

**COMPLAINING STRATEGIES USED BY THE CHARACTERS
IN THE AMERICAN TV SERIES “13 REASONS WHY”**

THESIS



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COMPLAINING STRATEGIES USED BY THE CHARACTERS IN THE AMERICAN TV
SERIES "13 REASONS WHY"

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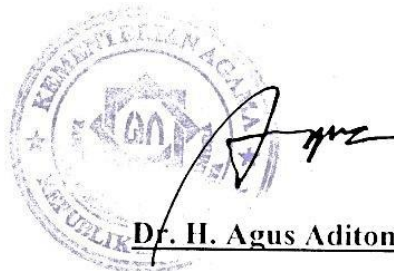
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ABSTRACT

Irliana, Nadya Safhira. 2019. *Complaining Strategies Used by the Characters in the American TV Series "13 Reasons Why"*. English Department. Faculty of Arts and Humanities. Sunan Ampel State Islamic University. Advisor: Dr. Mohammad Kurjum, M.Ag
Keywords: *Complaining Strategies, Complaint Response, TV Series.*

This research focuses on the acts of complaining. This research also conducts to find out the kinds of complaining strategies used by the characters in the TV Series “13 Reasons Why” by Anna Trosborg theory and complaint response by Richard and Schmidt. This research is descriptive-qualitative research. It means the research focuses more on words rather than number. Besides, this research uses theory to lead the analysis before collecting data. The data was taken from transcript of all episodes of *13 Reasons Why*. The data are in form of utterances which implied by the characters. The transcripts are obtained from TV series transcript.

As the results, The researcher found there are 20 utterances that consist of complaints act in conversational fragments of 13 Reasons Why. There are 6 utterances using hint strategy, 2 utterance using annoyance, 3 utterances using direct accusation, 4 utterances using modified blame, 4 utterances using explicit condemnation of the accused's action, and 1 utterance using explicit condemnation of the accused as a person. However, the researcher did not find any utterances using ill consequences and indirect accusation. The researcher found 7 hearer's responds utterances which uttered by the hearer in TV Series 13 Reasons Why. There are: 1 utterance using apology, 2 utterances using denial, 1 utterance using excuse, 1 utterance using justify, 2 utterances using challenge.

ABSTRAK

Irliana, Nadya Safhira. 2019. *Complaining Strategies Used by the Characters in the American TV Series "13 Reasons Why"*. English Department. Faculty of Arts and Humanities. Sunan Ampel State Islamic University. Pembimbing: Dr. Mohammad Kurjum, M.Ag

Kata Kunci: strategi mengeluh, respon mengeluh, serial TV.

Penelitian ini difokuskan pada tindakan mengeluh. Hal ini dilakukan untuk mengetahui jenis strategi complain yang digunakan oleh para karakter dalam serial TV "13 Reasons Why" oleh teori Anna Trosborg dan respons pengaduan oleh Richard dan Schmidt. Penelitian ini adalah penelitian deskriptif-kualitatif. Ini berarti penelitian lebih berfokus pada kata daripada angka. Selain itu, penelitian ini menggunakan teori untuk memimpin analisis sebelum mengumpulkan data. Data diambil dari transkrip semua episode dari "13 Reasons Why". Data berupa ujaran yang tersirat oleh karakter. Transkrip diperoleh dari transkrip serial TV.

Sebagai hasilnya, peneliti menemukan ada 20 ucapan yang terdiri dari tindakan pengaduan dalam fragmen percakapan dari 13 Reasons Why. Ada 6 ucapan yang menggunakan strategi petunjuk, 2 ucapan yang menggunakan gangguan, 3 ucapan yang menggunakan tuduhan langsung, 4 ucapan yang menggunakan kesalahan yang dimodifikasi, 4 ucapan yang menggunakan kecaman eksplisit atas tindakan terdakwa, dan 1 ucapan yang menggunakan kecaman eksplisit terhadap terdakwa sebagai pribadi. Namun, peneliti tidak menemukan ucapan yang menggunakan konsekuensi buruk. Peneliti menemukan 7 tanggapan pendengar yang diucapkan oleh pendengar di TV Series 13 Alasan Mengapa. Ada: 1 ucapan menggunakan permintaan maaf, 2 ucapan menggunakan penolakan, 1 ucapan menggunakan alasan, 1 ucapan menggunakan alasan, 2 ucapan menggunakan tantangan.

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INTRODUCTION

Complaint is actually a part of a communication, it is the information which tells about inappropriateness condition that is accepted by the receiver of an utterance, a product, service, etc. Complaint has a couple of variations of linguistic forms. Complaint is frequently appeared through statement form, question form, and imperative forms. In complaining, people show their disapproval by those utterances. The power of the speaker's complaint depends on the capacity and the context. The purpose of the complaint can not be predicted by looking the linguistic form since it is hauled clearly. Complaint is spoken by a couple of complaint strategies, because complaint is the utterance which is spoken to offend other people so that the complainer mostly uses the direct accusation strategy of complaint.

