

A description of complaint strategies among the characters in the movie entitled *sweet home alabama* and its implication in english language teaching

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has an important role in human life. It is used as a means of communication and interaction in daily life. People need language as a means to transmit information, ideas, and attitudes to others. They communicate and interact with the others in society to fulfill their needs and share their feelings, ideas and desire through language. As Wardhourgh (1976) states that language is a means of interpersonal communication. In the interpersonal interaction, language is used by speaker for thinking and for communicating with each other in many different contexts for a wide variety of purposes.

The primary language function is communication. Communication is a social activity requiring coordinates effort of 2 or more individuals (Gumpers, 1982:1). In communication, the speaker formulates his ideas or feelings and communicates these, so that the listener understands it. Therefore as a member of

speech community, he ought to produce appropriate utterances in a particular situation. The communication is successful if both the speaker and hearer are able to understand what they mean.

In communication, man makes conversation. Conversation, as the spoken form, is the most common forms of language used by human being. People spend a large part of their lives engaging in conversation. Conversation involves two or more people talking about a certain situation and there is exchange of words, sentences and many others. In conversation, people produce utterances not sentences.

An utterance is not a statement or a question of a piece of information, but it is an action. People produce utterances containing grammatical structure and words and perform actions through those utterances. Thus actions which are performed via utterances are generally called speech acts (Yule, 1996: 47). Speakers also employ a variety of communicative acts or speech acts as well as more specific acts such as apologies, requests, complaints, and refusals to achieve their communicative goals.

Complaint is one of the classifications of speech acts that concerns on how to express the displeasure or some negative feelings as a reaction toward certain acts. When a speaker makes complaint, he expects that the addressee would be realize his mistakes or that he has already failed. It commonly used in daily life, in a conversation between one person and another in a contextual situation. The speech acts complaint belongs to expressive function since it is

purposed to express the speaker's psychological state of mind or attitude to some prior action (Trosborg, 1995).

A speech acts can be expressed by using different utterances (Thomas, 1995). From that definition we can conclude that complaint can also be uttered in various ways since it is influenced by different situation. According to Trosbog there are 8 strategies namely, hints, annoyance, ill consequence, direct accusation, indirect accusation, modified blame, explicit condemnation of the accused as a person and explicit condemnation of the accused's action (1995: 320).

In the study of speech acts, including complaints, conversation between speech community is the actual data and film as the representation of reality is an essential potential resource for the study. Rose (2001) states that film language appears to be most representative of actual language use because of its validity, that is how film language represents the ways that people actually talk. Therefore, the reseacher uses movie as the object of the research.

"SWEET HOME ALABAMA" is a famous romantic comedy movie released in 2002. It produced by Touchstone Pictures, U S. This romantic comedy stared by Reese Witherspoon. In the film dialogue we can find several complaint strategies applied. Below are the examples:

1. Melanie's friend : Melanie!
Melanie : Yes?!
Melanie's friend :**This top supposed to be neon aubergine...
But it's all wrong!**

It's all wrong!

- Melanie : Okay, don't panic.
That's my job.
2. Andrew : I'm sorry we late
- Katherine : **that shade of lipstick does nothing for you. What kept you?**
- Andrew : oh, it's none your business.

From the first example above, the complainer uses explicit condemnation of the accused as a person strategy. The conversation takes place in the Melanie's fashion show since she is a fashion designer. It is a conversation between Melanie and her friend. Melanie's friend is supposed to wear neon aubergine dress, but Melanie gives her a purple dress. So she explicitly blames Melanie that she gives wrong colour for the dress. The complainer expresses modified disapproval of an action for which the accused is responsible. Being blame by her assistant, Melanie explains that it was her job and she will fix it. Here Melanie employs Explanation Strategy.

While on the second example above, the complaineer uses HINTS strategy. This conversation happened in the fund- raising event at Lincoln Center. Katherine Hennings (Andrew's mom), alludes Andrew that there is shade of lipstick in his cheek because of Melanie's kiss. Of course it would be a problem if another people know about that. Katherine uses weak strategy to complaint her son to avoid conflict in front of public. Andrew responds her mother's complaint by giving contradiction.

Complaint belongs to the language function. According to Sauvignon, function is the use to which language is put, the purpose of an utterance rather than particular grammatical form of utterance takes. It has to do with what is said as opposed to how something is said (1997:p.19). Language function is one focus on English language teaching. It is used as a topic in teaching English for all level of the students.

Considering the phenomena above, the reseacher interested to discuss about the strategies of complaining and gives a notice to the responses of the addressees toward the complainers. This study takes pragmatics approach as the way of the analysis since speech acts of complaint is part of pragmatics study. In addition, the writer also tries to find out the implication of the study in English language teaching, since complaint is one of topics for the English students to learn.

B. Problem Statements

The problems that are going to discuss

1. What kinds of Complaint Strategies are employed by the characters in the movie entitled "SWEET HOME ALABAMA?"
2. What elements supporting the complainable?
3. What are the intentions of the Complainers in employing certain kinds of Complaint Strategies?
4. What kinds of the responses of the complainees toward the complaint.

5. What is the implication of this study in English Language Teaching?

C. Objectives of the Study

1. To describe the kinds of Complaint Strategies that are employed by the character in the movie entitled "Sweet Home Alabama".
2. To describe the elements supporting the use of certain kinds of Complaint Strategies employed by the characters in the movie entitled "Sweet Home Alabama".
3. To identify the intentions of the Complainer in employing certain kinds of Complaint Strategies.
4. To describe the response of the complainees toward the complaint.
5. To find the implication of the Study in English Language Teaching.

