Complaints speech act in online learning by 11th grade students at SMKN 1 Kota Cirebon

Diky Prihaji[a,1], Eline Rozaliya Winarto[b,2]

[a]Universitas Muhammadiyah Cirebon, Cirebon, Indonesia
[b] Universitas Muhammadiyah Cirebon, Cirebon, Indonesia
[1] dikyprihaji.08@gmail.com,* [2] eline.rozalia@umc.ac.id

* Corresponding author

ARTICLE INFO

ABSTRACT

Covid-19 has come to Indonesia for more than 1 year. It affected all sectors, including the educational system. Teachers need students' complaints about teaching performance during online learning. Knowing students' complaints, it is expected that teachers can develop better teaching performance. This research is aimed to analyze and investigate the complaint strategies and what dominant complaint strategy was used by 20 students of 11th grade at SMKN 1 Kota Cirebon about teacher's performance in online learning. In this research, furthermore, the researchers used descriptive qualitative methodology. This research used questionnaires as the data elicitation method. After acquiring the data, the researchers classified the data based on the complaint strategies theory by Trosborg (1994). The findings of this research concluded that 20 students of 11th grade students at SMKN 1 Kota Cirebon mostly used the speech act of complaining in four complaint strategies : Expression of annoyance or disapproval, Accusations : Indirect Accusations, Blame : Modified Blame and Person Explicit Blame. The highest complaints strategies used by students are expression of annoyance or disapproval.

How to Cite: Prihaji, D., & Winarto, E. R. (2022). Complaints speech act in online learning by 11th grade students at SMKN 1 Kota Cirebon. *International Undergraduate Conference on English Education, IUCEE Proceeding, 2022. 1*(1), p. 34-40.

1. Introduction

It is almost over one year since coronavirus disease (COVID-19) has come to our country, Indonesia. Presidential Decree No. 12, 2020 determinates non-natural disaster spread of coronavirus (COVID-19) as a national disaster. Teaching and learning activities must be carried out in online learning. We would like to recommend areas that have been applied to online learning to ensure that their teachers also teach from home to maintain teacher safety, that is very important for both parties (Makariem, 2020). Actually, online learning was found and applied several decades ago, the term online learning implies that the learner is at a distance from the tutor or instructor, that the learner accesses instructional resources via some sort of technology (Anderson, 2008). It indicates online learning is another easy way for students to have bits of knowledge such as television, smartphones, laptop, gadgets, and others. Stem (2019) states that it has been established that online learning refers to education that takes place through the internet. It is also known as e-learning, among other things.

Furthermore, online learning is interrelated with teaching performance. The word perform means to carry out, to achieve, to complete, to execute, to accomplish, and performance is the act of carrying out an action or task (Didier, 2002).

Whereas the idea of teacher performance relates to how a teacher behaves in the process of teaching and learning environment, in such a manner that teachers successfully carry out their duties, assigned action or completed their task (Duze, 2012).Teacher's role has evolved progressively from teacher-centered to student-centered, where teachers are required to be facilitators in the learning environment, spend more time on analyzing the learners' need, motivating students, ensuring students' interactions and keep checking the prerequisite knowledge (Jagtap, 2015). The interaction between students and teachers can be facilitated through the use of language since the main function of language is a tool for communication used to interact betweenpeople or society, not only for communication, language can be used for someone expresses their feelings, ideas, thoughts, and emotion. Related to Language, Pragmatics becomes one of attractive branch inthe field of linguistics. Winarto (2016) describes that Linguistics, before 1970s, was a study which concerned in Phonology, Morphology, and Syntax. Later on, it is changed into formal Linguistics which led in Pragmatics study nowadays. According to Richards and Schmidt (2002) pragmatics deals with the study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used. This indicates that Pragmatics is the study of speaker meaning, as it focuses on what the speaker means by uttering rather than what the words or phrases in the utterance imply. It also indicates that Pragmatics is the study of contextual meaning since it deals with the interpretation of what people mean in a given situation and how the context impacts what is said. An action performed through language is called as speech act. It is utterance that convey an action in Pragmatics study (Winarto, 2010). A speech act is a subfield of pragmatics that studies how words are used not only ta o present information but also to carry out actions. Aitchison (2003: 106) confirms that speech act is defined as a series of utterances that react in a manner similar to actions. He also claims that when a person utters a sequence of words, the speaker is frequently attempting to achieve some impact with those words; an effect that insome circumstances may have been achieved by an alternate action. Yule (1996: 47), on the other hand, defines a speech act as an activity carried out through utterances. He also describes it in English as an apology, complaint, compliment, invitation, promise, or request.