[illegible]

Meanwhile, Widyasari (2009) used complaint to analyze the movie “Runaway Bride”. She concerns on the complaint expressions used by the characters in the film “Runaway Bride”. This research was conducted to describe the strategies of complaining used by the characters in the film “Runaway Bride”, to describe the functions of the act of complaining implied by the speakers, and to identify the responses of the complainers towards the complaints. From the result of the data analysis, the researcher draws conclusion that there are seven types of complaint strategies that are employed by the characters in the movie entitled Runaway Bride, such as: hint strategy, annoyance strategy, indirect accusation strategy, direct accusation strategy, modified blame strategy, explicit condemnation of accused’s action strategy and explicit condemnation of the accused as a person strategy. There are three functions of complaint expressions implied by the characters in the film entitled “Runaway Bride”, namely: to break relationship or create a social distance, repair the relationship and improve the situation, and show negative feeling or specific negative evaluation only. The speaker produced complaint which has particular function which appropriate with its context. There are 9 types of responses that are implied by the complainers to respond the complaint of the complainer. They are denial, apology, tease, zero,

Analyzing complaint also done by Ari Wahyuni (2010). She analyzed the complaining strategies, the response strategies and the reason of the response through the characters in the film “Sex and the City”. She used the theory from Anna Trosborg for the complaining strategy and Richard and Schmidt for the response strategy. The result of this research was that she found only 4 categories of complaining strategies found, there are no explicit reproach 1 data, expression of disapproval or annoyance 5 data, accusation 7 data, and blaming 11 data. However, for the response strategy she only found 5 responses, there are: apology, denial, excuse, justification, and challenge. The reasons why the hearers implied such kinds of response depend on the context of situation.

The present research aims at filling the gaps by analyzing complaining strategies and the response of the characters in the TV Series “13 Reasons Why”. The researcher wants if there is a contrast between complaining strategy in a movie and TV Series. “13 Reasons Why” itself is a TV Series which tells about a journey of Clay Jensen who tried to find out the death issues of his classmate and crush, Hannah Baker. This TV Series became popular since released in 2018

Complaining strategy turns into a fascinating topic in this study. It is because the act of complaining may occur in each conversation even without being considered. The act of complaining happens when the speaker communicates the negative feeling towards the other (hearer). While expressing the complaint, someone shows his/ her disapproval or disappointment to the hearer. The utterances of complaint also different from the most indirect to the most direct according to speaker's meaning. So, the hearer may also give a response or answer to apologize, deny, or promise to fix what he has done.

Therefore in this research, entitled is “*Complaining Strategies Used by the Characters in the American TV Series “13 Reasons Why”*”, is created to analyze

the kinds of complaining strategies used by the characters in the film and to identify the responses of the hearers towards the complaints applied by the speaker.

1.2 Statements of The Problem

Based on the background above, the researcher find the research problem and formulate the following research questions, as follows:

1. What types of complaining strategy performed by the main characters in the “13 Reasons Why” TV Series?
2. How do the hearer respond to the complaints applied by the speakers?

1.3 Objective of The Study

Based on the problem that has stated above, the writer takes the objective of study are:

1. To find out what types of complaining strategy are performed by the main character in “13 Reasons Why”.
2. To identify the responses of the hearers towards the complaints applied by the speaker.

1.4 Significance of The Research

The result of this research is expected to be totally beneficial for the researcher and the readers. The present research is hoped to provide more information and new information for the reader to improve their understanding about applied linguistics especially in pragmatics field which focuses on the

1.5 Scope and Limitation

1.6 Definition of Key Terms

1. **Complaining strategy** : According to Trosborg (1995, p. 331-312) a complaint is defined as an illocutionary act in which the speaker (the complainer) expresses his/ her disapproval, negative feelings, etc. towards the state of affairs described in the proposition (the complainable) and for which he/ she holds the hearer (the complaine) responsible, either directly or indirectly.
2. **Responding Strategy**: A response is verbal or non-verbal act of the hearer, which is performed because of the understanding by the hearer of

Considering the theory in conducting this research, the researcher used Anna Trosborg's theory of Complaining Strategies, and Richard and Schmidt's theory of Response Strategy. In this chapter, the researcher provides the theories which related to the research.

Pragmatics itself is a branch of linguistics covering meaning in use. Meaning is formally studied in semantics. However, there are some aspects of meaning cannot be captured by semantics particularly meaning in use or meaning in context. It is because semantics deals with meaning without reference to the users and communicative functions of sentences (Aitchison, 2003, p. 104). Pragmatics, therefore, is concerned with the way of speaker using language in context which cannot be predicted from purely linguistic knowledge, particularly semantics, which deals with the internal structure of the language (Griffiths, 2006, p. 153).

[illegible]

nowadays the boundary between semantics and pragmatic is very often overlapped.

Another linguist who also defines pragmatics is Yule. He states that pragmatics is the study of contextual meaning. He also states that pragmatics involves the interpretation of what people mean in a particular context and how the context influences what you said (1996, p. 3). Things that are involved in pragmatics according to him are people's intended meanings, purposes or goals, or assumptions that are said when they speak.

Leech (cited in Retnaningsih, 2013, p. 50) provides some aspects of situation which are necessary to consider when someone tries to understand an utterance uttered by an addresser or addressee. Those are:

- ## 1. Addresser and addressees

Leech refers addressers and addressees as matter of convenience, as **s** (speaker) and **h** (hearer).

- ## 2. Context of an utterance

In pragmatics, context is any background knowledge which both addresser of addressee share. This aspect contributes to addressee's interpretation of what addressee means by giving utterance.

- ### 3. The goals of an utterance

Different form of utterance performed by the addresser of addressee is meant to convey particular meaning and goal. This different form of utterance can be used to express the same purpose or vice versa.

4. The utterance as a form of act or activity: a speech act

Pragmatics deals with verbal act in particular context. It can be said pragmatics studies language in more concrete level than grammar. The addressee, time, and place are clear in pragmatics.