D. The Benefits of the Study

1. This study hopefully can give contribution to learning English through Literature since movie is one of literary works.
2. It is useful for the movie spectators to understand the story of the movie.
3. For the English students, this study can be used as the reference to get the comprehensive understanding about speech acts especially, and pragmatic in general since speech acts is a part of pragmatics study.

4. For the readers, it can be used for further study related to the analysis of Complaint Strategies on the other literary works.



CHAPTER II LITERATURE REVIEW

A. Pragmatics

Generally pragmatics can be defined as the study of how utterance has meanings in particular situations. Leech defines pragmatics as the study of meaning in relation to speech situation, and it deals with utterance meaning (1983:p.13). This type of study involves the interpretation of what people mean in particular context and how the context influences what is said. While Fraser (in Schmidt, 1996:30) defines pragmatics as the theory of linguistic communication. It involves what can be communicated, how the speaker goes about accomplishing the intended communication; and why certain strategies are selected under particular circumstances to bring about the communication. Furthermore Yule (1996, p.3) divides the definition of pragmatics into 4 terms:

a. Pragmatics is the study of speaker meaning.

Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. It concerns more on the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.

b. Pragmatics is the study of contextual meaning.

Pragmatics involves the interpretation of what people mean in particular context and how the context influences what is said. It involves how the speaker organize what they want to say in

accordance with who they are talking to, where, when, and under what circumstances.

c. Pragmatics is the study of how more gets communicated than is said.

This approach also explores how the listener can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning.

d. Pragmatics is the study of the expression of relative distance.

Pragmatics also gives attention on how close or distant the speaker and the listener is, speaker determine how much needs to be said.

This perspective will be determines the choice between the said and the unsaid.

From those definitions and the explanations above it might be said that pragmatics tries to find out the invisible meaning of the speaker's utterances in accordance with the particular context.

B. Communicative Competence

Communicative Competence, as Savignon (1997) states, is the identification of people's behaviors (knowledge and skill) consider successful at what they do, especially, the identification of the special characteristics of good communications. In addition, Canale and Swain (1980) (in Schmidt, 1996) defines it as the underlying systems of knowledge and skill required for communication. It is important to give notice again that communicative competence refers to both

knowledge and skill used in interacting in actual communication. Knowledge refers to what one knows (consciously and unconsciously) about language and about other aspect of communicative language use. Then skill refers to how well one can performs this knowledge in actual communication.

Furthermore Canale and Swain propose the communicative competence into four major areas:

1. Grammatical Competence

This type of competence focuses on the language code mastery (verbal or non verbal). Thus included features and rules of the language such as vocabulary, word formation, sentences formation, pronunciation, spelling and linguistic semantics. It focuses on the knowledge and skill required to understand and express accurately the literal meaning of utterances.

2. Sociolinguistic Competence

Sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic context depending on contextual factor such as status of participants, purposes of the interaction and norms or convention of the interaction.

It requires an understanding of the social context in which the language is used: the roles of participants, the information they share, and the function of the interaction. Appropriateness of utterances refers to both appropriateness of meaning and form.

Appropriateness of meaning concerns on the particular communicative functions (e.g. commanding, complaining and inviting), attitudes (including politeness and formality) and ideas are judged to be proper situation.

While appropriate of form concerns on the extent to which a given meaning (including communicative functions, attitudes and proposition or ideas) is represented in a verbal and or non-verbal form that is proper in a given sociolinguistic context.

3. Discourse Competence/ Textual Competence

It refers to the appropriateness of utterances to their linguistic context and concerns on how to combine grammatical form and meanings to achieve a unified spoken or written text in different genre. Genre here refers to the type of the text for examples, oral and written narrative, an argumentative essay, a scientific report, a business letter, and a set of instructions each represent a different genre.

Unity of a text is achieved through cohesion in a form and coherence in meaning. Cohesion deals with how utterances are linked structurally and facilitates interpretation of a text. While coherence refers to the relationship among the different meanings in a text, where these meaning may be literal meanings, communicative functions and attitudes.

4. Strategic Competence

This component composes the mastery of verbal and non verbal communication strategies and arises into action for two main reasons:

- A). to compensate for breakdown in communication due to limiting conditions in actual communication (e.g. momentary inability to recall an idea or grammatical form) or to insufficient competence in one or more of other areas of communicative competence.
- B). to enhance the effectiveness of communication (e.g. deliberately slow and soft speech for rhetorical effect). In short, strategic competence is the ability to overcome potential communication problems in interaction.

C. Speech acts

Speech acts is considered as the minimal unit of communication. In general, speech acts are acts of communication. Furthermore, Kent Bach in the Routledge Encyclopedia of Philosophy Entry explains that speech acts being correspond to the type of attitude being expressed. For examples a statement expresses a belief, a request expresses a desire, and an apology expresses regret. As an act of communication, a speech acts succeeds if the audience identifies, in accordance with the speaker's intension, the attitude being expressed.

The theory of speech acts aims to do justice to the facts that even though words (phrases, sentences) encode information, people do more things with words than convey information and that when people do convey information, they often convey more than their words encode. Similarly, speech acts are not just act of producing certain sound.

A speech acts is an utterance that serves a function in communication. A speech acts might contain just one word, as in “Sorry” or several words or sentences: “I’m sorry I forgot your birthday”. We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment or refusal.