A complaint is a speech act in which one expresses dissatisfaction or a grievance (Clyne: 1996, p.49). Complaints are an example of a distinct type of speech act. These speech acts demonstrate the speaker's emotion and are usually referred to as expressive speech acts since the speaker or complainer expresses negative feelings, emotions or attitudes, such as disapproval, negligence, anxiety, displeasure, indignation, censure, discomfort, grievance, dissatisfaction, culpability, discontent, or frustration. Brown and Levinson (1978) claim that a complaint is used to intimidate the addressee, however, the fundamental goal of a complaint is to get some action taken to resolve the problem or defect because of the conflicting character of a complaint, how things are expressed, and presented is important. Complaints occurwhen individuals refuse to accept that which is wrong and seek to correct it (Baggini: 2010, p. 1). Trosborg (1994, pp. 311-312) claims that complaint is defined as an illocutionary actin which the speaker (the complainer) expresses his/her disapproval, negative feelings, etc. towards the state of affairs described in the proposition (the complainable) and holds the hearer (the complainee) accountable, either directly or indirectly. Boxer (2010, p. 163) states that there are two types of speech behaviors engaged in the speech act of complaint, the first being direct complaints, also known as face threatening acts, and the second being indirect complaints, which make solidarity in social interaction. Trosborg (1994, p.320), moreover, divides three function of directive acts of complaints such as (1) request for repair, (2) Threat, (3) Request for forbearance.

The change in the education system has affected many aspects. The implementation of full online learning in education is something new, especially for Indonesia. A teacher has to improve and develop their teaching method, strategy, and other to fulfill the success of online learning process. There must be a transformation during online learning, particularly in teacher performance. Students' perception become one of the aspects in online learning. They intend to make complaints regarding teacher's performance. Through students' complaint, itcould be inferred there are some changes of teacher performance in online learning. Considering the cause of problems, the researchers focus on analyzed and investigated the types and strategies of speech acts of complaints by 11th grade students at SMKN 1 Kota Cirebon about teachers' performance during online learning. The researchers assume that based on the students' complaint, it could help both parties to improve an effectiveness of online learning, especially in teachers' performance.

The researchers take several previous studies. The first is the research that had been done by Razzak and Jamil (2016) with their research entitled "A Pragmatics study of Complaint" the objective of this study is to describing the ways of expressing speech act of complaint and The strategy of speech act of complaints and tries todemonstrate the function of complaints in the American playwright Athur Miller's all my sons and death of a salesman. This study was conducted according to data analysis which is used Qualitative research Method. The data was obtained in two plays of the playwright Arthur Miller Drama. At the stage of the application of the study, the analysis of the chosen extracts focuses on the strategies and directive acts of complaint. The adopted model of analysis is eclectic consisting of the eight strategies proposed byTrosborg (1994). These are hints, annoyance, consequences, indirect accusation, direct accusation, modified blame, explicit blame (behaviour), and explicit blame (person) and three from Olshtain and Weinbach (1987) which are explicit complaint, warning, and immediate threat. The analysis is also carried out in terms of directive acts identified by Trosborg (1994), namely: request for repair, threat, and request for forbearance. Finally, the analysis is conducted with theaid of statistical tables and percentages of the various strategies and directive acts manifested in the extracts. According to the findings acquired at this study which is to describing the ways of expressing speech act of complaint and the strategy of speech act of complaints and tries to demonstrate the function of complaints in the American playwright Arthur Miller's all my sons and death of a salesman, it was determined that the predominance directive act is request for repair in both extracts, and annoyance has the highest percentage compared to other strategies found in data.

