Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

COMPLAINING STRATEGIES USED BY THE EFL LEARNERS OF ENGLISH STUDY PROGRAM IN RIAU

Sri Mahmudah[1], Indah Tri Purwanti[2], Rumiri Aruan[3]

[1,2,3] Universitas Riau, Pekanbaru, Indonesia
[1]sri.mahmudah160999@gmail.com, [2]indah.tri@lecturer.unri.ac.id, [3]rumiri.aruan@lecturer.unri.ac.id

ABSTRACT

Complaint commonly appears in daily life interaction (Sukyadi, 2011). People do not only provide words when they speak up but also deliver an action. The way how they complain is sometimes different. Hence, the study described in this article aimed to investigate the types of complaining strategies produced by the EFL learners of the English Study Program at Universitas Riau. The research was conducted in Pekanbaru. Research design used was a descriptive qualitative study accompanied by descriptive statistics. The participants of the research involved 36 EFL students of the English Study Program selected by using the cluster random sampling technique. The data were collected by using a DCT(Discourse Completion Task) system consisting of some situations in which students were requested to express their complaints. The result showed that the students mostly used direct complaint strategies. Subsequently, based on the overall strategies, the direct accusation strategy appeared as the strategy mostly employed by students in their daily interactions. It means that they prefered to give a direct and simple complaint by using a question to accuse the complainant directly. Moreover, they complain about something by using an Indonesian structural context as their L1, which was not appropriate in the English structural context as their L2. One of the strategies that were not used by the students was the direct strategy to condemn or curse the defendant's actions because it was claimed as a harsh accusation.

Keywords*: *complaint strategies, speech acts, politeness

STRATEGI PENGADUAN YANG DIGUNAKAN OLEH PEMBELAJAR EFL PROGRAM STUDI BAHASA INGGRIS DI RIAU

ABSTRAK

Keluhan sering muncul dalam interaksi kehidupan sehari-hari (Sukyadi, 2011). Orang tidak hanya memberikan kata-kata ketika mereka berbicara, tetapi juga menyampaikan suatu tindakan. Cara mereka mengeluh pun terkadang berbeda. Oleh karena itu, Studi yang dipaparkan pada artikel ini menyelidiki jenis strategi mengeluh yang dihasilkan oleh mahasiswa pembelajar bahasa asing di Program Studi Bahasa Inggris, Universitas Riau. Penelitian tersebut dilakukan di Pekanbaru. Jenis penelitian yang digunakan adalah deskriptif kualitatif yang disertai dengan pendekatan statistik deskriptif. Partisipan penelitian tersebut melibatkan 36 mahasiswa Program Studi Bahasa Inggris yang dipilih dengan menggunakan teknik cluster random sampling. Pengumpulan data dilakukan dengan menggunakan DCT (Discourse Completion Task) yang berisi beberapa situasi di mana siswa dapat mengungkapkan keluhan mereka. Hasil penelitian menunjukkan bahwa sebagian besar siswa menggunakan strategi mengeluh secara langsung. Selanjutnya, dalam keseluruhan strategi, strategi tuduhan langsung muncul sebagai strategi yang paling banyak digunakan oleh mahasiswa dalam interaksi sehari-hari. Artinya mereka lebih suka memberikan pengaduan langsung dan sederhana dengan menggunakan pertanyaan untuk menuduh pelapor secara langsung. Selain itu, mereka mengeluh sesuai konteks struktur Bahasa Indonesia sebagai Bahasa pertama yang tak sesuai dengan konteks struktur Bahasa Inggris sebagai Bahasa kedua mereka. Salah satu strategi yang tidak digunakan oleh mahasiswa adalah strategi yang secara langsung mengecam atau memaki tindakan tertuduh karena diklaim sebagai tuduhan yang kasar.

