

The Speech Act of Complaint: Socio-Cultural Competence Used by Native Speakers of English and Indonesian

Kaharuddin and Muhammad Hasyim

Abstract--- *Complaining is frequently regarded as a negative act stated to attack a person who is responsible for a wrong behavior. However, the proper use of complaints can improve an offensive situation and establish solidarity between interlocutors. This study is aimed at comparing the strategies of complaints made by college-educated native speakers of English and Indonesian. Qualitative method was used to carry out this study by involving 14 English native speakers (ENSs) and 30 Indonesian native speakers (INSs) who were randomly selected. Survey questions were used to collect the data. The survey questions contained three offenses on complaint of friends, intimates, and strangers which were given to identify complaint strategies used by the respondents. The results of the data analysis show that ENSs and INSs used a varied of complaint strategies. For situation one: a friend makes a big mess in the kitchen, most ENSs employed implicit strategy (reproach and annoyance) whereas INSs primarily used implicit strategy (reproach, annoyance, and silence). In situation two: a child bumps into his parent, most ENSs used implicit (reproach and annoyance) and explicit strategy (explicit complaint) whereas INSs frequently did explicit strategy (explicit complaint). For situation three: a driver runs his car into the side of one's car, ENSs mainly employed explicit strategy (explicit complaint and accusation) whereas most INSs used explicit strategy (explicit complaint, accusation, and threat). We believe that the findings from this study can be used as socio-cultural knowledge by non-native speakers of English and Indonesian for developing their sociocultural competence in cross-cultural communications.*

Keywords--- *Complaint speech act; English complaint strategy; Indonesian complaint strategy; socio-cultural competence; cross-cultural communications.*

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I. INTRODUCTION

When the act of complaining is analyzed, it will automatically lead us to a situation of confrontation in a social interaction between two or more people in which one of the interlocutors feels dissatisfied and makes a negative evaluation towards another interlocutor. A complaint can be issued when a behavior violates social norms and does not meet the expectations of a claimant [1]. For example, a student whose paper has been unfairly marked by his teacher may complain by saying: "I really believe that your grade is unfair, I worked so hard preparing this document." And it is presented to an academic staff and is directed by the academic staff to talk to his professor about his dissatisfaction with the mark for a repair request. The situation will be the cause of a complaint in which the student does not approve or accept the behavior of the teacher. Expressions of complaints may exist in each interaction between two or more people. Therefore, it is reasonable to assume that each language includes a variety of complaints used to convey the dissatisfaction of people in an offensive situation, including English and Indonesian.

The complaint, for some people, is often considered a negative act done to attack a person who is responsible for wrong behavior [2]. If the use of complaint expressions is inappropriate, the complaint will potentially be a confrontational activity between the interlocutors. Moon (2001) [3] argues that speakers who do not use pragmatically appropriate language run the risk of appearing uncooperative at the last moment, or more seriously, rude or insulting. In order not to be uncooperative, rude or insulting, the expressions of non-native speakers must comply with the convenience of a user of the target language. Moon believes that the adequacy of the use of language can be identified by recognizing the social identity of the listener in terms of relative social status and the degree of knowledge among the participants. In addition, specific speech acts are governed by social norms involved in the use of language. Therefore, speakers should know who they are talking to, what the relationship is with the listener, what the conversation is, what they are talking about and what form of speaking meets the purpose of the communication.

Unsuitable complaints can be issued by non-native speakers because they may not know all of these factors that govern the adequacy of speech acts of complaints in an objective language in which speakers express their complaints in an offensive situation without an objective image of how native speakers complain about bad behavior. For example:

- a. An Indonesian worker may want to complain about the bad behavior of his American boss towards him, saying "do not treat me like a child." If the complaint is considered inappropriate by your boss, you will probably be reprimanded or fired even after you say your complaint.
- b. An American student may want to defend himself after being accused by his Indonesian teacher of doing something he did not do. For example, in a situation where the student is accused of cheating when taking an exam. If the student presents his/her complaints inappropriately, the teacher can send him out of the class or even fail him in the course.