Here are some examples of speech acts we use or hear everyday:

- | | |
|-----------|---|
| Greeting | : “Hi, Eric. How are things going?” |
| Request | : “Could you pass me the mashed potatoes please?” |
| Complaint | : “I’ve already been waiting three weeks for the computer, and I was told it would be delivered within a week.” |

<http://www.carla.umn.edu/speechacts/definition.html>

Austin (in Allan, 1986:164) presented the fact that in every utterance, speaker performs an act such as stating a fact or opinion, confirming or denying something, asking question, issuing an order and so forth. Then he made one important distinction concerns the three kinds of action associated with any utterance. The first is locutionary act, which is the simple act of saying something and meaning the things you say. It is the basic act of utterance on producing a meaningful language expression. It is the act of saying something in the full sense

of “say”. Second is perlocutionary act, which defines as the effect that you produce by saying what you say.. While the last is the illocutionary action or force. It is what is done in the act of saying something. It is performed via the communicative force of an utterance. It is a linguistic act performed in uttering certain words in a given context An interesting of illocutionary speech acts is that of performatives, which expression is such as “I nominate john to be president”.

The example:

A: “Shoot her”

Act A or Locution : He said to me ‘Shoot her’ meaning by ‘shoot’ shoot and referring by ‘her’ to her.

Act B or Illocution : He urged (or advised, ordered, etc) me to shoot her.

Act C or Perlocution : He persuaded me to shoot her.

The concept of illocutionary is the basic concept of speech acts. It is what it ‘count as’. In English, speech acts are commonly given more specific labels, such as apology, complaint, compliment, invitation, promises or request (Yule, 1996, p.132).

D. Classification of Speech acts

Searle divides the illocutionary act into 5 major classes (in Coulthard, 1985: 24-25):

1. Representatives

The point or purpose of the utterance is to 'commit the speaker to something being case'. In other words, it is an utterance in which the speaker fits his words to the world and incorporates his 'belief'. The degree of belief can obviously vary between 'swear' and 'hypothesize' and affective features can be incorporated as in boast and complaint.

Example: the earth is flat

It was a warm sunny day. (Trosborg, 1995:14)

2. Directives

In this class the speaker wants to achieve a future situation in which the world will match his words and in this class is included not simply 'order' and 'request' but, more subtly, 'invite', 'dare' and 'challenge'. Some examples for this type are advising, asking, forbidding ordering, requesting etc.

3. Commissive

The point of this class is to commit the speaker himself to acting and it necessarily involves intention.

Example: I'll be back.

4. Expressive

The illocutionary point of this class is to express the psychological state specified in the sincerity condition about state of affairs

specified in the propositional content. As the example he offers 'thank', 'apologizes' and 'deplore'.

5. Declaration

It consists of acts which in their uttering alter the world and includes many of those which considered as performatives.

Example: Priest : I now pronounce you husband and wife.

E. Direct and Indirect Speech Acts

Direct and Indirect speech acts concern on the way the speaker uses various linguistic forms with certain functions. We called an utterance as direct speech acts if there is a direct relationship between a structure and a function. However there is an indirect relationship between structure and function which is called as indirect speech acts (Yule, 1996:54-55). While according to Fraser, indirect speech acts are those illocutionary acts which are not directly performed in the sense in which we have used the term, but which are intended to be inferred by the speaker on the basis of what has been said, the way in which it was said, and the context of speaking (in Schmidt,1996:46).

There is an easily recognized relationship between the three structural forms (declarative, interrogative, imperative) and the three general communicative functions (statement, question, command/ request)

Examples: a. do you wear a seat belt? (Interrogative)

b. wear a seat belt! (Imperative)

When a form such as *Did he.....?* or *can you...?* is used to ask a question, it is described as direct speech acts. For example, when a speaker doesn't know something and ask the hearer to provide the information, he will typically produce direct speech acts of the following type: *Can you ride bicycle?* While the example for the indirect speech acts is: *can you past the salt?* In this example you would not usually understand the utterance as question about your ability to do something. In fact, you would treat it as a request and perform the action requested. (Yule, 1996: 133).

F. Politeness

An illocutionary speech acts has the potential to damage hearer face because certain acts are liable to damage or threaten another person face (for example insulting people, expressing disapproval or something) or it may potentially damage the speaker's own face (for example speaker admits bothed a job). In order to reduce the possibility of damage to hearer's face or speaker's own face he may adapts certain strategies.

Broadly speaking politeness involves ideas like being tactful, modest and nice to other people. Being linguistically polite involves speaking to people appropriately in the light of their relationship to you. Inappropriate linguistic choices maybe considered rude. Making decisions about what is or is not considered polite in any community therefore involve assessing social relationship along dimensions of social distance or solidarity, and relative power or status. We

need to understand the social values of a society in order to speak politely (Holmes, 2001:268)

Brown and Levinson (1978) are the most thorough treatment of the concept of politeness. They related the politeness to wants of face,' something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction (in Ralph, 1990:160). The concept is directly related to the folk expression 'lose face', which is about being embraced or humiliated.

There are 2 kinds of face:

a. Positive face

Positive image is the positive consistent self image that people have and want to be appreciated and approved of by at least some other people. This strategy attempts to minimize the threat to the hearers face. It is commonly used in situations where the audience knows each other fairly well. Quite often hedging and attempts to avoid conflict are used. For example, a positive politeness strategy might be the request "I know that you've been really busy lately, but could you do the dishes?"

(http://en.wikipedia.org/wiki/Politeness_theory).

b. Negative face

The other is negative face or the rights to territories, freedom of action and freedom from imposition: essentially the want that your actions be not impeded by others.

Examples:

Request: Put your coat away

Alerting: Turn your headlights on! (When alerting someone to something they should be doing)

Holmes adds that being polite also involves the term of formality. In a formal situation the appropriate way of talking to the others will depend on your roles in the context. For example if tom acting as the judge in a law court then calling him “tom” will be considered disrespectful, while at the dinner table calling him “Your Honour” will be perceive as equally rude (2001:pp. 269).

