut mengakitbatkan motor Anda rusak. Akan tetapi mahasiswa tersebut pura-pura tidak tahu bahwa ia telah merusak motor anda. Anda menghampiri mahasiswa tersebut dan menyatakan keluhan (*complaint*) terhadap mahasiswa tersebut.

(a) Kalimat yang anda ucapkan: …
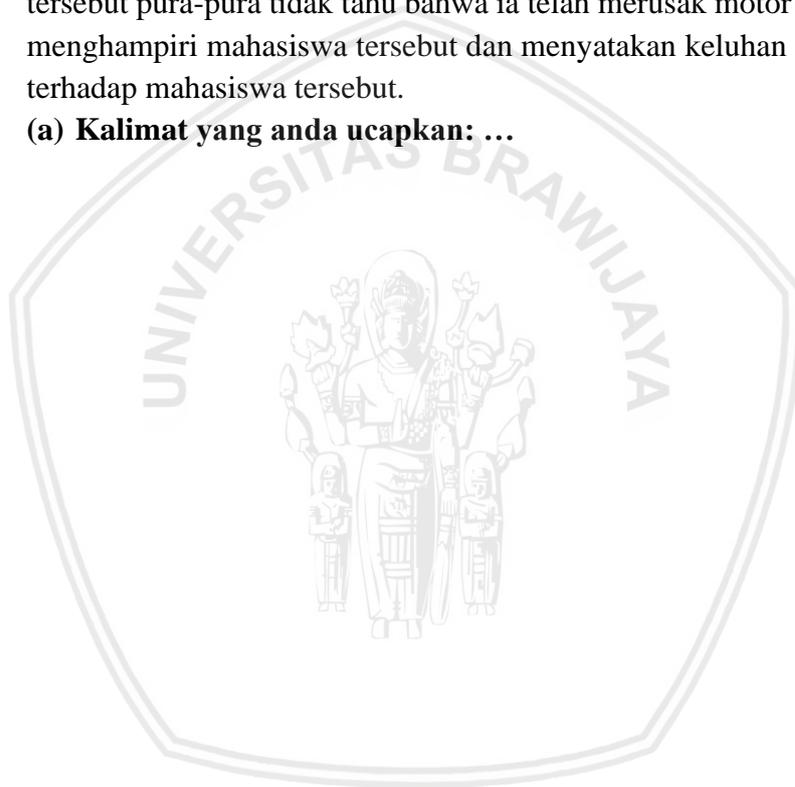
Appendix 3. Expert Validation

LEMBAR VALIDASI INSTRUMENT Discourse Completion Task (DCT)

POLITENESS IN INTERLANGUAGE PRAGMATIC OF COMPLAINTS

BY INDONESIAN EFL LEARNERS IN ENGLISH LANGUAGE

EDUCATION OF UNIVERSITAS BRAWIJAYA

Petunjuk :

a) Untuk memberikan penilaian terhadap format DCT tentang *Politeness in interlanguage pragmatic of complaints by Indonesian EFL learners in English Language Education of Universitas Brawijaya*. Bapak/Ibu cukup memberikan tanda centang (√) pada kolom yang telah disediakan.

b) Aspek – aspek yang di nilai adalah sebagai berikut :

    1. Kesesuaian pertanyaan dengan indikator yang di ukur.

    2. Keterkaitan indikator dengan tujuan.

    3. Bahasa yang digunakan baik dan benar.

c) Angka-angka yang terdapat dalam kolom memiliki arti :

    0 = tidak valid

    1 = kurang valid

    2 = cukup valid

    3 = valid

    4 = sangat valid

d) Huruf – huruf yang terdapat dalam kolom tabel terakhir memiliki arti :

    A = dapat digunakan tanpa revisi

    B = dapat digunakan dengan sedikit revisi

    C = dapat digunakan dengan revisi sedang

    D = dapat digunakan dengan banyak sekali revisi

    E = tidak dapat digunakan sama sekali

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c) Tujuan penggunaan DCT ini adalah :

Untuk mengetahui strategi (politeness and complaints) apa saja yang digunakan oleh mahasiswa mengacu pada teori Brown and Levinson dan Trosborg's

ITEM	ASPEK YANG DINILAI														
	1					2					3				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1					√				√						√
2				√				√						√	
3					√				√						√
4					√				√						√
5					√				√						√
6				√					√					√	

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* Penilaian DCT secara umum

URAIAN	A	B	C	D	E
Penilaian secara umum terhadap format DCT "*Politeness in interlanguage pragmatic of complaints by Indonesian EFL learners in English Department of Universitas Brawijaya.*)"	✓				

Saran – saran :

Sudah bagus
Bisa diujicobakan !