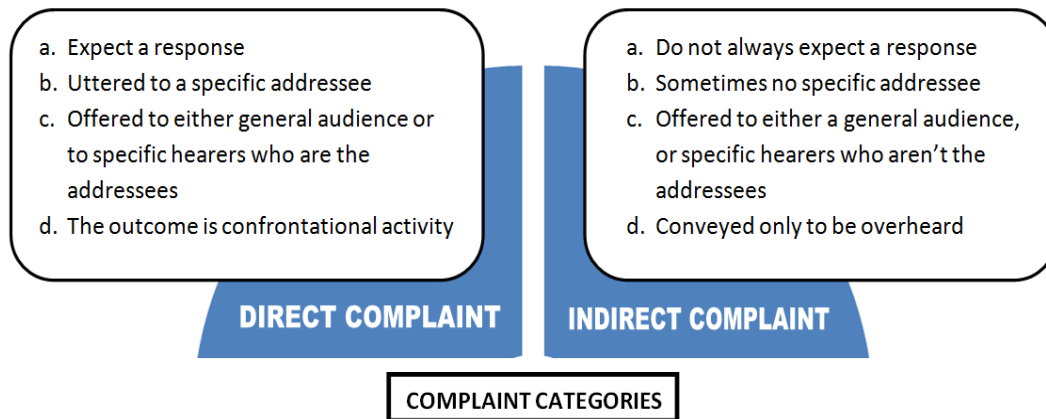
Although the common image of complaining is negative, some complaints often have the function of establishing or maintaining the solidarity of friendship between the interlocutors [4]. Therefore, students of Indonesian and English as a foreign language must learn how to present complaints appropriately to communicate offensive situations. The ability of students to communicate in a language in an appropriate, situational and cultural way is called socio-cultural competence [5]. It is believed that the proper use of complaints as part of the sociocultural competence can improve an offensive situation, avoid verbal confrontation and establish an interaction of cooperation and solidarity between the interlocutors in cross-cultural communications. The lack of sociocultural knowledge of a second language or a foreign language can make the complaints of non-native speakers of a second language difficult [6]. Consequently, they will use their own linguistic strategies that cause misunderstandings in cross-cultural communications [7]. The socio-cultural competence of the complaint strategies will not be used appropriately by non-native speakers of English and Indonesian without having an accurate knowledge in this area.

II. LITERATURE REVIEW

The Speech Act of Complaint

A large number of studies on complaint have been conducted by using sociolinguistics approach. These studies mainly center around identifying strategies which are used by speakers of a particular language in making complaints (intralinguistically) e.g. Sudanese learners of English [8], Indonesian EFL learners [9], Iranian EFL and ESL Students [10], Arabian EFL learners [11], Turkish Learners of English [12], Iranian Upper Intermediate EFL Students [13], or on comparing how complaints are differently uttered between native speakers of a language and learners of the language (interlinguistically) e.g. English and German [14], English and Danish [15], English and Korean [16], English and Japanese [17], American and Chinese [18], English and in Russian [19], as well as Chinese and British [20]. Besides, some researchers on complaint introduce different terms of complaint. These include 'face threatening acts [21], 'troubles-telling' [22], 'disapproval [23], 'displeasure' or 'annoyance' [24], 'troubles-talk' [25], 'gripping' or 'grumbling' [26], 'attack on the negative face' [27], and 'negative feelings' [26]. The data of the studies are primarily derived from Discourse Completion Task [28]. One feature of complaining that is generally agreed by the researchers is that complaints involve face-threatening acts [29].

According to Boxer [30], complaint speech act consists of two categories i.e. direct and indirect complaints. Direct complaints are addressed to a complainee who is held responsible for the offense action e.g. “could you be a little quitter? I am trying to sleep”. In addition, Olshtain and Weinbech [31] describe that a direct complaint is stated when a speaker feels displeasure or annoyance as a reaction to a past or ongoing action, the consequence of which effect the speaker unfavorably. Whereas, indirect complaints are given to addressees who are not responsible for the perceived offense e.g. “she never cleans up after her, isn’t that horrible?”. In this regard, the focus of most of pre-existing studies has been on direct complaint (e.g. Olshtain and Weinbech, 1987 [31], Murphy, B., & Neu, J, 1996 [32], Du, 1995 [33], Nakabachi, 1996 [34] Arrent , 1996 [35] Laforest, 1999 [36], Moon, 2002 [29], and Ayu, T.D & Sukyadi, D, 2011 [9]) and little attention has been afforded to indirect complaints [26] and it remains relatively unexplored [37]. Therefore, Boxer [30] has extensively attempted to explore indirect complaints as the expression of dissatisfaction to an interlocutor about a speaker himself/herself or something /someone that is not present. The findings derived from Boxer’s works present clear distinction between direct and indirect complaint that appears in the following figure.



In addition, Laforest [36] accounts for complaint by referring it to a problematic situation in which an individual A expresses dissatisfaction to an individual B, because A feels unsatisfied with B’s behavior. The unsatisfactory behavior makes A address complaints to B as the cause of the problem in their interaction. Laforest [36] also claims that unsatisfactory behavior constitutes a behavior that violates social norms and fails to meet the expectation of the complainant. Besides, Olshtain & Weinbech [31] introduce four preconditions that are necessary for the speech act of complaints to take place. These factors present the speech act events that indicate what make the participants talk, what they are talking about, and what the purpose of complaining is. The following preconditions need fulfilling:

- a. The speaker expected a favorable event to occur (an appointment, the return of a debt, the fulfillment of a promise, etc.) or an unfavorable event to be prevented from violation of speakers expectation by either having enabled or failed to prevent the offensive event.
- b. The speaker views an action as having unfavorable consequences for the speaker. The action is therefore an offensive act.
- c. The speaker views the hearer is responsible for the action.
- d. The speaker chooses to express his/he frustration and disappointment verbally.