Face can be a problem if we assume that certain kinds of actions are intrinsically face-threatening. Such act may threaten the hearer’s negative face. For example a request which, as an attempt to get someone else to do something that you want done. It means that the recipient is being impeded in pursuing what he wants to do. Face threatening acts can threaten the speaker’s face.

Causing offence is part of the conflictive function, and complaints are commonly consider as non-polite acts. Nevertheless, certain strategies are still needed to avoid personal conflicts in communication (Trosborg, 1995: 312).

G. The Act of Complaining.

1. The Definition of Speech Acts of Complaining

The act of complaint belongs to the category of expressive functions. It is includes moral judgments which express the speaker’s approval as well as disapproval of the behavior mentioned in the judgment (Trosborg, 1995: 311). In

complaint, the speaker verbally expresses his disagreement or dissatisfaction with a product, service, action, etc. A complaint is addressed to the person whom the speaker considers to be responsible for their problem. In complaint, the events described in the proposition took place in the past. The important thing in the act of complaining is that speaker says a moral judgment on something which the complainees has already done or failed to do, or is in the process of doing. Speaker's expectation is a reaction to the complaint, corrective action.

([Http://yadem.comu.edu.tr/Htm%20Chapter%206/3%20jiri%20.htm](http://yadem.comu.edu.tr/Htm%20Chapter%206/3%20jiri%20.htm))

Trosborg defines a complaint as an illocutionary act in which the speaker (the complainer) expresses his/her disapproval, negative feeling etc. toward the state of affairs described in the proposition (the complainable) and for which he holds the hearer (the complainees) responsible, either directly or indirectly.

According to leech, the complaint is a representative of conflictive function, which includes acts of threatening, accusing, cursing and reprimanding. These acts are by their very nature designed to cause offence and they are therefore highly threatening to the social relationship between the speaker and the hearer (in Trosborg, 1996: 312).

1. Levels of Complaints

According to Trosborg, complaints can be expressed at varying levels of directness ranging from hints and mild-disapprovals to severe challenges in which the complainees is explicitly declared incompetent and irresponsible as a social member.

In complaint, the complainer's utterance may only express the ill feeling toward complaine. In addition, it may be phrased in terms of a straightforward accusation or terms of moral judgment. The complainer should be able to decide on the conflict potential of complaint by choosing a particular level of directness. In former case, the complaine has to perform an inference process to establish a link between what is said and what really intended on the basis of the situational context.

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

P : Propositional content (complainable)

C : Complainer.

A : Accused (complaine)

There are some factors which determine the directness level of a complaint:

1. The complainable is or is not expressed directly in the propositional content. (P describes/ does not describe the complainable)
2. The complainer's negative evaluation of the propositional content is implicitly expressed. (P is bad- articulated or implied)
3. The agentive involvement of the complaine is implicitly or explicitly expressed. (A has done P- articulated or implied)
4. The complainer's negative evaluation of the complaine's behaviour is implicitly or explicitly expressed. (C evaluates A's action as bad – articulated or implied)

5. The complainer's negative evaluation of the complaine as a person is implicitly or explicitly expressed. (C evaluates A as a bad person – articulated or implied) (Trosborg, 1995: 314-315)

2. Complaint Strategies.

According to Trosbog, there are four main categories that commonly used in the act of complaining. The following categories are no explicit reproach, expression of annoyance or disapproval, accusation and blame. Those four main categories divided into a number of sub categories. The explanation and the example are given below:

Situation: Damage car

Hearer has borrowed speaker's car and damaged it.

1. No Explicit Reproach.

The complainer may have recourse to hinting strategies in order to avoid a conflict, in which case the complainable is not mentioned in the proportion. Assertions whose content is different from the proportional content of the complainable are typical. The complainer implies that he knows about offence and holds the complaine indirectly responsible. However, as the complainer does not directly state something is bad. The complaine does not know whether an offence is referred to or not. This is a weak strategy, but might be useful to prepare for more forceful strategies.

Strategy 1. Hints

Example : My car was in perfect order when last draw it.

There was nothing wrong with my car yesterday.

2. Expression of Annoyance or Disapproval

A complainer can express his annoyance, dislike, disapproval, etc. concerning a certain state of affairs he considers bad for him. By explicitly asserting a deplorable state of affairs in the presence of complainees, the complainer implies that he holds the complainees responsible but avoids mentioning them as guilty persons. It also expresses the ill consequences resulting from an offence for which the complainees are held implicitly responsible.

Strategy 2. Annoyance

Example : there's horrible dent in my car.

Oh dear, I've just bought it.

Strategy 3. Ill consequence

Examples : how terrible! Now I won't be able to get to work tomorrow

Oh, damn it! I'll lose my insurance bonus now.

3. Accusation

Accusations seek to establish the agent of a complainable. There are two ways of accusation, direct and indirect accusation.

Strategy 4. Direct Accusation

The complainees can directly accuse the complainees of having committed the offence (direct accusation).

Example : Did you happen to bump into my car.

Strategy 5. Indirect Accusation.

Example : you borrowed my car last night, didn't you?

Formulating the accusation as a question or a piece of information is less-threatening to the accused.

4. Blame

An act of blame presupposes that the accused is guilty of the offence. Three levels are identified with respect to the explicitness with which the complainer formulated his moral condemnation of the accused.

Strategy 6. Modified Blame

The complainer expresses modified disapproval of an action for which the accused is responsible, or he states a preference for an alternative approach not taken by the accused:

Example : honestly, couldn't you have been more careful.

You should take more care with others people's cars.

Strategy 7. Explicit condemnation of the accused's action.

The complainer explicitly states that the accused's action is bad.

Example : it's really too bad, you know, going round wrecking other people's cars

How on earth did you manage to be stupid.

Strategy 8. Explicit condemnation of the accused as a person.

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

Example : oh no, not again! You really are thoughtless.