The second study had done by Maheswari, Tantra, and Pratiwi with their research entitled "Complaint Act Expressed by The Tenth Grade Students at Sekolah Menengah Kejuruan Negeri 1 Sukasada" This study aimed to identify and understand the type and strategies used in making verbal acts of complaint and its responses to complaints by senior vocational high school. This research was carried out at Sekolah Menengah Kejuruan Negeri 1 Sukasada. This study was qualitative method, where the data analyzed descriptively. The collected data were analyzed through some steps. There are six steps in analyzing the data such as rewritten, tabulation, classification, interpretation, conclusion, and report. And the findings of the study showed that the students mostly expressed a direct complaints, they expressed acceptance type to confirm the complaint, mostly chose direct accusation as the verbal act strategy. Meaning that they explicitly stated the complaint. They chose explanation as the verbal response strategy to explain the reason.

The third study had done by Astia (2020) with her research entitled "Politeness Strategy in Interlanguage Pragmatics of Complaints by International Students". This study aimed to investigate the speech acts of internationalstudents in Universitas Muhammadiyah Surabaya in giving complaints, focuses on the complaint speech acts and the politeness strategy which are produced by International students who have different cultural background. The study was conducted in qualitative approach due to the fact that it involved in analysingand construing the texts and interviews to discover the meaningful descriptive patterns of a particular phenomenon, the source of data were the international students who were studying at Universitas

Muhammadiyah Surabaya. purposive sampling was conducted in taking the data. The instruments which used was observation and interview which conducted by face to face. Furthermore, severalprocedures were conducted by collecting the data through WhatsApp (WA). Those complaints data were collected to be analyzed. The findings of this study showed it is inferred that complaint speech acts which used by showing irritation or disapproval expression and blame. Thus, in politeness strategy, social distance (age and status) and cultural backgroundinduce the way of giving complaints. Bald on record politeness strategy is usedin the culture which has directness term. Moreover, negative politeness is applied by the complainer who has culture in indirectness term. Bald on record politeness strategy has the chance for face threatening acts (FTA) in the other hand, negative politeness strategy can avoid the FTA.

The differences of this research with the previous research are it focus on senior high school student's complaint in online learning which the online learning has become a massive issues during covid-19 pandemic and the decrease of teacher performance, through this research, the researcher hopes it will make a better effects in educational system especially in Indonesia.

2. Method

This research applied a descriptive qualitative research. The present research used descriptive method which involved collecting data in order to answer the questions concerning the subject of the research. Afterwards, the research wants to analyze the strategies of complaints used by 11th-grade students at SMKN 1 Kota Cirebon about teachers' performance in online learning. This research was conducted with 20 students of 11th grade at SMKN 1 Kota Cirebon. This school is located at Jl. Perjuangan, Kota Cirebon. This research focuses to investigate and analyze the strategies of complaints used by 20 students of 11th grade at SMKN 1 Kota Cirebon about teachers' performance in online learning. In this research,the research object is students' complaints and the subject of the research are 20 students of 11th grade at SMKN 1 Kota Cirebon.

In this research, the instrument and type of data obtained use primary data because the data obtained and collected indirectly from the object. Thesources of this research data are 20 students of 11th grade at SMKN 1 Kota Cirebon and the data obtained from a questionnaire in google form based on the written utterances of the complaint expressed by 20 students of 11th grade at SMKN 1 Kota Cirebon.