Building on previous works, this study intends to widen the scope of complaint speech act by studying and comparing between the complaint strategies of English and Indonesian native speakers. Notice that the term ‘complaint’ here refers to a direct complaint in which a speaker states an expression of dissatisfaction to another person (s) or to a situation that becomes the source of a problem. Through in-depth research, the author finds out the strategy use in making complaints which determines the sociocultural patterns in both languages.

Strategies of Complaint

Before making complaints, a speaker has two levels of decision making [35]. The first level of decision making is to consider the various costs and benefits associated with stating a complaint that may constitute a face threatening act (FTA) in which a person who has experienced an offensive event may choose to opt out of verbal expression of the grievance (i.e. avoid); utter the complaint on record (i.e. explicitly mention the addressee) or off record (i.e. hint); or state the complaint with or without redress (i.e. allow or not allow the hearer to rectify the situation). The second level of decision-making is concerned with a specific strategy of complaint based on a decision at the first level to state that complaint.

Several findings of previous complaint studies convey information about strategies of complaint. Chen, Y.S, et. al. [18] identify six major types of combined strategies, including dissatisfaction + request for repair (DS + RR), accusation + request for repair (AC + RR), dissatisfaction + dissatisfaction (DS + DS), interrogation + dissatisfaction (IN + DS), request for repair + threat (RR + TH) and interrogation + interrogation (IN + IN). Trosborg, A [15]

delineates strategy of complain in four category i.e. no explicit reproach, expression of disapproval, accusation, and blame. DeCapua [38] classifies the strategy of complaint into five categories i.e. statement of problem, request for repair, demand for repair, justification, and criticism. In addition, Olshstain & Weinbach [31] find five major strategies of complaining commonly used by speakers i.e.

1. Below level of reproach; the speaker completely avoids mentioning the offensive event or person, e.g. "There was nothing wrong with my car yesterday".
2. Expression of annoyance or disapproval; the speaker expresses annoyance about the offensive event and person without direct reference to the offense, e.g. "You were making yourself something to eat in the kitchen".
3. Explicit complaint; the speaker expresses his complaint by using explicit reference to the offensive event and person, e.g. "You should not postpone this type of operation".
4. Accusation and warning; the speaker directly accuses the complaine of the offense directly and hints there may be a consequence for the offender, e.g. "You borrowed my car last night didn't you?".
5. Immediate threat; the speaker immediately threatens the complaine by attacking him/her, e.g. "Now, give me back what you have stolen, or I'll call the police".

The five major strategies proposed by Olshstain & Weinbach are then classified by Moon [3] into two types of complaint strategies i.e.

1. Implicit Strategy (IS)
 - When choosing this strategy, the speaker completely avoids explicit mention of the offensive event or person (reproach)
 - When choosing this strategy, the speaker expresses annoyance about the offensive event and person without direct reference to the offense.
2. Explicit Strategy (ES)
 - When choosing this strategy, the speaker uses explicit reference to the offensive event and person by involving 'you'.
 - When choosing this strategy, the speaker accuses and threatens the offender.

The classification of complaint strategies proposed by Moon is the theoretical basis for the analysis of complaint strategies in English and Indonesian. As for the author, performing speech act of complaining is very challenging for nonnative speakers. Their communication breakdowns are caused by a lack of not only socio-cultural competence but also linguistic competence. This can lead nonnative speakers to be alienated in the target community. Therefore, they should know native speakers' strategies of speech acts including complaints. A strategy is required to engage in cooperative social interactions since the strategy employed by native speakers involves socio-cultural information [39], [40]. The sharing of information on complaint strategies is not only very useful for nonnative speakers to develop their socio-cultural competence for cross-cultural communication purpose, but also useful for interlocutors to learn that they have common feelings and problems and mend themselves in order not to do the same wrong things in the future.

III. Method

Research Design

This study is conducted by using the qualitative method which attempts to describe the behavior of language actors by presenting data from the investigated group.

Participants

College educated native speakers of English and Indonesian living in Indonesia are the participants of this study. They are randomly selected and consist of 14 native speakers of English (ENSs) and 30 native speakers of Indonesia (INSs).

Source of Data

The data were derived from two different instruments namely the DCT and the semi structured interview. Billmyer, K., & Varghese, M. [41] are of the opinion that the DCTs are questionnaires containing some briefly described situations given to obtain speech act data. The DCT contains three texts which provided the participants with offensive situations. The participants were then given instruction to provide their complaints based on the three texts (Appendix 1).

Data Collection Procedures

Survey questions were designed to gather data of complaint expressions. They included descriptions of three offensive situations. The resulting data were reviewed and analyzed by a process known as content analysis (analyzing the content of utterances in order to determine the presence of complaint expressions within the utterances). The situations were organized into three categories; situation 1 (complaint of friend to friend), situation 2 (complaint of intimate to intimate), situation 3 (complaint of stranger to stranger).