Bloody fool! You've done it again.

H. Complaint Perspective

The speaker/ hearer perspective of complaint presents a particular point of interest. It may be potentially ambiguous if a speaker avoids mention of the hearer as the guilty person, and this downtones the impact of the complaint on the complaine, the complaint maybe potentially ambiguous.

A number ways can be used to express reference to the complainer and the complaine. Haverkate (1984:56) (in Trosborg) shows the important distinction between focalizing and defocalizing expressions. Speakers selecting the focalizing expression have the intention of bringing into prominence the role of the referent in the state of affairs. While the focalizing expression is used by the speaker to avoid articulating the role of the referent in the state of affair described. These are some possible ways of referring to the complainer/ the complaine:

1). Focalizing reference to the complainer (speaker-perspective-I)

Focalizing reference can be used to express the contrastive or emphatic reference. It involves the first-person singular pronoun. However, nonprominal reference may be used as well, and both proper and common nouns are possible.

A speaker who selects a focalizing reference to the complainer when expressing his annoyance, moral judgment etc. identifies himself as the complainer and takes personal responsibility for issuing blame.

Example : I/daddy? Uncle Sam prefer(s) young children to be well behaved.

2). Defocalizing reference to the complainer (speaker- perspective- we)

Defocalizing can be used to minimize his role of complainer from taking a personal responsibility for issuing blame. “We” is often employed when a speaker wants to involve his hearer or other persons as well by making them share the responsibility or issuing blame.

There are 3 categories at this term:

a). Class-inclusive reference

On this category a speaker present his points of view, assumptions, beliefs, etc. as an opinion shared and accepted by corresponding class. The speaker employs this category to avoid attacking the complainee personally.

As a restricted reference, the pronoun we refer only to the speaker and hearer(s).

b). All-inclusive reference

This category involves reference to the speaker, to the hearer, and to an undefined set of other persons. It is not bound to any particular class persons, rather it is kind of generalizing reference found in generic statements.

Example: we shouldn't tolerate torture of human beings.

No one would approve of such behavior.

c). Pseudo-inclusive reference.

It is typically used in academic and argumentative types of texts: an author, writer, discussion leader etc. May successfully employ the first plural pronoun we, thus supposing that his readers share the point of view they put forward.

Example: we can then conclude... (We=I)

In complaint situation, it is commonly used by persons of superior social status who are exerting influence on subordinates.

3). Focalizing reference to the complaine (Hearer – perspective – you)

The complainer explicitly establishes the hearer as the agent of complainable. Specific reference typically involves the second- person pronoun you, either on its own or in combination with vocative expressions, but reference may be expressed by common nouns as well.

Example: I expected you (Susan)/ my daughter to behave like this.

The use of nominal reference serves the purpose of creating social distance between the speaker and the hearer. Alternatively, it is used to make a favourable impression on an articulator, or with the intention of debasing humiliating him.

Example:

if the gentlemen would like to take a seat, please. (Secretary to customer)

So the gentleman hasn't done his homework. (Teacher to pupil)

4). Defocalizing reference to the Complaine (Hearer – perspective)

This type concerns on the implicit or non specific reference to the agent of complainable. In principle, any person may be intended referent. It is useful for the strategic purpose of suppressing information concerning the identity of the agent responsible for the undesirable state of affairs which is described in the proposition.

There may be some reasons for not mentioning the agent: for example, the agent may be unknown to the speaker or identifying an agent is a little importance. However, dealing with complaint, it more likely that the speaker suppress the identity of the agent for the strategic of avoiding direct accusation or blame of the hearer. Another reason is that the identity of the agent is supposed to be known already by both parties. This type involves agentless passives, construction with neural agents (one, someone, they, people, etc).

- Example:
- a. unpunctuality is not tolerated in this office.
 - b. Someone has taken my purse.

A generalization also used in this type. It is used to avoid personal confrontation, as it protects both the speaker's and the hearer face.

Example: one should take other people's things without asking their permission first.

I. Internal and External Modification

Trosborg also presents the *internal modification* and *external modification* of the complainable. The modification is purposed to softened or strenghtened the complaint.

1). Internal Modification.

A complaint may be softened or weakened by the inclusion of downgrades and strengthened by the inclusion of upgrades.

On one and the same directness level of a complaint may involve disparate face-threats dependent on the inclusion of modifiers in terms of modality markers. Indirect complaints may be softened by mitigation and direct complaints may be made more face-threatening if offence is upgrade.

A. Downgrades.

It is served to mitigate the circumstances under which an offence was committed and consequently reduce the blame which can be put on complaine. It comprise: (1) *Downtoners*: adverbial sentence modifiers (such as just, simply etc) and adverbials expressing tentativeness (e.g. perhaps, maybe, possibly etc.); (2) *Understaters*: those are modifiers that under-represent the state of affairs denoted in the complainable, e.g. little bit, a second, not very much, etc. (ex: I'm bit annoyed that ...); (3) *Hedges*: adverbials by means of which the complaine avoids precise propositional specification e.g. kid of, sort of, somehow, etc. (ex: are you somehow involved in this affair?); (4) *Subjectivizers*: indicated the speaker's towards the preposition e.g. I think, I suppose, I'm afraid etc.; (5) *Cajolers*: gambits functioning at the interpersonal level of discourse with the

function of restoring harmony between two interlocutors, e.g. you know, you see, I mean, etc.; (6) *Appealers*: discourse elements (including tags) intended to elicit a response from the complainers, appealing to his or her understanding, etc. e.g. okay, right, don't you think?.