Malang, 19 November 2019

Validator
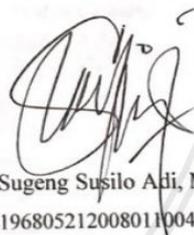
(Dr. Sugeng Susilo Adi, M.Hum)
NIP. 196805212008011004

Appendix 4. Berita Acara Bimbingan Skripsi

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822

E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama   : Ahmad Fakhrozy

2. NIM   : 155110500111034

3. Program studi   : Pendidikan Bahasa Inggris

4. Topik Skrips   : Pendidikan

5. Judul Skripsi   : Politeness in Interlanguage Pragmatic of Complaint by Indonesian EFL learners in English Language Education of Universitas Brawijaya.

7. Tanggal Mengajukan   : 23 September 2019

8. Tanggal Selesai Revisi : 27 Desember 2019

9. Nama Pembimbing   : Dr. Widya Caterine Perdhani, M.Pd

NO	Tanggal	Materi	Pembimbing	Paraf
1.	23 September 2019	Pengajuan judul	Dr. Widya Caterine Perdhani, M.Pd	
2.	25 September 2019	Konsultasi judul	Dr. Widya Caterine Perdhani, M.Pd	
3.	7 Oktober 2019	Pengumpulan dan konsultasi draft bab 1-3	Dr. Widya Caterine Perdhani, M.Pd	
4.	15 Oktober 2019	Revisi pertama Bab 1-3	Dr. Widya Caterine Perdhani, M.Pd	
5.	21 Oktober 2019	Acc Seminar proposal	Dr. Widya Caterine Perdhani, M.Pd	
6.	24 Oktober 2019	Pelaksanaan Seminar proposal	Dr. Widya Caterine Perdhani, M.Pd	

7.	28 Oktober 2019	Revisi Bab 1-3	Dr. Widya Caterine Perdhani, M.Pd	
8.	31 Oktober 2019	Konsultasi hasil revisi seminar proposal	Dr. Widya Caterine Perdhani, M.Pd	
9.	18 November 2019	Konsultasi bab 1-5	Dr. Widya Caterine Perdhani, M.Pd	
10.	25 November 2019	Revisi bab 1-5	Dr. Widya Caterine Perdhani, M.Pd	
11.	5 Desember 2019	Acc Bab 1-5 dan seminar hasil	Dr. Widya Caterine Perdhani, M.Pd	
12.	13 Desember 2019	Pelaksanaan seminar hasil	Dr. Widya Caterine Perdhani, M.Pd	
13.	16 Desember 2019	Revisi masukan seminar hasil	Dr. Widya Caterine Perdhani, M.Pd	
14.	17 Desember 2019	Konsultasi Masukan Seminar Hasil	Dr. Widya Caterine Perdhani, M.Pd	
15.	20 Desember 2019	Konsultasi masukan seminar hasil dan Acc ujian skripsi	Dr. Widya Caterine Perdhani, M.Pd	
16.	23 Desember 2019	Pelaksanaan ujian skripsi	Dr. Widya Caterine Perdhani, M.Pd	
17.	24 Desember 2019	Revisi masukan ujian skripsi	Dr. Widya Caterine Perdhani, M.Pd	
18.	26 Desember 2019	Konsultasi masukan dari ujian skripsi	Dr. Widya Caterine Perdhani, M.Pd	
19.	27 Desember 2019	Acc jilid skripsi	Dr. Widya Caterine Perdhani, M.Pd	

Telah dievaluasi dan diuji dengan nilai : B+

Malang, 30 Desember 2019

Mengetahui,
Ketua Jurusan Pendidikan Bahasa

Dosen Pembimbing,

Dr. Sony Sukmawan, M.Pd.
NIP. 197707192006041001

Dr. Widya Caterine Perdhani, M.Pd.
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