Data Analysis

In order to analyze the complaint strategies made by the participants of this study, the collected data were analyzed by using a qualitative data analysis in which the complaints expressions were derived directly from the participants and were analyzed by taking into account the notion of five major strategies of complaining [31] which were simplified by Moon (2002) [3] into two categories i.e. implicit strategy (IS) and explicit strategy (ES).

IV. FINDING AND DISCUSSION

In this study, complaint strategy is the focus of discussion analyzed from 34 complaint utterances for the ENNs and 90 for the INNs.

Complaint Strategies of ENNs

The identification of complaint strategies of ENNs is presented and discussed based on complaint expressions gathered from the three offensive situations covering complaint of friend to friend, intimate to intimate, and stranger to stranger. The result of the data analysis can be seen in the following table.

Table 1. ENNs Complaint Strategies in situation 1,2,3

Situations	Complaint categories										Total	
	Implicit strategy				Explicit strategy							
	Reproach		Annoyance		Exp.complaint		Accusation		Threat			
	F	%	F	%	F	%	F	%	F	%	F	%
1	4	30.77	6	46.15	3	23.07	-	-	-	-	13	100
	10 (76.93 %)				3 (23.07)							
2	1	10	4	40	5	50	-	-	-	-	10	100
	5 (50 %)				5 (50 %)							
3	-	-	4	36.36	-	-	5	45.45	2	18.18	11	100
	4 (36.36 %)				7 (63.63 %)							
Total	5	14.71	14	41.18	8	23.52	5	14.71	2	5.88	34	100
	19 (55.88 %)				15 (44.12 %)							

Source: Arafah, B. & Kaharuddin (2019)

As shown at table 1, **For situation 1:** a friend who messed up the kitchen, thirteen ENNs participated and majority used implicit strategy (76.93 %). Six out of thirteen subjects (46.15%) used annoyance category by mentioning the offender 'you' without direct reference to the offense 'the big mess' e.g. ENS 3: "Wow, it looks like you have been busy in the kitchen".. The example is an expression of a certain degree of annoyance and dissatisfaction, but it is implicit since the offensive situation is not referred to in this complaint. **For situation 2:** a son bumps into his parent, ten ENNs participated and tended to use implicit and explicit strategy in the same number of percentage 50%. Explicit complaint category was mostly selected (5 out of 10 or 50%). Explicit complaint is categorized as an explicit strategy since the speakers explicitly address their complaints with direct reference by involving 'you' and the offense in affirmative sentences e.g. ENS 1: "Oh no, where you are going, now help me pick up these groceries". The given example illustrates how the speaker directly refers his annoyance to the hearer by involving 'you' in the statement as well as the spilled groceries on the floor. **For situation 3:** a driver backs into one's car, eleven subjects participated and mostly used explicit strategy for complaining in this situation (63.63%). More than forty five percent (5 out of 11) selected accusation category. An accusation belongs to explicit strategy in which the speaker directly accuses the complaine of the offense and hints

that there may be consequences for the offender e.g. ENS 10: “Hey! What are you doing, I hope you have insurance, You need to pay for this damage”.

From the examples, it can be observed that complaining to a stranger tend to be more explicit and direct then complaining to friends or intimates for ENSs. This is in consistent with Zhang’s [41]

assertion that social distance, social power and the severity of wrong in the situations have influenced the subjects' use of strategy in stating complaints. ENSs tended to be more direct in complaining to strangers due to a large social distance. Moon [3] also states that there are three main factors involved in selecting a complaint strategy i.e. power (social discrepancy in the relationship between participant, distance (the degree of intimacy between participants), and the weight of imposition. The three aspects seem to be very influential for the ENSs in expressing direct and explicit complaints to stranger for three reasons i.e. *The first*, the speakers and the hearers’ relationship in verbal exchange may not last for a long period of time (lack of intimacy), even it may occur only once and will not continue into the future. *The second*, the social status between the interlocutors are equal and have the same power in speaking since they don’t know each other that makes the speakers can say anything without worrying about maintaining their relationships. The third, the severity of the offense (the speakers feel harmed because of the offense) has made them use more explicit way of complaining. The overall findings of ENSs complaint strategies indicate that the choice of the complaint strategies among the three offensive situations is majority implicit strategy (55.88 %). ENSs seemed to prefer strategies with a medium degree of severity [20], avoiding both the less and more severe ones [31].

Complaint Strategies of INSS

For comparison purpose, it is essential that we present the result of analysis regarding the linguistic behavior of INSS in uttering complaints about the three offensive situations as shown in table 3.