Kata Kunci*: strategi mengeluh, tindak tutur, kesopanan*

Submitted	Accepted	Published
26 November 2021	19 April 2022	23 Mei 2022

Citation	:	Mahmudah, S., Purwanti, I.T., & Aruan, R. (2022). Complaining Strategies Used By The Efl Learners Of English Study Program In Riau. *Jurnal PAJAR (Pendidikan dan Pengajaran), 6*(3), 682-691. DOI: http://dx.doi.org/10.33578/pjr.v6i3.8631.

INTRODUCTION

Language plays an important role in communication among the members of society (Sirbu, 2015). In daily life interaction, people communicate using a language to express their feelings whether it is unhappy, dissatisfied, or annoyed toward the people or circumstances (Sukyadi, 2011). Speech acts are defined as the way of dealing action with words (Miller, 2005). At this stage, people do not only provide words when they speak up, but also deliver an action.

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

Griffiths (2006), on the other hand, claimed that speech acts can occur through writing as well as speaking. It is in line with Drid (2018) who stated that speech acts is a type of communication that involves the use of words, whether spoken or written. All the speech acts are important in social communication and When the people perform speech acts, they use words to do something, such as making a complaint or apology (Zhang, 2001).

The Center for Advanced Research on Language Acquisition or CARLA (2019) stated that there are several types of utterance in speech acts that serve functions performed by people in communication. Some of them are greeting, request, complaint, invitation, compliment and refusal. Undoubtedly, People sometimes get annoyed or displeased due to an unfavoured action in the past or the present and they do not always get what they exactly want, so that, they may utter a complaint (Noisiri, 2002). According to Trosborg (1995, as cited in Farnia et al., 2010) a complaint is defined as an action in which the complainer expresses the displeasure or unfavorable sentiments toward the situation that happens and the complainant is considered to be responsible for it whether directly or indirectly. For instance, in the situation of a student who lends a camera to his or her friend in a good condition but unexpectedly, the camera then returns with the lens of the camera that has been broken. The student as a complainer then produces the complaint by saying "What happened with my camera lens?". This utterance used indirect accusation strategy because the complaint only requires an accusation by providing a question which describes what is happening at that time. The student does not mention the complainable directly, otherwise only asking about the camera lens. It is quite different when the student then complains by saying "Why did you break my camera?". In this utterance, the student used a direct accusation strategy due to the complainable that is stated directly. The student states the broken lens of the camera as the complainable and provides the complaint in the form of accusation by asking a question to the complainant. What makes it different, the accusation in this complaint is done in a direct way. Thus, this utterance used a direct accusation strategy in complaining.

This research deliberately concentrated on the speech acts of complaining because the acts of complaining frequently entail actions in which the speaker produces some transgression or wrongdoing that makes a problem and conducts some complainable activity (Edwards, 2005). As the EFL learners, giving complaints is part of the learners' competence. Besides, the students use the act of complaining in their daily interaction both among their friends or between the students and lecturer. Every student and lecturer use different utterances in expressing their complaint or negative feelings to the others.

The purpose of this study is to investigate and analyze the complaint strategies produced by the EFL students of English Study Program at the University of Riau. When they are asked to make a complaint, they prefer to make a direct complaint by accusing or expressing their dissatisfaction directly. For example when they were given a situation in which their brother was very late to bring the motorcycle back, they then produce a complaint by saying "I'm really mad with you, brother.", or "Why didn't you pick me up? Where have you been?". In this study, the researcher provides a more realistic situation in order to examine the students' strategies in giving complaints.

LITERATURE REVIEW

Complaint

Complaint has been defined as the expression of unpleasant thoughts over anything that the speaker perceives to be a complaintable issue (Traverso, 2008). When a person responds with dissatisfaction and discontent to behaviors that have negatively impacted them, they use the speech act of complaint (Tanck, 2012). Complaints can be done by accusing complainants of misconduct and using rhetorical or polar inquiries (Frescura, 1995). Making a complaint has the potential to harm the connection between the speaker and the hearer since it requires the speaker to express dissatisfaction and annoyance, so that the speaker must employ proper language forms while keeping in mind social standards in order to compel the listener to take corrective

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

action or prevent interactional problems (Li & Suleiman, 2017).