5. The utterance as the product of a verbal act

Utterance in pragmatics is the form of speech act, because addresser and addressee produce utterances included in verbal act

2.2 Context

Context are the important point in studies of speech acts particularly in relation with discourse in study pragmatics (Cutting, 2002). In other words it can be said that speech acts are context dependent since the context also influences the illocutionary functions. Context is the social situation in which expression is uttered and includes whatever has been expressed earlier in that situation and on shared knowledge between speaker and hearer (Finnegan, 2012, p. 6).”Context refers to the situation giving rise to the discourse and within which the discourse is embedded.” (Nunan, 2013, p. 7). From that statement, context is simply defined as the circumstance or situation around 23 which influences the conversation. Thus, it is an essential factor in the interpretation of utterances and expressions.

Furthermore, Nunan (2013, p. 8) categorizes the context into two types: linguistic and nonlinguistic context. The first one is related to the language surrounding the discourse, while the second one is associated with the other-thanlanguage or experimental context within which the discourse takes place. The

In speech acts theory, the utterance as a unit of communication has two types of meaning: propositional and illocutionary meaning. Propositional meaning is also called as illocutionary meaning. This deals with the basic literal meaning of an utterance which is associated with its structural aspects. Next, the illocutionary meaning is related to the effect of the utterance to the readers or the listeners. This meaning is realized by the function or the illocutionary function such as requests, orders, commands, complaints, and promise (Richard and Schmidt, 2003, p. 449).

Austin (cited in Wardana, 2018, p. 20) proposed three kinds of acts:

- Example: I have just made some coffee.

[illegible]

While trying to portray the world, the speaker tries to make “the words match the world”.

Example: The sun arises at the east.

2. Directive

The speaker tries to get the hearer to commit himself to some future course of action (verbal/non verbal). There are ordering, commanding, requesting, advising, recommending, etc.

Example: could you help me bring this bag?

3. Commissives

The commissives are those kinds of speech acts that speakers use to commit themselves to some future actions (Yule, 1996, p. 54). They express what the speaker means. They are promises, threats, refusal, pledges.

Example: I will be back.

4. Expressives

The purpose behind this class of illocutionary acts is to express the speaker's mental perspective about or frame of mind to some earlier activity or situation. There is no direction of it, as the aim is neither to portray the world nor to apply an impact on future occasions; rather, reality of the prepositional content is underestimated.

Example: Oh, yes, great

5. Declarations

The declaration is the kind of speech act that change the world via their utterance.

Example: I pronounce you husband and wife.

2.5 The Act of Complaining

2.5.1 Definition of Complaint

Trosborg stated that complaint is an illocutionary act which the speaker deliver his/her disapproval, negative feeling, etc towards the hearer and for which he/she holds the hearer responsible, either directly or indirectly (1995, p. 311-312). When complain, the speaker passes a moral judgement on something which (he/she believes) the complainees has already done or failed to do, or is in the process of doing (p. 311). From these definitions, a complaint is the expression of disapproval, disappointment, or negative feeling of the speaker towards certain behavior, action, or person and it contains moral judgement.

In Leech terminology, complaint is a representative of the conflictive function, which includes acts of threatening, accusing, cursing, and reprimanding. These acts are by nature designed to cause offence and they are highly threatening to the social relationship between the speaker and the hearer (p. 312).

Complaint can be defined as an expression of “displeasure or annoyance” in response to an action that is seen by the speaker as

If the complainer wants to avoid a direct statement with the complaine, there are some strategies which available. The speaker may use certain strategy for the hearer to avoid mentioning her/him who is nevertheless indirectly held responsible. When do complaining, it is essential to supply some supportive statements to justify the act of moral censure. If the complain totally supported, it is difficult to dispute it. However, disarming strategies can be used in a meaning of avoiding conflict. By formulating a complaint indirectly, it is often possible to avoid a direct statement arises from a direct accusation (Trosbrog, 1995, p. 313-314).

Trosborg(1995, p. 314) stated that complaints can be expressed at varying levels of directness ranging from hints and mild disapprovals to

severe challenges in which the complainees are explicitly declared incompetent and irresponsible as social members. According to Sauer (2000), the directness of complaining can be controlled by the speaker. The speaker can use different linguistic forms and nonverbal signals in order not to threaten the hearer's face and to remain polite. The perception of threatening and politeness, however, is not always the same. It varies cross-culturally. Thus, nonnative speakers may unintentionally perform inappropriate complaints. They may not know the native speaker's conventions in complaining and are not able to choose appropriate linguistic forms or nonverbal signals. Thus, performing the speech act of complaining is very challenging for nonnative speakers. Their communication breakdowns are caused by a lack of not only sociocultural competence, but also linguistic competence. This can lead nonnative speakers to be isolated and alienated in the target community.

There are criterias used for establishing the scale of directness levels:

P : Propositional content (complainable)

C : Complainer

A : Accused (complainee)

There are factors determining the directness level of complaints:

1. The complainable is or is not expressed directly in the propositional content. (P describes/does not describe the complainable).

Anna Trosborg (1995, p. 316-319) defined certain complaint strategies: no explicit reproach, expression of annoyance or disapproval, accusation, and blame. These strategies are from the most indirect to the most direct. For example, these complaints are presented from conversations between speaker and hearer in the situation when the hearer turns on the radio loudly while his brother study then the speaker complains.