Table 2. INSS Complaint Strategies in situation 1,2,3

Situations	Complaint categories												Total	
	Implicit strategy						Explicit strategy							
	Reproach		Annoyance		Silence		Exp.complaint		Accusation		Threat			
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	4	13.33	6	20	6	20	14	46.66	-	-	-	-	30	100
	16 (53.33 %)						14 (46.66)							
2	5	16.67	4	13.33	-	-	18	60	3	10	-	-	30	100
	9 (30 %)						21 (70 %)							
3	-	-	-	-	-	-	7	23.33	9	30	14	46.67	30	100
	0 (0 %)						30 (100 %)							
Total	9	14.71	10	41.18	6		39	23.52	12	14.71	14	5.88	90	100
	25 (27.8 %)						65 (72.2 %)							

Source: Arafah, B. & Kaharuddin (2019)

The results presented above show that **For situation 1:** a friend who messed up the kitchen, most of INSS (53.33%) stated complaint in more implicit way. Six out of thirty subjects (20%) used annoyance category. In this category, the speaker makes complaint to the offender without mentioning the offense e.g. INS 21: “Oh, kamu kerja apa” (Oh, what are you doing). Another interesting way of complaining about this situation was ‘to say nothing’. Saying nothing (silence) is identified as a new complaint category only found in the data provided by INSS. This category was selected by six out of thirty subjects (20%). Silence is deemed as a more implicit way of complaining than reproach and may be categorized into the same implicit category. As Ishihara [43] points out that in presenting or interpreting complaints, non-verbal features are important parts of the communication e.g. gestures, motions, gaze, postural shifts etc. Some INSS preferred to say nothing about situation 1, but they might interpret their complaints by keeping silent combined with one of the non-verbal features. According to the INSS’ verbal report, silence was done for two reasons i.e. to show an understanding of the friend’s bad habit and to avoid verbal conflict. In addition, 46.66% of INSS selected explicit strategy by using explicit complaint that is to complaint by mentioning the offender ‘kamu, anda’ (you) and the offense ‘dapur berantakan’ (the big mess) e.g. INS 11: “Wah, apa yang sudah kamu kerjakan?, kok dapur saya berantakan begini” (What have you done? Why did you make such a big mess in my kitchen?). Some of INSS reported mentioning the offender and the offense was the most effective way of making the offender aware their mistake.

For situation 2: Complaining to an intimate, it was found that INSS preferred to use the explicit strategy (70%), Sixty percent (18 out of 30) of the subjects selected explicit complain category. Here, the speakers made direct complaints by mentioning the offender e.g. ‘sayang’ (dear), ‘kamu’ (you), ‘nak’ (son) and the offense e.g. INS 11: “Aduh, hati-hati dong sayang kalau lagi jalan. Lihat barang-barang belanjaan itu berhamburan?” (Be careful dear, when moving around, look at the groceries, spilled on the floor). Some INSS reported that mentioning the offender by using ‘sayang’ (dear) or ‘nak’ (son) instead of ‘kamu’ (you) is intended to soften the complaint against the offender. Besides, the use of imperatives e.g.

“hati-hati kalau lagi jalan” (be careful when moving around) is intended to indicate the speaker’s request for non-recurrence). Imperatives were used by 50% (15 out of 30) of INS subjects. Moon [3] argues that three main factors affect the selection of complaint strategy i.e. power (social discrepancy between the participants), distance (the degree of intimacy), and the weight of imposition.

In this regard, the native speakers of Indonesian express their complaints to intimate directly and explicitly due to the power in which the speakers’ power is higher than the hearers in the verbal exchanges. In the culture of Indonesia, those who possess higher social status tend to be more explicit and direct in saying something to those of lower status as illustrated in situation 2.

Furthermore, another significant finding was also found namely the use of initiators to start complaining combined with implicit strategies (reproach and annoyance) such as ‘aduh’, ‘hei’, ‘eh’, ‘astaga’, and ‘waduh’. Twelve out of thirty (40%) started complaining with such exclamations e.g. INS 20: “Hei, lagi terburu-buru ya, hati-hati!” (Hey, are you in a hurry? Be careful!). In addition, almost all of the INS subjects closed their complaints by giving opportunity to the offender as for the offense (15 out of 30 or 50%) such as: immediate ordering by mentioning the offender using informal pronoun ‘kamu/kau’ as uttered by INS 6: “Kamu harus kumpulkan barang-barang itu semuanya” (You must pick all the groceries up), sharing responsibilities for the problem by involving the speaker himself to fix the situation as made by INS 4: “Sekarang, bantu saya bereskan barang-barang ini” (Now, help me picking up these groceries), requesting the complainees for non-recurrence as made by INS 3: “Jangan sampai terjadi lagi pada orang lain” (Never do this again to other people).