Moon (2001) stated that nonnative speakers do not always produce complaints in the same way as native speakers do. They prefer to express their dissatisfaction in a more direct manner, whereas native speakers express their dissatisfaction in a more subtle manner. People frequently employ indirect strategies while addressing complaints in order to avoid offending the others and appearing unfriendly, unpleasant, or disrespectful (Wannaruk, 2005). However, both direct and indirect complaints produced by the complainer may involve lengthy interactions toward the complainant or addressee (Tatsuki, 2000).

According to Trosborg (1995, as cited in Decock & Depraetere, 2018) the complaint strategies are divided into 4 categories which consist of one or more strategies. The first category is no explicit reproach which consists of hint strategy, the second is expression of annoyance which consists of annoyance and ill consequences strategies, the third is accusation which consists of direct and indirect accusation and the fourth is blaming which consists of modified blame, explicit condemnation of the accused's action and explicit condemnation of the accused as a person.

Politeness

According to Brown (2015), politeness in communication is at the center of social life and interaction, and it is likely a precondition for human collaboration in general, because it is vital to the formation and maintenance of social ties. The term politeness refers to a language action or behavior that is linked to social behavior (Al-Hindawi & Alkhazaali, 2016). There are three factors that can be used to measure the severity of face-threatening activities (FTA), first is P (power) which determines the lower or higher status, the second is D (social distance) which means how close they are to each other, and the third is R (the degree of imposition) which means how serious or valuable the thing is (Brown & Levinson, 1987). When individuals communicate with one another, for example giving "request," "inform," "offer," and "complain", they have an impact on each other's faces. Face-threatening activities, or FTAs, are a broad category of speaking acts that have the potential to endanger someone's face Brown and Levinson (1987, as cited in Brown, 2015).

Matsumoto (1988) points out that for certain cultures, the literature on politeness is diverse. For example, maintaining social hierarchies is more essential in Japanese interpersonal communication than asserting independence from imposition. In Indonesia, especially in Javanese culture, they really pay attention to their politeness when they are talking or having an interaction with the others, moreover to the people who are older than them (Wijayanto et al., 2013). Hamrakulova (2020) stated that in another cultural context, what is considered courteous in one culture may be considered rude or bizarre in another. Whereas the aim of politeness is to make an individual feel calm and comfortable with each other.

REASERCH METHOD

This was qualitative research accompanied by descriptive statistics to show the number of occurrences from certain strategies. The qualitative method is used to determine the significance of a social or human situation. The place of this research was conducted in Pekanbaru. This research involved the 36 EFL learners who were elected by using cluster random sampling technique. The learners were asked to complete a written activity to see how they produced their complaint. This research used a discourse completion task (DCT) as the instrument which consists of 9 situations of complaint that should be responded to by the participants. According to Wijayanto et al. (2013) In interlanguage pragmatic research, the discourse completion task (DCT) has been a prominent data elicitation tool. They are simple to use and allow the researcher to acquire a big quantity of data in a relatively short time. Moreover, this research instrument used expert validation on the student's responses to make sure that the data is valid. The data were analyzed based on the theory of complaint strategies proposed by Trosborg (1995).

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

RESULTS AND DISCUSSION

The findings concern the complaint strategies used by the EFL learners of the English Study Program at the University of Riau and the most strategies used by the learners.The following extracts show instances of complaining strategies used by the EFL learners of the English Study Program at the University of Riau. The strategies are arranged from direct to indirect one. The presentation of the data analyzed in this research is written as is.