At the application stage from this research, 20 students of 11th grade at SMKN 1 Kota Cirebon convey their complaints through questionnaires in google form about teachers' performancein online learning. After obtaining the data, the researchers classified the data based on the types of complaint strategies by using Trosborg's (1994) theory.The next is analyzing them and making a general conclusion based on the theory.

3. Findings and Discussion

The results of the questionnaire demonstrated and discussed in this session. The findings show differences of students in making some complaints to the teacher performance. Table 1 illustrates the types of complaints taken by students in making the complaints in teacher performance.

Table 1.   The types of students' complaint

Data	Types of Complaints	
	Direct Complaints	**Indirect Complaints**
Online learning is expected to be more interactive, varied and entertaining so that students become comfortable first, because if they are comfortable and enjoy their learning, students will be enthusiastic about the learning provided.		√
The teacher must first understand what media is used in online learning. Explain the material through video, not in the form of text only.		√
Don't be late, don't give too many assignments while the discussion is still not effective and efficient... and the teaching method is too monotonous.	√	
asked again to the students who are more comfortable, using alternatives or what media they want to use. So that students can adjust.		√
Don't do the online learning because we don't really understand the materials	√	
In this online learning, connectivity from the network is very important, and for the use of applications in learning it is better to use premium applications so that learning does not stop suddenly because time is limited.		√
It is expected to provide interesting subject matter using other media.		√
Even though learning must be done online, it would be better if you continued to do face-to-face such as using zoom media or gmeet by applying rules such as in class during learning so that online learning becomes more effective and students can		

understand the material as well even though learning through zoom media can still be made like in the classroom. Then for giving assignments, it is not too burdensome for students with online learning, some teachers give far more assignments than offline learning even though students do not understand the material.		√
There must be other media that make students interested in learning. So that online learning is not so boring.		√
Teachers can be adjusted between assignments and materials		√
If the schedule is start the teachers should come to the class don't be late	√	
Teachers should also participate in innovating to provide learning		√
Teachers should motivate students more about online learning because in my opinion online learning makes students less enthusiastic in participating in learning		√
Teaching is monotonous, boring, don't have a lot of tasks. Explaining him is not clear. Sometimes the time is not a full one hour lesson.	√	
Made as attractive as possible so that students become enthusiastic in learning		√
Teachers must improve teaching techniques with the online system so that they feel more understandable and clear.		√
The teacher should notify in advance if there is a cancellation / change of schedule by students at least 1 hour before the lesson starts.		√
Further improve learning, so that learning is more interesting. And students can understand the material well.		√
More varied learning methods	√	
Use fun teaching methods, more games, less homework	√	
For learning, pay attention to various aspects of assessment. Don't give grades to students from just one aspect		√
Total	6	15

Table 2.   The strategy of students' complaints

Category	Strategy	Results
No Explicit Reproach	Hints	–
Disapproval	Annoyance	13
	Consequences	–
Accusations	Indirect Accusations	1
	Direct Accusations	–
Blame	Modified Blame	6
	Behavior Explicit Blame	–
	Person Explicit Blame	1
Total		21

4. Conclusion

Based on the analysis, it is concluded that 20 students of 11th grade students at SMKN 1 Kota Cirebon mostly used the speech act of complaining in four complaint strategies: Expression of annoyance or disapproval, Accusations: Indirect Accusations, Blame : Modified Blame and Person

Explicit Blame. The highest complaints strategies used by students are expression of annoyance or disapproval.

Hopefully, by studying complaint expression, the reader will know how to use language in an appropriate way and how to express complaint properly based on who the listener is. The researcher expects that an investigation into this speech act has the potential to improve interpersonal communication in multicultural societies.

REFERENCES

Aitchison, J. (2003). Linguistics: Teach Yourself. London: Hodder & Stoughton.

Anderson, T (2008). The Theory and Practice of Online Learning.