For situation 3: Complaining to a stranger, more than forty six percent (14 out of 30) of the subjects made complaint by immediately threatening the offender. The selection of threat category in larger portion than the other categories was motivated by cultural assumption that all speakers have to cost for the damage of them since their cars have no insurance. This consequently makes most Indonesian native speakers viewed situation 3 (the dented car) as a ‘very serious’ problem. There was a tendency on some INS subjects to keep on threatening the complainees unless s/he immediately fixes the offense e.g. as the complaint made by INS 9: “Pak, mobil saya rusak, jadi bapak harus memperbaikinya, kalau tidak saya akan laporkan kejadian ini pada polisi” (My car is dented, you must repair it. If you don’t, I’ll report this incident to the police). Besides, the data also revealed that the second most preferred category was accusation. Thirty percent (9 out of 30) of INS subjects utilized it and followed by explicit complaint (23.33%). Verbal report data indicated, many Indonesians felt that there was no much point in trying to negotiate the offense by asking for explanation since it was clearly the offender’s fault that he dented the car. They know that the offender’s action of running his car into the side of another car and dents it was against the law and consequently had to be responsible for the damage. This knowledge made them express complaint (in some cases) using immediate threat. Most Indonesians felt that in Indonesia, is socioculturally inappropriate to negotiate a problem when it clear the offender has harmed them with damage. This perception is meant to be objective and applied to all parties without exceptions unless there is a very good reason for an exception (e.g. exception owing to the closeness of the relationship between interlocutors).

Socio-cultural Competence of Complaints in English and Indonesian

Speech act can be viewed as a verbal expression of socio cultural information since it stores social knowledge in the form of constraints on action and on possible interpretation [44], [45], [46]. As a speaker performs a speech act, the speech act contains messages to communicate a particular purpose or specific functions. However, the intended purposes and functions are not easy to be revealed by recipients because of differences in background, knowledge of languages and cultures [47], [48]. Therefore, the analysis of complaint strategies of both ENSs and INSs is carried out not only to find out the components of complaint strategies used by the subjects in the three offensive situations, but also to confirm that the components can be used as socio-cultural information to increase the socio-cultural competence of English and Indonesian learners that the learners are able to accomplish proper cross-cultural communication [49], [50]. The results of the analysis are presented in the following tables:

Table 3. Socio-cultural competence used by ENSs in situation 1,2,3

Situation 1	Situation 2	Situation3
INITIATORS		
Exclamations - Oh - Wow - My God	Exclamations - Son - Oh my goodness - Hello Son - Oh, no Imperatives - Watch - Be careful - Look	Exclamations - Man - Hey

QUESTIONING		
<p>Questions with QW as subject</p> <ul style="list-style-type: none"> - What happened? - What happened here? - What's going on? <p>Yes/No question</p> <ul style="list-style-type: none"> - Did something explode? 	<p>Indirect Question</p> <ul style="list-style-type: none"> - Where you are going? <p>Negative information question</p> <ul style="list-style-type: none"> - Why don't you watch? <p>Rhetorical Question</p> <ul style="list-style-type: none"> - What you have done? 	<p>Question about that-clause</p> <ul style="list-style-type: none"> - What do you think you are doing? <p>Rhetorical Question</p> <ul style="list-style-type: none"> - What you did to my car? <p>Indirect Question</p> <ul style="list-style-type: none"> - Where you are going? - What you are doing? <p>Yes/No Question</p> <ul style="list-style-type: none"> - Didn't you see me? - Are you blind?
CRITICIZING		
<ol style="list-style-type: none"> 1. Avoid mentioning the offender and the offense e.g. "a tornado must have come through" (Reproach) 30.77% 2. Explicitly mentioning the offender 'you' without mentioning the offense e.g. "I guess you were a little hungry" (Annoyance) 46.15% 3. Explicitly mentioning the offender and the offense e.g. "How upset I get when you make a big mess" (Explicit complaint) 23.07% 	<ol style="list-style-type: none"> 1. Using exclamation to avoid the offender and the offense e.g. "Oh, my goodness" (Reproach) 10% 2. Mentioning the offender 'you' without direct reference to the offense e.g. "you have to take responsibility for not watching" (Annoyance) 40% 3. Mentioning the offender with direct reference to the offense e.g. "son, pick these up now" (Explicit complaint) 50% 	<ol style="list-style-type: none"> 1. Using pronoun 'we' to avoid mentioning the offender e.g. "we have little problem here" (Annoyance) 36.36% 2. Accusing the offender with direct reference to the offense e.g. "you dented my car" (Accusation) 45.45% 3. Immediately threatening the offender by involving 'I' to attack him e.g. "I guess, I need to call the police" (Threat) 18.18%
REQUEST FOR REPAIR		
<ol style="list-style-type: none"> 1. Using modal auxiliary verbs as polite requests e.g. "would you mind helping me clean it up". 2. Using 'please' as more polite order e.g. "please be more considerate". 	<ol style="list-style-type: none"> 1. Using imperative sentence e.g. "now, help pick up these groceries". 2. Using modal auxiliary verbs as polite requests e.g. "could you please pick those up and bring them to the kitchen". 3. Using 'please' as more polite order e.g. "please help me pick these bags". 	<ol style="list-style-type: none"> 1. Using first person plural with 'let' imperative to make suggestion that includes the speaker e.g. "let us call the police so that they can write up a report". 2. Using 'need' as ordinary verb to indicate future obligations or instructions e.g. "you need to pay for this damage". 3. Using affirmative imperative e.g. "give me your insurance policy".