1. The complaint strategies used by the sixth semester students of English Study Program Universitas Riau

a. Direct Accusation

Direct accusation is a strategy used when the complainer directly accuses the complainant who makes an offence. The participants frequently used a direct accusation strategy in their responses. Instances of their direct accusation strategy can be viewed as in the following :

1) (S-31) *Hi..did you break my camera?*
2) (S-28[1]) *Why did you come so late?..*
3) (S-2) *Why didn't you complete it?*

In these utterances, the complainers directly accuse the agents of complainable and make him or her as the guilty person. As in [1] the students directly accuse the friend who has broken the camera by saying "Did you break my camera ?", in [2] the students also directly accuse the brother who was late to come by saying "Why did you come so late?" and the last one is in [3] the students directly accuse the staff that didn't complete the report as he promised by saying "Why didn't you complete it ?". So thus, it can be concluded that the students used direct accusation as their strategy in complaining.

b. Annoyance Strategy

Annoyance strategy is used when the complainer directly states the deplorable state of affairs which contains expression of annoyance relating to a certain condition. The participants also used annoyance strategies frequently in their responses. Instances of their annoyance strategy can be viewed as in the following :

4) (S-18) *I'm angry about my lens of camera is broken.*
5) (S-2) *I am angry that you are not complete your promises to return it on time.*

In these utterances, the students explicitly express a deplorable state of affairs which contains expression of annoyance by saying "I am angry" to the friend that has broken the camera lens and the brother who was late to return the motorcycle. The word "angry" describes that the student feels annoyance toward the person she or he complained about. It can be interpreted as, "I have lent you my camera,but how dare you break the lens" or "You have promised to come back on time but you come back after such a long time". So, here, the students express annoyance and so that she or he uses an annoyance strategy to complain to their friend or brother.

6) *(S-11) I'm sorry to say but your music really disturbs my concentration to study.*

In this utterance, the student explicitly expresses a deplorable state of affairs which contains expression of annoyance by saying "your music really disturbs my concentration to study". The word "disturbs" here contains an expression of annoyance because it means the student is uncomfortable with the music and it should be off because it interrupts her or him to study. So that's why the student uses an annoyance strategy to complain through this utterance.

c. Modified Blame

This strategy is used when the complainer states a disapproval of an action which has been modified and the complainant is required to be responsible toward the action. The participants used a modified blame strategy in their responses. Instances of their annoyance strategy can be viewed as in the following :

7) (S-15) *You broke my camera lens, I want you to fix it!*

In this sentence, The complainer explicitly blames the complainant by saying " You broke my camera lens" and it's followed by the words "I want you to fix it!" which means that the student asks the responsibility toward the friend that has broken the camera lens. In this case, she or he asks the friend to repair the camera lens. So,it can be concluded that the

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

student complained by using a modified blame strategy through this sentence.

8) (S-29) *You should be more responsible for the work assigned to you*.

9) (S-24) *You should have take your promises dad.*

In these utterances, the words "should have" and "should be more responsible" mean that the students ask for the responsibility of the staff in completing the report and the father who has to take the money for paying the tuition fee. In [8] The staff has been instructed to make the sales report one week ago, but in fact the staff has not completed it as instructed yet. While in [9] The student said to the father several days ago but the father has broken the promise. So that's why the students did complain in this situation. Due to the students complaining by asking for the responsibility, it can be concluded that they use a modified blame strategy to complain to the father and the staff.

d. Ill Consequences

Ill Consequence's strategy is used when the complainer stated directly the ill or bad consequences which happen because of an offence. The use of this strategy can be viewed as the following:

16) (S-8[2]) *What is happening with you? I have waited for the motorcycle. I can't go to campus because of you.*

17) (S-10) *Actually I'm already tell you that I must go to campus at 2 o'clock. But you are very late coming back. Because of your fault, I can't go to campus on time today.*

18) (S-13) *Hei,, why you return so late, because of you I cannot attend my campus at that time, and now I am late very very late.*

In these examples, as in [16] the complainers express his or her ill consequences by saying "I can't go to the campus because of you". So, the ill or bad consequence that the complainer gets is "The complainer can't go to the campus as a result of the complainant who was late to bring the motorcycle back". It is the same as in [17] and [18]. The complainers who get bad or ill consequences can't go to the campus on time, it is because the brother or the complainant who returns the motorcycle, were very late.So that's why, it can be concluded that the students use ill consequences strategy in their complaining.