Astia, I. (2020). Politeness Strategy in Interlanguage Pragmatics of Complaints by International Students.
https://doi.org/10.21093/ijeltal.v4i2.528

Cahyo, Y. D. (2019). The Analysis of Complaint Expression Used by The Eighth Semester Student of English Education Program of Purworejo Muhammadiyah University in The Academic Year of 2016/2017.

Cutting, J. (2002). Pragmatics and Discourse. London: Routledge.

Didier, N. (2002). Manager les performances. Paris : Insep Consulting Edition.

Duze, C. O. (2012). Principals' perception of educational inputs and students' academic performance in junior secondary schools in Delta State of Nigeria.African Research Review, 6(1), 360-379. https://doi.org/10.4314/afrrev.v6i1.29

Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution.

Fitria, T. N. (2020). Teaching English through Online Learning System duringCovid-19 Pandemic. https://doi.org/10.32332/pedagogy.v8i2.2266

Jagtap, P. (2015). Teacher role as facilitator in learning. Scholarly research journal for humanity science and English language

Kemdikbud.go.id. (2020). Mendikbud Terbitkan SE tentang Pelaksanaan   Pendidikan dalam Masa Darurat Covid-19 – Nadiem Makarim statement. Accessed on February 25th, 2022, from https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19#:~:text="Kami%20ingin%20mengajurkan%20bagi%20daerah,korona%20dan%20wabah%20Covid-19.

Maheswari, P. A. M., & Tantra, D. K., & Pratiwi, N. P. A. (2020). Complaint Act Expressed byThe Tenth Grade Students at Sekolah Menengah Kejuruan Negeri 1 Sukasada.

Mardiah, H. (2020). The Use of E-Learning to Teach English in the Time of the Covid - 19 Pandemic. https://doi.org/10.30596/etlij.v1i2.4894

Presidential Decree No. 12.

Rajagopalan, I. (2019). Concept of Teaching. https://doi.org/10.34293/education.v7i2.329

Razzak, S. F. A., & Jamil, A. K. F. (2016). A Pragmatic Study of Complaints.

Richards, J. C., & Schmidt, R. (2002). Longman Dictionary of Language Teaching and Applied Linguistics, 3rd Ed., London: Pearson Education Limited.

Salim, H., & Septiana, T. I. (2020). Survey of Students Satisfaction and Some Efforts to Improve Lecturer Profesionalism in the English Education Department of STKIP Situs Banten. https://doi.org/10.32678/tarbawi.v6i01.2507

Stem, J. (2019). Introduction to Online Teaching and Learning. Retrieved from http://www.edu/online/documents/otl.pdf

Trosborg, A. (1994). Interlanguage Pragmatics: Requests, Complaints and Apologies. Berlin: Mouton   de   Gruyter. https://doi.org/10.1515/9783110885286

Umar. (2021). Implementation of E- Learning on The Teaching English as Global Language in The Pandemic-era.

Wahyu, S., & Rizal, F., & Syah, N. (2021) Teacher Performance Analysisin the Learning Process. https://doi.org/10.23887/jere.v5i1.30758

Wahyuni, R. N. B., & Rozi, F. (2020). The Performances of ESP Lecturer's Pedagogical and Professional Competences in Teaching Speaking Class (The Case Study of Semarang University).
https://doi.org/10.15294/eej.v10i1.36779

Winarto, E. R. (2016). Flouting Maxims in Conversational Strategies of Male and Female Presenter in American Talkshows: A Sociopragmatic Study. Thesis. Bandung: Fakultas Ilmu Budaya Universitas Padjadjaran.

Winarto, E. R., (2010). The Conversational Implicature of Silverman's The Simpson Movie. Mini Thesis. Purwokerto: Fakultas Sosial dan Ilmu Politik Universitas Jenderal Soedirman

Yule, G. (1996). Pragmatics. Oxford: Oxford University press United Kingdom.

Yule, G. (2010). The Study of Language. Cambridge: Cambridge UniversityPress.