The analysis of complaint strategies of English educated native speakers as shown in the table indicates that the different relationship with respect to distance influences the way of making complaints. The result of the analysis found out four components of complaint identified as socio-cultural information used by English educated native speakers in making complaints based on the three offensive situations i.e.

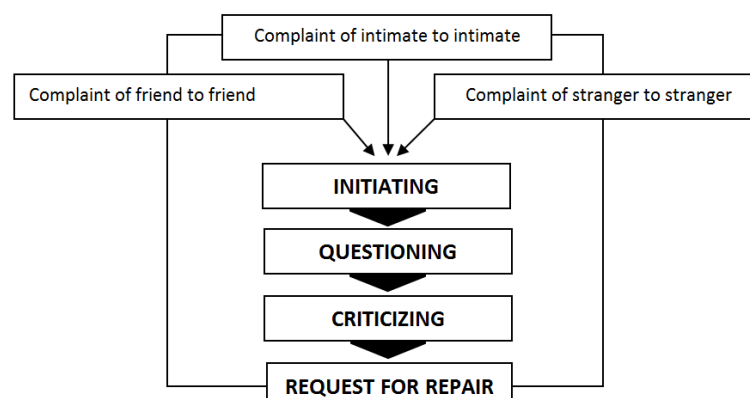


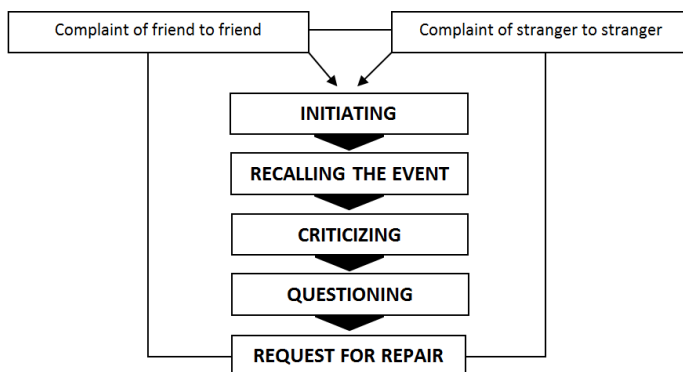
Table 4. Socio-cultural competence used by used by INs in situation 1,2,3

Situation 1	Situation 2	Situation3
1. Initiating		
Exclamations - Wah - Waduh - Wow - Hei - Hai - Astaga	Exclamations - Aduh - Hei - Nak - Eh - Sayang - Astaga - Hai nak Imperatives - Hati-hati dong sayang - Nak hati-hati	Exclamations - Wah - Pak - Eh - Waduh Imperatives - Hati-hati pak - Lihat
2. Recalling the event		
- Involving 'saya' and 'kamu' e.g. 'saat saya pergi, saya berharap kamu bisa menjaga kebersihan, tapi..'	-	- Involving 'saya' and 'anda' e.g. 'saya melihat anda tidak memperhatikan kedepan'
- Using 'sudah' to explain the situation (present perfect stucture) e.g. 'perasaan, sebelum saya pergi ke toko saya sudah membersihkan dapur ini		- Using 'tadi' to indicate past action e.g. 'anda tadi tidak melihat mobil saya hingga ditabrak begini'
		- Using 'sudah' to explain the situation (present perfect structure) e.g. 'saya sudah memarkir kendaraan saya dengan benar tetapi anda..'
3. Criticizing		
- Avoid mentioning the offender and the offense e.g. 'Wah, bersih benar, kenapa bisa begini ya' (reproach 10%).	- Avoid mentioning the offender and the offense using negative imperative e.g. 'Kalau jalan, jangan tergesa-gesa ya' (Reproach 16.67%).	- Mentioning the offender by using formality for the 2nd personal pronoun 'anda' or ;bapak' and mentioning specific reference to the offense e.g. 'Saya harap anda menyadari perbuatan anda' (Explicit complain 23.330%).
- Mentioning the offender by using the 2nd personal pronoun 'kamu' or 'anda' without mentioning the offense e.g. 'Kamu kerja apa?' (Annoyance 20%).	- Mentioning the offender by using kinship terms such as 'nak' without mentioning the offense e.g. 'Nak, kalau jalan hati-hati, bantu mama bereskan (Annoyance 13.33 %).	- Accusing the offender by using imperative e.g. 'Lihat, bapak menabrak mobil saya' (Accusation 30%).
- Mentioning the offender 'kamu' or 'anda' combined with modal auxiliary verb 'seharusnya = should' with reference to the offense e.g. 'Seharusnya anda jangan berbuat demikian' (Explicit complain 46.66%).	- Mentioning the offender by using 'kamu' or 'nak' with specific reference to the offense e.g. 'Nak, kamu masuk rumah seperti ada yang mengejar sampai barang belanjaan bapak berhamburan' (Explicit complaint 60%).	- Threatening the offender by using modal auxiliary verb 'Harus' or 'Akan' e.g. 'Pak, mobil saya rusak, bapak harus perbaiki kalau tidak saya akan melaporkan kejadian ini pada polisi'.
- Keeping silence with gesture (Silence 20%).	- Accusing the offender by using 'kau' e.g. 'Kau menabrak saya, dimanaman matamu kau simpan! (Accustion 10%).	
4. Questioning		
- Uisng information question e.g. 'Apa yang kamu kerjakan?'	- Using information question e.g. 'Mengapa kamu terburu-buru?'.	- Using question with question word as a subject e.g. 'Bagaimana penyelesaiannya?'
- Using question with	- Using negative yes/no	