B. Upgraders

Typical upgrades are intensifiers which modify part of a proposition, sentence modifiers and lexical intensification. It comprises (1). *Intensifiers*: adverbials or adjectives intensifying part of a proposition e.g. such, so, very, quite, really. (Ex: What a frightful mess you've made, I'm absolutely disgusted). (2). *Commitment upgrades*: sentence modifiers expressing a special commitment towards the proposition, e.g. I'm sure, I'm certain, I'm positive, it's obvious etc. (3). *Lexical Intensification*: is lexical choice that is used to reveal an attitude. In extreme cases swear words may be used. (Ex: What the hell are you doing?) (P.327-329).

2). External Modification

Place explains that a low level of directness is an important means of avoiding conflict when expressing moral ensure. Another important aspect is the complainer ability to justify his accusation or reprimand so that it appears convincing (in Trosbog, 1995:p.329).

Several conditions determine whether a complainer is successful in pinning the blame for something on someone else. *Supportive strategies* serve to justify the complainer's right to place the blame for something on the complaine. They function at the structural level of discourse (*preparators*), at the

interpersonal level (*disarmers*), as well as at the content level. *Preparators* are important with regard to the successful organization of the conversation in which a complaint is issued. One cannot just go up and start accusing other people right away. Instead, it is important to prepare the speech acts in order to warn complainees that a complaint is forthcoming. *Disarmer* is a tool for the complainer to avoid producing an act that is too face-threatening to the complainees. A complainer must save their face, the complainer's face and the complainees's face. The third strategy is *providing evidence*. In this strategy a complainer must prove that A did P (P is bad). He or she must be able to show that the complainees has performed the deplorable action. And the last strategy is *substantiation*. It is important for the complainer to be able to provide substantiating moves in the forms of arguments to effect that P is bad, i.e. the complainer must prove that he is justified in interpreting P as bad for him. (Trosbog, 1995: 329-331).

J. Response of the Complaint

As Allan states that speech acts create a space of possible and appropriate response speech acts (1987:p. 8). Response to the speech acts may vary, so is for the Complaint. It is influenced by the situation of the conversation or certain context of the situation. Mostly, the complainees give negative response toward the complaint since this kind of speech acts is potential for the conflict to arise. According to Boxer, there are some possible responses given by the complainees toward the complaints. They are

- a. **Commiseration** : showing agreement or reassurance in an attempt to make the speaker feel better.
 - b. **No response or a switching of the topic (Changing the topic).**
 - c. **Question** : simple clarification requests, elaboration requests, or challenge questions expressing doubts about the validity of the complaints
 - d. **Contradiction** : not accepting or approving of the complaint by contradicting the speaker or providing some kind of defense for the object being complained about.
 - e. **Joke/teasing**
 - f. **Advice/lecture** — offering advice on solving a problem in retrospect.
- (<http://www.carla.umn.edu/speechacts/complaints/index.htm>)

K. Film Theory

Film has been the social phenomenon. As Allan and Gomery states, a film is considered as the reflection of the desire, needs, fears, and aspirations of a society at a given time. Furthermore, indirectly an oblique, film is the social representations. That is they derive their images and sounds, themes and stories ultimately from their social environment. In fictional film, characters give attitudes, gesture, sentiments, motivation and appearances that are, in part at least, based on the social rules and a general notion about policeman, worker, debutante

mother or husband is supposed to act (Allan and Gomery, 1985:158). It suggests that film is also the representation of reality.

L. The Synopsis of the Movie Entitled

“SWEET HOME ALABAMA”

SWEET HOME ALABAMA is a famous romantic comedy movie released in 2002. It is produced by Touchstone Pictures, U S and directed by a famous director, Andy Tennant and written by C. Jay Cox. It tells a story of a small town southern girl who runs off to the big city to seek fame and fortune. Melanie Carmichael (Played by Reese Witherspoon) finds her new wonderful life as a fashion designer in New York. Her boyfriend, Andrew Hennings (Played by Patrick Dempsey) is a son of New York City Mayor, Katherine Hennings (Candice Bergen). Melanie finds herself in a big problem when his boyfriend proposes her because actually she's still married with Jake Perry (John Lucas), her high school sweetheart. So she backs to Alabama to divorce him. She gets much big problem when she tries to put her past behind her once and for all, she is beset by constant reminders of why she wants to leave her hometown. At the same time she remember the good times she grows up there and spends time with her friends and the boy she once love.

CHAPTER III

RESEARCH METHODOLOGY

A. The Methodology of the Research

Generally, a research is considered as a scientific effort to find out or to examine the truth. In conducting a research, a researcher must provide himself with certain science or knowledge. That knowledge or science is called 'methodology'. According to Hilway (in Nawawi, 1994), a research methodology is a method of the study by which through the careful and exhaustive of all ascertainable evidence bearing upon a defined problem, we reach solution to the problem. Furthermore Nawawi states that:

Metode penelitian adalah ilmu tentang metode yang dapat dipergunakan dalam melakukan kegiatan penelitian untuk mengungkapkan dan menerangkan gejala-gejala alam dan gejala-gejala sosial dalam kehidupan manusia, dengan mempergunakan prosedur kerja yang sistematis, teratur, tertib dan dapat dipertanggungjawabkan secara ilmiah.

From those definitions it can be concluded that methodology of the research is a set of method of study that is used in conducting the research to gain the objective of the study and it deals with any strategy employed by a writer in the process of researching certain phenomena.