The complainer does not directly state that something is bad, the complainer does not know whether an offence is referred to or not. This strategy is a weak complaint strategy but it might be used successfully to

prepare for more forceful strategies.

Strategy 1: Hints

Example: It was quiet here before you turn on the radio.

2. Expression of Annoyance or Disapproval

A complainer can express his/her annoyance, dislike, disapproval, etc. Concerning a certain state of affairs he/she considers bad for him/her. The complainer implies that he/she holds the complainer responsible but avoids mentioning him/her as the guilty person.

Strategy 2: Annoyance

Example: What kind of sound is out there?

I am studying, and I can't concentrate.

Strategy 3: ill consequences

Example: Oh no! Now I can't concentrate on this paper.

3. Accusations

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

Strategy 4: Indirect Accusation

Example: is that you that turn the radio on loudly?

Strategy 5: Direct accusation

Example: You have just turn on the radio loudly, right? I'm studying.

4. Blaming

An act of blame presupposes that the accused is guilty of the offense. The complainer passes a value judgement on the complainer. This is the direct complaint strategy.

5. Strategy 6: Modified Blame

The complainer expresses modified disapproval of an action for which the accused is responsible.

Example: You should be more empathizing to other people.

Honestly, you should pay attention to other's privacy.

6. Strategy 7: Explicit Condemnation of the Accused's action

The complainer explicitly states that an action held by the accused is bad.

Example: That's too bad, bothering me when I am studying.

How could you do that stupid thing when I try to concentrate to read?

7. Strategy 8: Explicit Condemnation of the Accused as a person

The complainer explicitly states what is implicit at all others level, namely that he finds the accused as a non-responsible social member.

Example: How dare you are, turn the radio loudly as though you're living alone?

Searle (cited in Wahyuni 2010, p. 32) says that a response is verbal or non-verbal act of the hearer, which is performed because of the understanding by the hearer of the meaning and the force of the speaker's utterance. It counts as a prelocutionary effect of the speech act.

1. Apology

Example: X : You ate the cake I left in the fridge!

2. Denial

Example: X : You ate the cake I left in the fridge!

3. Excuse

[illegible]

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher used descriptive qualitative to analyze the data due to the understandable of complaining strategy phenomenon through the characters in TV Series “13 Reasons Why”. Qualitative approach is an approach which can discover a wide array of social world such as wave of everyday life, understandings, experiences, and imaginings of our research participants, the ways that social processes, institution, discourse or relationships work, and the significance of the meanings which they generate (Mason, 2002). The steps of the research were collecting data, analyzing the data, and drawing conclusion.

3.2 Data Collection

3.2.1 Data and Data Source

Arikunto (1993, p. 117) stated that data are all the facts and numbers which can be made into materials to find information. Data themselves may be in the form of discourses, sentences, clauses, phrases, or words which can be obtained from books, internet, film, etc. The data of this research was taken from all the utterances of the dialogues on the TV Series which contain complaining expressions.

The data source refers to the object from which the data are obtained (Arikunto, 1993, p.114). Thus, the source of data of this research is a TV Series entitled “13 Reasons Why” which streamed from the site

The main instrument in this study is the researcher himself, because he actively processes and analyzes this research such as plan the research, analyze the data, identify the data, classify the data, explore deeper from the data, and make conclusion for this research (Creswell, 2009, p. 175). The researcher plays role as a planner, implementer, of data collection and data analysis, data interpreter and finally as a pioneer of the research result (Moleong, 2004, p. 168)

There are some techniques to collect data to conduct the research:

- [illegible]



Technique of Data Analysis

1. First, the researcher identified the types of complaining strategy and response strategies. In the process of identifying, the researcher highlighted the data which consists of eight types of complaining strategies and five types of response strategies. The researcher decided some colors to highlight each type that appeared in previous study. As follows:

1. First, the researcher identified the types of complaining strategy and the response strategies. In the process of identifying, the researcher highlighted the data which consists of eight types of complaining strategies and five types of response strategies. The researcher had decided some colors to highlighted each types that appeared in present study. As follows:
2. The researcher also provided the abbreviation form of eight types of complaining strategies and response strategies, as follows:

Table 3.1. Coloring Complain and Response Strategies

No	Types	Colors
	Types of Complaining Strategies	COMPLAIN
	Types of Response Strategies	RESPONSE

Table 3.2. Example of Coding Complaining Strategies

No	Kinds of Complaining Strategy	Coding
1.	Hints	HINT
2.	Annoyance	ANOY
3.	Ill Consequences	ILLC
4.	Indirect Accusation	INCC
5.	Direct Accusation	DACC
6.	Modified Blame	MDBL
7.	Explicit Condemnation of the Accused's action	ECAA
8.	Explicit Condemnation of the Accused as a person	ECAP

Table 3.3. Example of Coding Response Strategies

No	Kinds of Response	Coding
1.	Apology	APLG
2.	Denial	DNL
3.	Excuse	EXC
4.	Justify	JST
5.	Challenge	CHL

3. The next step was highlighting the data based on each code with the colors, after making the different codes. The example of coding and highlighting was:

DATA SHEET: TYPES OF RESPONSE STRATEGIES

EPISODE	TIME	TYPES					WORDS
		APLG	DNL	EXC	JST	CHL	
1	02.51	V					MRS. BRADLEY: Clay? [clears throat] Clay! CLAY: yeah, sorry, what? MRS. BRADLEY: [students chuckle] Are you with us? CLAY: Yeah, no, I am, I'm with you.
1	03.42				V		MR. POTTER: You'd think there'd be a master key or something. MR. BAKER: Yeah, there was, once. MRS. BAKER: She doesn't have any stickers or pictures inside. Why doesn't she have any stickers? MR. BAKER: Honey, it's just a locker.
1	09.21	V					MRS. BRADLEY: Whatcha doing? CLAY: Jesus! MRS. BRADLEY: Sorry. CLAY: What have we said about helicopter parenting? MRS. BRADLEY: I didn't mean to scare you.