e. Explicit Condemnation of the Accused as a Person

This strategy is used when the complainer claims the implicit complainable in an explicit way and the complainable is found as an irresponsible social member. The use of this strategy can be viewed as the following:

19) (S-3) *Hi, can you turn down the volume ? I need to study, Please you are not live alone in here.*

20) (S-8) *Stay in line please! You need to respect us!*

In these utterances, as in [19] the complainer stated " Please you are not live alone in here". This utterance contains the curse words which are intended to be a bit impolite and too direct. The complainer saying these words because the complainant turned the music very loudly in the middle of night when people were having a rest, this is an irresponsible attitude as a social member. It is similar to [20] the sentence "Stay in line please! You need to respect us! ".Here, the complainant just cut the queue while others made a line and waited a long time. It is an unfair and unrespectable treatment which shows a non-responsible person as a social member. So that's why, it can be concluded that the students use explicit condemnation of the accused as a personal strategy in their complaining.

f. Explicit Condemnation of the Accused action

This strategy is used when the complainer claims in an explicit way about the bad action which is done by the complainant. This strategy was not found to be used by the students in their responses. The students prefer to complain with another strategy rather than this strategy.

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

Table 1. Direct Complaint strategies used by the students of English Study Program Universitas Riau

No	Complaint Strategies	Frequency	Percentage
1	Direct Accusation	175	50.87%
2	Annoyance	68	19.76%
3	Modified Blame	55	15.98%
4	Ill Consequences	3	0.89%
5	ECAP (Person)	2	0.58%
6	ECAA (Action)	-	-
	TOTAL	303	80.08%

The table shows that the participants mostly use Direct accusation rather than other strategies. It may indicate that the participants prefer to complain by accusing directly to the complainant in a certain situation rather than indirectly accusing,annoyance, blaming and others.The frequency of direct accusation is the highest among others with 175 or 50.87% of 344 complaints.

g. Indirect Accusation

Indirect accusation is a strategy used when the speaker or the complainer accuses the complainant by providing questions about the situation that happened or confirming that the complainant is committing an offence. The use of this strategy can be viewed as the following:

13) (S-14) *Sorry, <u>why is my camera lens damaged? What happened? Do you know why?</u>*
14) (S-7) *Can you explain <u>what happens with my camera</u>?*
15) (S-19) *Hey, <u>what happened with my lens</u>?*

In this case, the complainers explicitly state the complaint by asking the situation that happened. In this situation the friend has broken the camera lens. So,here, the students asked about the camera, like in [13] *"why is my camera lens damaged? What happened? Do you know why?"* or in " [14] *what happens with my camera?" or in [15] "what happened with my lens? "*. From these sentences, it can be seen that all of the students do not claim the complainant as the agent, but they refer to the situation that happened. So that's why, it can be concluded that the students use an indirect accusation strategy in their complaining.

h. Hint Strategy

When the complainable is not specified in the proposition, the complainer employs a hint strategy. Some of the hint strategies used by the students in their responses. The use of this strategy can be viewed as in the following:

10) (S-13) *Pardon me, <u>can you be professional in your job</u>?*
11) (S-9[3]).*...Now, I'm late. <u>Good job</u>, brother.*
12) (S-36)...*<u>It was quiet</u> before you turn on the music!*

In these sentences, the problem or the complainable is not claimed in their complaint. The students do not directly tell him or her complaint. As in [10] The student said *"can you be professional in your job?".* The word "professional" here means that the student was quiping the complainant because she or he, as the administrative office, ignores and talks to the other people when the student asks for some information about examination scores. The student made a complaint here, but she or he didn't mention the complainable directly. It is the same as in [11] the word "Good job" which actually means that "The brother was really bad, he was so late to bring the motorcycle back, so that made the student late to go to the college." Another one is as in [12] "It was quiet before you turn on the music" which means that "The neighbour has disturbed the student to study because he or she turned on the music so loudly in the middle of night, and the students feel uncomfortable with it". Thus, it can be concluded that the student used a hint strategy in these sentences because they didn't mention the complainable in the proposition.