In relation to the general objectives of this study stated previously, the writer uses descriptive study to figure out the kinds of Complaint Strategies and the speaker's reason in using such strategy. This study is mainly in the area of descriptive because it searches and describes it based on the data gained in the population. Since the study belongs to the qualitative research, which employs

descriptive method, this study is included in the descriptive research. Nawawi states,

“Metode deskriptif dapat diartikan sebagai prosedur pemecahan masalah yang diselidiki dengan menggambarkan atau melukiskan keadaan subjek atau objek penelitian (seseorang, lembaga,, masyarakat, dll) pada saat sekarang berdasarkan fakta-fakta yang tampak atau sebagaimana adanya” (1995:73)

From the definition above, descriptive study can be assumed as the procedure of problem solving, by describing the object of the research that occurs recently based on the fact. It is emphasized on the fact-finding, which is followed by analyzing the data and ended by interpreting it based on the criteria.

B. The Object of the Research.

The object of this study is the movie entitled “SWEET HOME ALABAMA”.

C. The Source of Data

Source of data as stated by Arikunto (1991:102) is the subject where data is gained. There are 2 kinds of source collecting data.

a. Primary Data

The main source data for this study is a transcript dialogues among the characters in the movie entitled “SWEET HOME ALABAMA”.

b. Secondary Data

While the secondary are taken from other references such as

websites articles, criticism and books which relevant to the subject of the study. That secondary data are used to support the primary data.

D. Population, Sample and Sampling

1. Population

The population of this study is all the sentences or utterances in the movie entitled “SWEET HOME ALABAMA”.

2. Sample

Generally, sample is a representative of the population being observed. Arikunto (1991:104) explains that sample is a representative group drawn from the population. Therefore the sample must be representation of the whole population. From that definition and based on the objective of this study it can be inferred that the sample of this study is the utterances, which contain complaint strategies.

3. Sampling

The writer uses purposive sampling technique for this study. Purposive sampling as stated by Fraenkell and Wallen (2000:669) is non random sample selected based on the prior knowledge suggest it is representative, or because those selected have the needed information. It is considered as the best way to get complete data and interpret it deeply upon the various situation. It is conducted by selecting sample based on certain criteria. Related to this study, the criterion used by the writer is the utterance or sentences, which use complaint strategies in the movie “SWEET HOME ALABAMA”.

E. Instrument of the Research

Instrument of the research, as stated Fraenkel and Wallen (2000:665) is any device for systematically collecting data. In the Qualitative research, what is called as the instrument is the human (the reseacher). With his knowledge and sensitivity, in this process, this “instrument” can be more experienced to chose the appropriate data. Sutopo (2002: p.129) explains:

Instrumen di dalam penelitian kualitatif bukanlah suatu definisi operasional atau lainnya, melainkan manusianya (penelitinya), yang merupakan perabot terlatih dan sensitif yang mampu menjaring elemen-elemen yang menonjol dan mentargetkan kelengkapan.

F. The Technique of Collecting Data

The documentary research is the main technique of collecting data that the researcher uses. In this research, the document is “SWEET HOME ALABAMA’s Script”. In addition, the writer goes to the library and public internet service to get some books and internet articles as secondary data.

The researcher makes some codes to classify the data based on the number of the data, the main Category of Complaint, the Complaint Strategy.

The data will be shown as follows:

DN : Number of the data

SHA : The movie’s title abbreviation

I/II/III/IV : The main category of Complaint Strategies

The sub strategies that are used are abbreviated:

Strategy 1. Hints : HINTS

Strategy 2. Annoyance : ANNY

Strategy 3. Ill consequence	: ILC
Strategy 4. Direct Accusation	: DAC
Strategy 5. Indirect Accusation.	: INA
Strategy 6. Modified Blame	: MB
Strategy 7. Explicit condemnation of the accused's action.	: ECAA
Strategy 8. Explicit condemnation of the accused as a person	: ECAP

Example:

DN 01/SHA/1/ HINTS

It means that the number of data is 1, taken from the movie Sweet Home Alabama, used the category number 1 and the complainer take HINTS as the strategy.

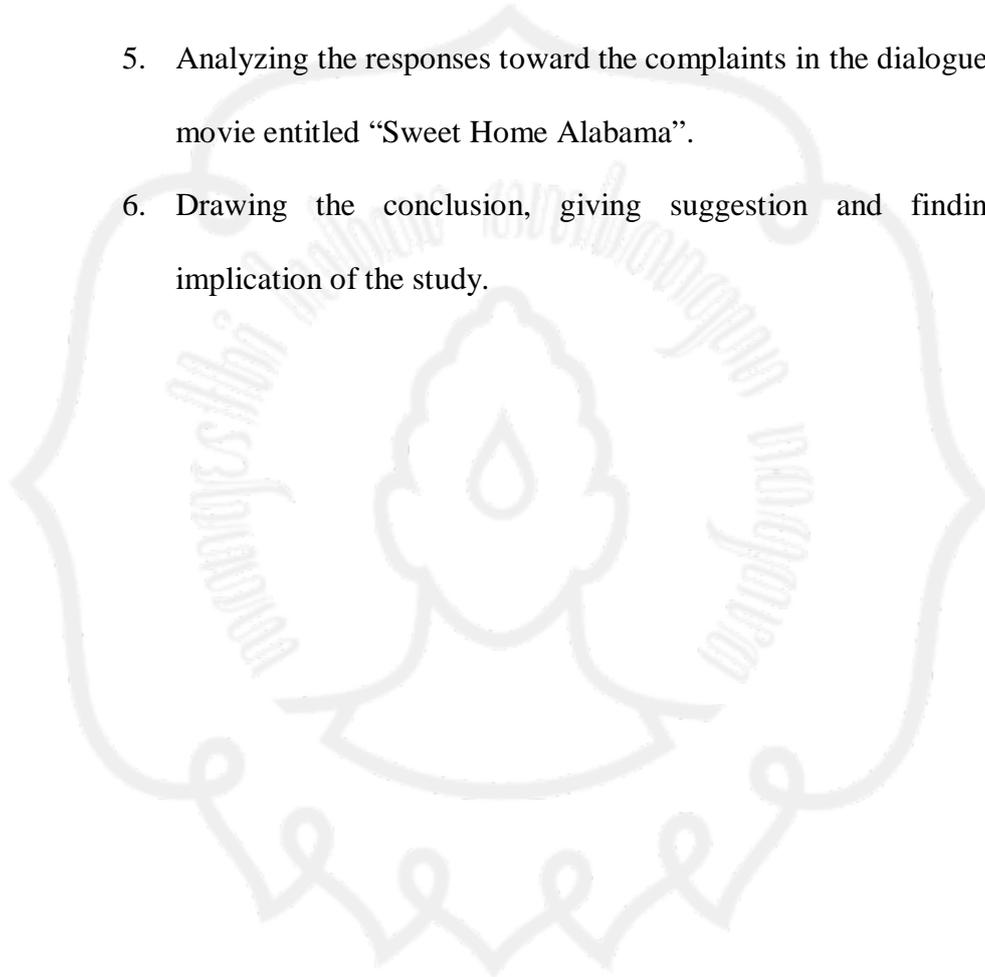
In addition the researcher also makes some notes to describe the context of the situation of the conversation.