Figure 3.4: Data Sheet: Types of Response Strategies

5. The researcher discussed the findings of the characters in American TV Series *13 Reasons Why*. In discussing process, the researcher calculated all the data to provide more comprehensive analysis by knowing the rank of each types. The researcher applied each total number into percentage by using the following formula:

$$P = \frac{x}{y} \times 100\% \quad P = \text{Percentage}$$

X = Total number of every type

$$Y = \text{Total collected data}$$

6. Making conclusion based on the findings and discussions.

FINDINGS AND DISCUSSION

4.1 FINDINGS

The researcher presents the findings frequency of each types in the form of pie diagram.

The first statement of the problem in this research deals with types of complaining strategies. According to Trosborg (1995, p. 311-312) a complaint can be defined as an illocutionary act which the speaker expresses his/her disapproval, negative feelings, etc towards the proposition and for which he/she holds the hearer responsible, either directly or indirectly.



The complainer does not directly state that something is bad, the complaineé does not know whether it is an offence or not. This strategy can be

categorized as a weak complaint but it might be used successfully to prepare for more forceful strategies, and this strategy called **Hints Strategy**. The researcher found some utterances use hints as the strategy to express the speaker's complaint.

These are the data which contains of hints:

Data 1

Mr. Baker : “You’d think there’d be a master key or something.”
Mr.Potter : “Yeah, there was, once”
Mrs. Baker : **“She doesn’t have any stickers inside, why doesn’t she have any stickers?”**
Mr. Baker : “Honey, it’s just a locker.”
(Ep.1:04.48-04.54)

This conversation takes place in to school hall. Mrs. Baker comes into the school with her husband to identify and looking for another clue of her daughter, Hannah's death. Then, one of Hannah's teacher help them by open the locker of Hannah. But surprisingly, her mother shock seeing the locker of Hannah is empty, no stickers or any other decorations.

The participants are Mrs. Baker as speaker and Mr. Baker as hearer. The conversation above is considered as Hints strategy because Mrs. Baker shows her complaint offensively, but it does not make the hearer (Mr. Baker and Mr. Potter) catch the meaning. Therefore, Mrs. Bradley complains by her utterance using **Hints** strategy.

Data 2

Clay's Mom : "Whatcha doing?"
 Clay : "Jesus!"
 Clay's Mom : "Sorry".
 Clay : "**What have we said about helicopter parenting?**"
 Clay's Mom : "I didn't mean to scare you."
 (Ep.1:15.26-15.32)

The setting of this conversation is in the Clay's bedroom. At that time, Clay was listening to the radio tape. He gets a disc for anonymous. He listen it carefully, correctly, but suddenly her mom opens the door loudly which make Clay shock and mad. Clay as a speaker and Clay's mom is the hearer. The conversation above can be defined as a **Hints** strategy because Clay use a sentence which have an offensive meaning to complain his mom but does not know certainly that her son offense her.

Data 3

Mrs.Antily : “Now, I recognize it's unusual to assign someone a friend, so think of it as a friendly face in a crowd, until you get your bearings.”

Jessica : “So you want us to smile at each other in the hall?”

Hannah : “And how will that help us, like, directionally?”

Mrs. Antily : “Well, the point is, you won't be strangers.”

(Ep.2:12.24-12.35)

This conversation takes place in the school office. Hannah and Jessica are new student there then she got an appointment with Mrs. Antily, one of the conseulor of the school. In her room, Hannah and Jessica forced to be friend by Mrs. Antily. Jessica and Hannah started complain to Mrs. Antily about her plan to forcing them become friend.

Here, the speakers are Jessica and Hannah and the hearer is Mrs. Antily. Both Jessica and Hannah do not like the statement from Mrs. Antily, so they are complain directly to the Mrs. Antily using **Hints** strategy. Because they both are offending Mrs. Antily but she does not catch the offense.

Data 4

Hannah : "No, three o'clock. Directional"

Jessica : “What?”

Hannah : **“Oh, my God, your dad is a fighter pilot.”**

Jessica : “He's a logistics expert, mostly.”

(Ep.2:19.08-19.22)

The conversation takes place in the Monet's Coffee Shop. Hannah said to Jessica that someone stalked them, then Hannah wants to show the person. She gives a clue about the direction of the stalker seats "*No, three o'clock. Directional*" but Jessica did not get it. Then, Hannah complains to Jessica that her daddy is a pilot, absolutely the daughter must be know about the direction.

Hannah as the speaker, and Jessica as the hearer. Hannah shows her complains by using **Hints** strategy, because she does not stated directly the mistakes, but more likely to offense Jessica.

Data 5

Hannah : “Okay, watch your leg.”

Jessica :“Mm-hmm. [gasps] Oh, my God! This is amazing. **I love these peanut butter and cheese crackers, even though they don't taste like peanut butter or cheese.**”

(Ep.5:48.28-48.31)

This conversation takes place in the Hannah's car. Jessica at that time was drunk and helped by Hannah. Then, Hannah let Jessica eat a snack in her car. But then she complain about the snack that she eat. She said that the taste is different or unlike other peanut butter. Therefore, it can be concluded that the utterance of Jessica is defined as **Hints** strategy.