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

Table 2. Indirect Complaint strategies used by the students of English Study Program Universitas Riau

No	Complaint Strategies	Frequency	Percentage
1	Hint	21	6.10%
2	Indirect Accusation	20	5.81%
	TOTAL	41	11.91%

The table shows that the participants were not too frequent in using indirect complaint strategies. It has lower frequency than direct complaint strategy with 21 occurrences or 6.10% for hint strategy and 20 occurrences or 5.81% for indirect accusation.

DISCUSSIONS

The direct complaint strategies were found as the most common strategy used by the EFL learners of the English Study Program in Riau. The comparison between direct and indirect complaints is far in both single forms. It seems that the students prefer to use direct complaints rather than indirectly saying it. The result of this research is relevant to some researchers, such as Wijayanto et al. (2013) who found that Indonesian learners of English also mostly use direct complaint strategy rather than indirect complaint strategy. The findings of this research are also in line with Li & Suleiman (2017) that in the case of complaining, direct complaint strategy is the most employed strategy by the Chinese EFL students. Similarly, Bikmen & Marti (2015) found that Turkish Learners of English frequently used direct complaint strategy in complaining. Furthermore, Razaak & Jamil (2016) found that direct complaint strategy is the best strategy used in a movie created by arthur miller entitled “two plays of playwright”. Another one is Maheswari et al. (2018) who also found that the tenth grade students of junior high school mostly produced direct complaint strategies in their daily interaction. This means that this study corroborated the previous studies of Wijayanto et al. (2013), Li & Suleiman (2017), Bikmen & Marti (2015), Razaak & Jamil (2016), and Maheswari et al. (2018) that EFL learners prefer using direct strategies in complaining.

The way people complain differs across cultures. Wijayanto et al. (2013) stated that there is a difference between Chinese and Indonesian cultures. Eshraghi & Shahrokhi (2016) also stated the difference appeared between Iranian and English culture. Because of the cultural differences and religious traditions, the Iranian tends to complain more politely and indirectly to avoid an offence. However, the cultural and religious conditions in English do not appear as affected as they are in the Iranian setting. It is in line with In this study, the similarities are found between Indonesian and Iranian in the context of politeness. The EFL students of the English Study Program at the University of Riau frequently use the words like “sorry or I’m sorry”,”excuse me”,and ”please” in complaining to the lecturer or the person who has a higher level status to show their politeness to the other people when they complain. According to Brown and Levinson (1987, as cited in Wijayanto et al., 2013) when people have communication, there are three aspects of politeness that they have to take into consideration. First is P (power) which determines the lower or higher status, the second is D (social distance) which means how close they are to each other, and the last is R (the degree of imposition) which means how serious or valuable the thing is. This finding is relevant to the research finding of Moon (2001) and Wijayanto et al. (2013). They found that the EFL students mostly used the words “sorry or I’m sorry”,”excuse me”,and ”please”in complaining. Commonly, the word “sorry” is used to describe or express an apology, the word “excuse me” is used to make a permission, and the word “please” is used to make a request. However, in this case, these words are used to indicate a polite complaint. This might be due to the cultural transfer from Indonesian to English. In Indonesian culture, people commonly use the initiator word like “sorry”, “excuse me”, and “please” before stating their complaint. It tends to be impolite if they give a complaint

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 6 Nomor 3 Mei 2022 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v6i3.8631

without saying "sorry", "excuse me", or "please" in their complaining, moreover to the people who are older than them or have a higher level status.