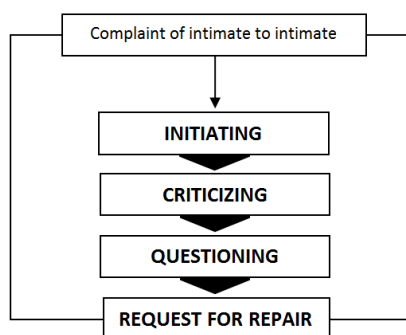
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<p>question word as a subject e.g. 'Ada apa ini?'</p> <ul style="list-style-type: none"> - Using rethorical question e.g. 'Kamu sedang mencoba resep baru ya?' 	<p>question e.g. 'Apakah kamu tidak melihat?'</p> <ul style="list-style-type: none"> - Using indirect question e.g. 'Memangnya kamu mau kemana?' 	<ul style="list-style-type: none"> - Using negative yes/no question e.g. 'Apakah anda tidak melihat mobil saya terparkir?' - Using a question to bring up points e.g. 'Bagaimana dengan mobil saya yang rusak?'
5. Request for repair	4. Request for repair	5. Request for repair
<ul style="list-style-type: none"> - Using the word 'tolong' to as more polite order e.g. 'Tolong habis ini bantu saya bereskan dapur ya'. - Using modal auxiliary verb 'dapat' and 'harus' e.g. 'Sekarang, kamu harus membersihkan dapur ini'. - Using the 1st personal plural 'Kita' with 'Ayo' imperative to make a suggestion that involves the speaker e.g. 'Ayo kita rapikan dapur ini sama-sama'. 	<ul style="list-style-type: none"> - Using the word 'tolong' as more polite order e.g. 'Tolong kumpulkan kembali barang-barang itu'. - Using affirmative imperative e.g. 'Pungut barang-barang itu'. - Request for non-recurrence e.g. 'Lain kali jangan begitu'. - Using 'Ayo' imperative to make suggestion that involves the speaker 'aku' or 'saya' e.g. 'Ayo bantu saya bereskan'. 	<ul style="list-style-type: none"> - Using modal auxiliary verb 'harus' to make the offender take responsibility for the offense e.g. 'Anda harus bertanggung jawab atas kejadian ini'. - Using the 1st person plural 'kita' with 'mari' imperative to make suggestion that includes the speaker e.g. 'Mari kita selesaikan masalah ini dikantor polisi' - Using the word 'harap' to introduce polite request e.g. 'Harap anda membayar kerugian saya'.

From the result of analysis of complaint strategies of INs, we find out two fundamental goals of making complaints in Indonesian i.e. *the first*: to display displeasure, disapproval, as a reaction to perceived offense/violation of social rules, *the second*: to hold the hearer (offender) accountable for offense actions. In addition, the result of analysis also found out five components identified as Socio-cultural competence used by INs in complaining to friend and to stranger i.e.



and four components identified as complaint strategies in making complaint to intimate i.e.



For conveying disapproval, displeasure, annoyance, and blame in a verbal confrontation, people make complaints and this may lead them to a worse confrontational activity, particularly when they (interlocutors) cannot control their annoyance. The tension between interlocutors due to an offense can be reduced by having the knowledge of how to make appropriate complaints. Hence, the proper use of complaint is believed to be able to improve an offensive situation. For these reasons, the findings of this study should be recognized and adopted by EFL learners and learners of Indonesian as appropriate strategies in making complaints of different kinds of situations and with interlocutors of varying social distance.

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Appendix 1

Both the DCTs versions contained three offensive situations prepared according to social distance factor representing the relationship between the complainers and the complainees i.e. complaining to a friend, to an intimate, and to a stranger.

Situation # 1: Complaining to a friend

One of your friends is visiting you for the weekend. Before he/she arrives, you clean the kitchen. Then, you need to go to the groceries store because you want to buy something. You tell your friend to make him/herself comfortable. When come back home, you see that your friend has made a big mess in the kitchen. What would you say to him/her?

Situation # 2: Complaining to an intimate

You just arrived at home while carrying groceries, your son (age 18) suddenly bumps into you, some of the bags you are carrying spill on the floor. What would you say to him?

Situation # 3: Complaining to a stranger

While parking your car, a car suddenly runs into the side of your car and dents it. The driver of the car gets out. What do