Data 6

Hannah : “Marcus! I’ve been sitting here for an hour.”
 Marcus : “Sorry. Hey you want a milkshake or something?”

(Ep.6:35.08-35.12)

The conversation takes place in the coffee shop. Hannah and Marcus have a plan to go on date at the coffee shop. But Hannah come first before Marcus. After an hour, Marcus come, but with his friends. Then, Hannah complain about the punctual time of Marcus, makes Hannah bought 2 milkshakes. Hannah as the speaker and Marcus is the hearer. Hannah complain to Marcus using **Hints** strategy. Because Marcus makes Hannah waiting for an hour and it makes Hannah angry.

4.1.1.2 Annoyance

The complainer can express his/her disapproval by avoids mentioning him/her as the guilty person.

Data7

Mrs. Bradley : clay? [clears throat] clay!
Clay : yeah, sorry, what?
Mrs. Bradley : [students chuckle] **are you with us?**
Clay : yeah, no, I am, I'm with you.

(Ep.1:03.45-04.06)

This conversation takes place in the class. There, Clay can not pay attention to the teacher. He remembers about Hannah every single day. He daydreaming until the teacher calls and yell at him. She repeats it thrice but still no answer.

“Are you with us?” is the utterance which means you pay attention to her, but Clay did not.

Data8

Clay : "He's assured me it will be the highlight of my high school career"

Hannah : "**Why can't people swallow their gum, like when we were kids?**"

Clay : "I never swallowed my gum."

(Ep.9:08.50-08.54)

The setting of the conversation is at movie theatre. Both Clay and Hannah work there. When the theatre closed, they finished their job by cleaning all the seats. At that time, Clay found a gum under the seats, and it makes Hannah complain. The utterance of Hannah's complaint is categorized as **Annoyance** strategy. Because Hannah does not mention the guilty person. She only mention *like when we were kids*.

4.1.1.3 Direct Accusation

The complainer can directly accuse the complainer of having committed the offense. The researcher found some utterances use direct accusation as the strategy to express the speaker's complaint. These are the utterances which contain of direct accusation:

Data9

Alex : hey
Hannah : hey
Jessica : **We saw you staring at us and wondered which one of us you were checking out**
Alex : Oh, i wasn't.

(Ep.2:19.45-19.50)

The conversation above takes place in Monet's coffee shop. Hannah and Jessica are having some chocolate and coffee there but then someone staring at

them. They finally come into him and start complaining to that stranger. The utterance of Jessica's complaint can be defined as **direct accusation** strategy. Because Jessica directly offense to Alex about what he did.

Data 10

Alex : “If they want a spirit-raiser, how about “Gloomy Sunday”?”
 Jeff : **“Are you serious? That song’s totally depressing.”**
 Alex : “Or it’s beautiful, if you have taste”
 (Ep.3:04.24-04.32)

The setting of this conversation is in the school yard. Alex and his jazz band want to perform in front of students. Alex suggested to plays “Gloomy Sunday”, but then one of the member of the band disagree then complain to him about the song. Jeff here as the speaker who complains to Alex about the song. He said directly that the song is totally depressing. Therefore, it can be defined that the utterance is **direct accusation** strategy.

Data 11

Zach : "Cut it out!"
Justin : **"Whatever happens to us happens to you too."**
Alex : "If I kill myself, you die too?"
(Ep.9:14.11-14.14)

The bold utterance uttered by Justin who had fight with Alex at the school canteen. Justin complaints to Alex about the information of Hannah's death. Alex is about to reveal something to people, but then, Justin starts to mad and fight with Alex. Justin's utterance can be defined as **Direct Accusation** because Justin is committed offend to Alex.

4.1.1.4 Modified Blame

The complainer expresses modified disapproval of an action for which the accused is responsible. These are the utterances which contain of modified blame:

Data 12

Clay : “Really? You’re gonna call me out on trespassing? I heard your tape.

Tyler : “And throwing a rock through my window isn’t enough?”

Clay : “I didn’t throw one”

(Ep.4:21.41-21.44)

The conversation takes place in the Tyler's basecamp at school. Clay investigates about his fault into Hannah. But then, Tyler complain about Clay's investigation. Tyler sure that whoever knows the issues, that person will also throwing a rock to his window. Then Tyler offend Clay did so. Therefore, Tyler's utterance categorized as **Modified Blame**.

Data 13

Clay : “Don’t drink?”

Clay's Dad : "Sure, but you'll drink. It happens. The overarching lesson is that actions have consequences. **Judging from the way you look, you've probably suffered enough for today.**"

(Ep.3: 10.25-10.27)

The setting of this conversation is in the Clay's bedroom. His dad came to his bedroom bringing a glass of drink. His dad gave an advice about what have happened to his son today. Not only advice, but also complain. He complain about the look of the son. *"Judging from the way you look, you've probably suffered enough for today."* It can be said that his dad judge Clay for being tired today by

looking at the way he look and it causes of himself.

Data 14

Sheri : “Hannah, get in the car!”

Hannah : “Sheri! When you do something wrong, you can’t just like ignore it.”

Sheri : “Hannah, get in the car!”