Furthermore, some of the EFL learners basicly produce their complaint in the context of Indonesian structure as their L1 then translated to English as their L2. For instance, they say 'Sorry sir, can you listen to me talk because i am talking to you about my value issues'. This complaint is a literal translation of bahasa Indonesia for 'Maaf pak, bisakah bapak mendengarkan saya berbicara karena saya sedang berbicara kepada bapak tentang nilai saya'. The words 'me talk' which means 'saya berbicara, and the word 'value' are not proper in English. The student only needs to say 'can you listen to me' to make the listener pay attention to him or her and say score to ask the grade that she has. This direct literal translation may be influenced by " The intermediate students who were able to express themselves with more complex sentence structures and a broader vocabulary, leading in more direct translations and L1 transfer." (Wu and Takahashi, 2016 p.154).

CONCLUSIONS AND RECOMMENDATION

Based on the findings stated above, it can be deduced that the learners as the complainer of this study frequently used direct complaint strategy rather than indirect complaint strategy. It implied that the students are conscious of the potential of complaint as a face threatening act. That is why even though they use direct strategy in complaining, initiator words are used by them to show their politeness while complaining to other people in their daily interaction. On the other hand, indirect strategies were rarely used by the students because they tend to say or express their complaint without having a satire or other indirect accusation which makes the complainant not too aware about the complaint given.

The initiator words which are produced by the students are varied such as the word 'sorry','excuse me' and 'please'. These words are used by the students when they have a complaint to people who are older than them or have a higher level status. Such as to their mother, father, lecturer or their boss. This happens because of the different culture between Indonesian as a native speaker and English as the native speaker. Besides, their complaint was influenced by L1 due to the use of the literal translation bahasa Indonesia which was intended to be inappropriate in English.

It was found that there are a number of the types of complaining strategies found in the EFL learners' utterances while they are having an interaction with each other through certain situations. Some suggestions are given.

1. For the EFL students of the English Study Program at the University of Riau, they need to be given an understanding of pragmatics whether in speaking or writing, especially about complaints, so the students can know that strategies are used when they have a complaint. They also could know about direct or indirect complaints that they produced.
2. For the readers,this research may help them to know more about complaint strategies and they may use this research as the directive to help them in doing their own research.

REFERENCES

Al-Hindawi, F. H., & Alkhazaali, M. A. R. (2016). A critique of politeness theories. *Theory and Practice in Language Studies*, *6*(8).

Alzeebaree, Y., & Yavuz, M. A. (2017). Realization of the speech acts of request and apology by middle eastern EFL learners. *Eurasia Journal of Mathematics, Science and Technology Education*, *13*(11).

Bayat, N. (2013). A study on the use of speech acts. *Procedia-Social and Behavioral Sciences*.

Bikmen, A., & Martı, L. (2013). A study of complaint speech acts in Turkish learners of English. *Education and Science*, *38*(170), 253-265.

Brown, P. (2015). Politeness and Language. *International Encyclopedia of the Social & Behavioral Sciences*: Second Edi, *2* (18)

Center for Advanced Research on Language Acquisition (2019).*Pragmatics and speech acts*.Retrieved from http://carla.umn.edu/speechacts/

Creswell, J. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. California: SAGE publications.

Drid, T. (2018). Language as action: Fundamentals of the speech act theory. *Praxis International Journal Of Social Science And Literature*, *1*(10).

Dylgjeri, A. (2017). Analysis of speech acts in political speeches. *European Journal of Social Sciences Studies,2(2),*19-26.

Edwards, Derek. (2005). Moaning, whinging and laughing: The subjective side of complaints. Discourse Studies, 7, 5-29.

Eshraghi, A., & Shahrokhi, M. (2016). The Realization of Complaint Strategies among Iranian Female EFL Learners and Female Native English Speakers: A Politeness Perspective. In the International *Journal of English*

Farnia, M., Buchheit, L., & binti Salim, S. B. (2010). "I need to talk to you"–A contrastive pragmatic study of the speech act of complaint in American English and Malaysian. *The International Journal of Language Society and Culture*, *30*.

Frescura, M. (1995). Face orientations in reacting to accusatory complaints: Italian L1, English L1, and Italian as a community language. *Pragmatics and Language Learning*, 6, 79-108.

Griffiths, P. (2006). *Introduction to English semantics and pragmatics*. Edinburgh university press.