(Ep.10:10.09-10.15)

The setting of this conversation is in the corner of the street. Hannah and Sheri just leave the party at Jessica's house. Sheri drives Hannah home because Hannah was headache. After a while, Sheri hit the traffic sign. Hannah complain to Sheri to take a responsibility of it. Hannah complaints to Sheri using **Modified Blame** strategy, because the hearer is responsible of it.

Data 15

Tyler : “Turning me in? What are you gonna turn everybody in? Like Justin and Alex?”

Clay : **“You stalked her.”**

Tyler : “I’m the student life photographer, okay? I stalk everybody.

(Ep. 11: 09.10-09.14)

This conversation held in the Tyler's office. Tyler and Clay had an argument. Clay does not like Tyler stalking Hannah. Clay complain to Tyler because he is someone who also take responsibility of the death of Hannah. Therefore, Clay complains using **Modified Blame** strategy to make sure that Tyler is wrong.

4.1.1.5 Explicit Condemnation of Accused's Action

The complainer explicitly states that an action held by the accused is bad.

Here are the utterances:

Data 16

Mr. Baker : “Hannah was crying out for help right under their noses. And under ours, too.”

Mrs. Baker : “Uh Andy, sweetie **you don't win a chess match by giving away your strategy, honey.**”

Mr. Baker : "I'm trying to fight back here! I thought that's what you wanted."
(Ep.9:18.14-18.24)

Mr. and Mrs. Baker are Hannah's parents. They have their own drugstore. At that time, they had an argument about the death of Hannah. They both are trying to fix the issues of her daughter's death, but suddenly Mr. Baker does something wrong which make Mrs. Baker mad and complain to him.

Data 17

Mrs. Baker : “Hannah, I don’t want you on the phone when there’s homework.”

Hannah : “I’m just looking using the calculator. [cell phone message alert]and helping a friend with homework.
(Ep.1:52.01-52.09)

This conversation takes place in the Hannah's bedroom. Hannah is the hearer and Mrs. Baker is the speaker. Hannah was doing her homework in her bedroom. Before, Hannah met Justin and got his number. Then, Justin texted her while she was doing her homework. Suddenly, her mom came into her room and started complains to Hannah about using a phone in the time for doing homework

by using utterance of **Explicit Condemnation of Accused's Action**. Because the speaker is sure that the hearer's doing terrible.

Data 18

Justin : “Liberty High’s star athletes, ladies and gentlemen.”
 Kat : “So impressive. Sorry, boys. **Can’t have you in Hannah’s house soaking wet.**”
 Justin : “Seriously?”

(Ep.1:48.09-48.12)

Kat is Hannah's best friend. This conversation takes place at the Hannah's house yard. One day, Hannah held a party in her house. All students of the school came. Justin was one of the guest there. Then, Kat introduces Justin to Hannah. Justin calls himself as one of the player of baseball who is very famous and popular in the school by saying "Liberty High's star athletes, ladies and gentlemen." But then he did something childish there, that is splashing the water in the yard which made Kat felt disgusted about his attitude, so she complains to Justin by using the utterance of **Explicit Condemnation of the Accused's action** strategy.

Data19

Hannah : “Ok, look. Calm down. No one can tell that’s us.”
Courtney : **“You don't think they'll figure it out? I shouldn't even be seen talking to you right. now.”**
Hannah : Because of a stupid picture?
(Ep.4:43.21-43.25)

Hannah and Courtney are classmates. This conversation takes place at the school hall. Courtney complain Hannah because there is someone who shared their secret photos to school. By uttered “*You don't think they'll figure it out? I shouldn't even be seen talking to you right. now.*”,it means she really mad at

Hannah because she do not understand how Courtney feels and how shame she is. Therefore, the utterance of Courtney categorized as **Explicit Condemnation of the Accused's Action.**

4.1.1.6 Explicit Condemnation of the Accused's Person

The complainer explicitly states what is implicit at all others level, namely that he finds the accused as a non-responsible social member.

Data 20

Alex : “Man, people are trying to walk here. What is your problem?”
 Monty : “Dude, Alex, chill”.
 Alex : **“Oh, it’s all good? You think you can run people over like everyone else at the school?”**
 Monty : “You’re tripping, man.”

(Ep. 6: 00.48-00.52)

Alex and Monty had fight in the school yard. It causes by the car of Monty which almost hit Alex. Alex walks there and after the car almost hit him, he feels he does not have any fault to him but then he started to mad at Monty. The utterance of Alex's complain categorized as **Explicit Condemnation of the Accused as a Person**, because Monty had Alex mad and almost hit him by the car.

4.1.2. Types of Complaint Response

A response is verbal or non-verbal act of the hearer, which is performed because of the understanding by the hearer of the meaning and the force of the

4.1.2.2 Denial

Data 2

This conversation takes place at the Hannah's house yard. Kat introducing Justin to Hannah. Justin calls himself as one of the baseball player who is very famous and popular in the. But then he did something childish there, that is splashing the water in the yard which made Kat felt disgusted about him, so she complains to Justin. Justin as the hearer shocked and respond by using "*Seriously?*" which means he did not agree with Kat about his act. Therefore, he respond the complain by using **Denial** because he is sure that he is not guilty.

Data 3

(Ep.4:21.41-21.44)

[illegible]

investigate about his fault into Hannah. But then, Tyler complaint about Clay's investigation. Clay deny that he throw the rock through his window. Therefore, Clay's respond categorized as **Denial** strategy.

4.1.2.3 Excuse

The speaker does not want to reveal his confess directly what he has done and want to defend himself.

Data 4

Mrs. Baker : “Hannah, I don’t want you on the phone when there’s homework.”

Hannah : **“I’m just looking using the calculator. [cell phone message alert] and helping a friend with homework.**
(Ep. 1:42.32-42.35)

This conversation takes place in the Hannah's bedroom. was doing her homework in her bedroom. Before, Hannah met Justin and got his number. Then, Justin texted her while she was doing her homework. Suddenly, her mom came into her room and started complains to Hannah about using a phone in the time for doing homework. The bold utterance can be defined as **Excuse**, because Hannah (the hearer) does not realize that she does not want to admit her mistake and want to defend herself.

4.1.2.4 Justify

The hearer does not want to avoid the complaint and intends to admit explicitly his mistake.

Data 5

Clay's Mom : "Whatcha doing?"
 Clay : "Jesus!"
 Clay's Mom : "Sorry."
 Clay : "What have we said about helicopter parenting?"
 Clay's Mom : **"I didn't mean to scare you."**
 (Ep.1:15.26-15.32)

The setting of this conversation is in the Clay's bedroom. At that time, Clay was listening to the radio tape. He just got a disc for anonymous. He listen it carefully, correctly, but suddenly her mom opens the door loudly which make Clay shock and mad. The hearer here uses **Justify** responds, because she does not want Clay become scare by her act.

4.1.2.5 Challenge

The hearer sure that he is not guilty and confident to dispute it.

Data 6

Hannah : "No, three o'clock. Directional"

Jessica : "What?"

Hannah : "Oh, my God, your dad is a fighter pilot."

Jessica : **"He's a logistics expert, mostly."**

(Ep.2:19.08-19.22)

The conversation takes place in the Monet's Coffee Shop. Hannah said to Jessica that someone stalked them, then Hannah wants to show the person. She gives a clue about the direction of the stalker seats "*No, three o'clock. Directional*" but Jessica did not get it. Then, Hannah complains to Jessica that her daddy is a pilot, absolutely the daughter must be know about the direction. The bold utterance defined as a respond which uttered by Jessica. Jessica respond by using **Challenge** strategy, because she is sure that she is not guilty.

Data 7

The next discussion is about the responses of the hearers towards the complaints. According to Searle (cited in Wahyuni, 2010), response is verbal or non-verbal act of the hearer, which is performed because of the understanding by the hearer and the force of the speaker's utterance. In the present research, the researcher used Richard and Schmidt's theory of response strategy which classified into five strategies: apology, denial, excuse, justify, and challenge. Meanwhile, the researcher found 9 data of respondin TV Series 13 Reasons Why. They are one (1) data of apology, two (2) data of denial, one (1) data of excuse, one (1) data of justify, and two (2) data of challenge. From the table 4.2, the most frequent types of response is challenge and denial while the least frequent are justify, excuse, and apology.

Based on the finding above, the researcher tends to discuss the present research with these three previous studies. The first is the research from (Saputra, 2019) that reports study of complaint between native and non-native speakers to reveal that non-native speakers are not always successful in communication. The research is not in line with the present research because

have some differences. The research of Moon uses Olshtain and Weinbach theory “*severity of the complaint*” while this research uses Anna Trosborg’s theory of complaint. The instrument of the previous research uses DCT (Discourse Completion Test) while the present research uses human instrument or the researcher herself.

Next, the second research is from Widyasari (2009) who reports study of the complaint, the functions, and the responses in the film “Runaway Bride”. The results are found nine strategies of complaint, three functions of complaint, and nine types of response. The data source of the research has a difference with the present research. She uses movie while the present research uses American TV Series. The objective of the previous research also has a difference. She identified the functions of complaint while the present researcher not. The results of both research also has a difference. She found nine types of complaint and nine types of response while the present research found only six types of complaint and five types of responses.

The last is from Wahyuni (2010) who analyzed the complaining strategies, the response strategies, and the reason of the response in the film “Sex and the City”. The result of the research is that she found only 4 strategies of complaint, 5 strategies of response, and the reason why the hearers implied those kinds of response depend on the context of situation. The source of data are not in line with the present research because she uses movie while the present researcher uses American TV Series. The previous researcher identified the reason of the hearer’s response while the present researcher not.

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher found there are 20 utterances that consist of complaints act in conversational fragments of 13 Reasons Why. There are 6 utterances using hint strategy, 2 utterance using annoyance, 3 utterances using direct accusation, 4 utterances using modified blame, 4 utterances using explicit condemnation of the accused's action, and 1 utterance using explicit condemnation of the accused as a

person. However, the researcher did not find any utterances using ill consequences and indirect accusation.

The second problem in this research deals with the responses of the hearers towards the complaints applied by the speaker in the 13 Reasons Why TV Series. In this research, the researcher used Richard and Schmidt's theory of response strategy which classified into 5 strategies: apology, denial, excuse, justify, and challenge. The researcher found 7 hearer's response utterances which uttered by the hearer in TV Series 13 Reasons Why. There are: 1 utterance using apology, 2 utterances using denial, 1 utterance using excuse, 1 utterance using justify, 2 utterances using challenge.

5.2 Suggestion

After getting the result of the analysis, the researcher suggests for the next researcher to conduct further research using another point of view or another source of the data. Since the most researchers use movie as the data, hopefully there will be further research of complaint by using the source of data from complaint in website or daily communication.

The researcher also suggests that the next researcher should understand and study further about the act of complaining. It is important because the act of complaining can happen in our daily life even without being realized.

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