Grundlingh, L. (2018). Memes as speech acts. *Social Semiotics*.

Hartono. (2019). *Metodologi Penelitian.* Pekanbaru : Zanafa Publishing.

Hashim, S. S. M., & Safwat, S. (2015). Speech acts in political speeches. In the Journal *of Modern Education Review*.

Khamrakulov, G. (2020). Politeness Theory In Language. *Mental Enlightenment Scientific-Methodological Journal*, *2020*(2), 151-157.

Li, R., & Suleiman, R. R. R. (2017). Language proficiency and the speech act of complaint of Chinese EFL learners. *3L: Language, Linguistics, Literature®*, *23*(1).

Maheswari, P. A. M., Tantra, D. K. (2018). Complaint Acts Expressed by The Tenth Grade Students at Sekolah Menengah Kejuruan Negeri 1 Sukasada. *Jurnal Pendidikan.*

Matsumoto, Y. (1988). Reexamination of the universality of face: Politeness phenomena in Japan. *Journal of Pragmatics*, 12, 403-426.

Miller, J.H. (2005). *Literature as conduct:Speech Acts in Henry James.* Stanford University Press.

Moon, K. (2001). Speech Act Study: Differences Between Native And Nonnative Speaker Complaint Strategies.

Noisiri, W. (2002). Speech Act of Complaint: Pragmatic Study of Complaint Behaviour between Males and Females in Thai. *University of Sussex*, 1-18.

Oktadistio, F., & Aziz, M. (2018). An Analysis of Direct and Indirect Speech Acts Performed by Main Character in The Movie Revenant Script. *Journal of English Education and Teaching*, *2*(1).

Purwadi, D., & Sihombing, L. (2012). Speech Acts in Julia Gillards's Speeches. Transform *Journal of English Language Teaching and Learning of FBS UNIMED*, *1*(2)

Ramdani, F., & Indrayani, L. M. I. M. (2018). Complaining Expressions Used by The Characters in The Movie Entitled Two Weeks Notice: A Pragmatics Study. *Journal of English Language Teaching in Indonesia*, *6*(2).

Rosyidi, A. Z., Mahyuni, M., & Muhaimi, M. (2019). Illocutionary Speech Acts Use by Jokowidodo in First Indonesia Presidential Election Debate 2019. *International Journal of Multicultural and Multireligious Understanding*, *6*(2), 735-740.

Razaak, S. F. A., & Jamil, A. K. F. (2016). A Pragmatic Study of Complaints. In *Eur Acad Res*. researchgate.net.

Searle, J. R. (1969). Speech acts: An essay in the philosophy of language. Cambridge: Cambridge University Press.

Sirbu, A.(2015). The significance of language as a tool of communication. Scientific Bulletin" Mircea cel Batran" Naval Academy, 18(2), 405.

Sukyadi, D. (2011). Complaining in EFL Learners: Differences of Realizations between Men and Women (A Case Study of Indonesian EFL Learners at the English Department of The Indonesian University of Education). PAROLE: Journal of Linguistics and Education, 2(1 April), 1-25.

Tanck, S. (2002). Speech act sets of refusal and complaint: A comparison of native and non-native English speak[1]ers' production. TESOL, American University, Washington, DC.

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

Wannaruk, A. (2005). Pragmatic transfer in Thai EFL refusals. Paper presented at the13th Annual KOTESOL International Conference, October 15-16, Seoul, Korea.

Wijayanto, A., Laila, M., & Prasetyarini, A. (2013). A Pragmatic Analysis of Complaining Strategies Used by Social Media Users in Responding to the Deal of the Century. *English Language Teaching*, *6*(10).

Wu, H. C & Takahashi. (2016). Developmental Patterns of Interlanguage Pragmatics in Taiwanese EFL Learners: Compliments and Compliment Responses. The Asian EFL Journal Quarterly. 18(1)

Zhang, D. (2001). The speech act of complaining: a cross-cultural comparative study of Chinese and American English speakers.