G. Technique of Analyzing Data

The researcher applies some steps in analyzing the data.

1. Classifying the data gained based on the kinds of Complaints Strategy.
2. Analyzing the situation determining the use of the Complaint Strategy in the movie entitled "Sweet Home Alabama".

3. Analyzing the elements supported the complainable on the data gained.
4. Exploring the intention of the Complainer employing those kinds of Complaints Strategy and the Complainee's response in the movie entitled "Sweet Home Alabama".
5. Analyzing the responses toward the complaints in the dialogue of the movie entitled "Sweet Home Alabama".
6. Drawing the conclusion, giving suggestion and finding the implication of the study.



CHAPTER IV

DATA ANALYSIS

A. Introduction

The purposes of this study are to find out the kinds of Complaint Strategies and the hearer's response toward the complainer among the characters in the movie entitled "Sweet Home Alabama". In addition, this study also tries to identify the supported elements in the complainable.

In classifying the data, the writer uses Trosborgh's classification of the Complaint Strategies and Boxer's classification for the response. The writer describes the situation of the conversations and then analyzes the complainable based on the theory presented on chapter two. From this, the writer tries to find out the speaker intention toward his complainable, but not all the theories will be applied since each data contains different points to be analyzed.

From the movie entitled Sweet Home Alabama, the writer finds 87 data contain Complaint Strategies. Since this research uses the purposive sampling method, not all data will be analyzed. The writer will analyze selected data which can cover the focus analysis.

From 87 data gained, the researcher finds there 8 categories of Complaint Strategies namely Hints (HINTS), Annoyance (ANNY), Ill Consequences (ILC), Direct Accusation (DAC), Indirect Accusation (INA), Modified Blame (MB), Explicit Condemnation of the Accused's Action (ECAA), Explicit Condemnation

of the Accused as a Person (ECAP). For there are similar data analysis, the researcher only presents some data for each category. Those are:

1. HINTS : data number 03, 04, 10, 16, and 61.
2. ANNY : data number 05, 21, 27, and 34.
3. ILC : data number 22, 33, 66, and 79.
4. DAC : data number 01, 08, 11, 15, 17, 20, and 51.
5. INA : data number 13, 18, 24, and 26.
6. MB : data number 07, 12, 19, and 23.
7. ECAA : data number 09, 28, 47, 53, 62, and 72.
8. ECAP : data number 02, 06, 14, 29, and 52.

B. Data Analysis

DN 01/SHA/III/DAC

Melanie's Crew : You know, that accent of yours...
is a whole lot thicker when you're dreaming.

Melanie : **All right, how come y'all let me sleep?**

Melanie's Crew : Oh, calm down. It was 5 minutes.

The conversation among Melanie and her crew takes place in Melanie's office. They are talking about why Melanie's crew let her sleep since they have to prepare all things they need for Melanie's show. This conversation happens one day before the show. Melanie thinks that she should prepare the show well.

All right, how come y'all let me sleep? is Melanie's complaint toward her crew. She directly accuses her crews that they let her sleep. She directly mentions the accusation. Melanie uses **DAC (Direct Accusation Strategy)**. Her complaint includes on the explicit accusation, since she explicitly mentions the failure. Melanie thinks that her crew should not let her sleep or they should wake her up. In employing her complaint, Melanie takes the focalizing reference to the complaine perspective in **"you all"**. It shows that she explicitly mentions her crews as the agent of complainable. She also takes the interrogative form to soften her complaint. The interrogative form is taken to minimize the face threatening acts of the complainer. It can be inferred that Melanie still aware toward her relationship with her crews since she still needs their help to prepare her fashion show.

Being blamed by Melanie one of her crew respond her complaint by explanation. One of her crew explains that she was slept for a moment only.

DN 02/SHA/IV/ECAP

Melanie's Crew : Melanie!

Melanie : Yes?!

Melanie's Crew : **This top is supposed to be neon aubergine...
but it's all wrong!**

It's all wrong!

Melanie : Okay, don't panic. That's my job.

Um... okay.

Put her on after Anoke.

The third light cue is yellow.

She'll look eggplant.

As the previous data, the conversation above occurs in the Melanie's office. The participants of the conversation are Melanie and her crew. It happens when she and her crew are preparing her big show. They get into rush in preparing all the things. They are talking about the wrong dress that Melanie gives to her model.

Melanie's crew (Complainer) uses **Explicit Condemnation of the accused as a Person (ECAP)** strategy in issuing the blame. She directly mentions Melanie as the one who hold the responsible. From the conversation above we know that Melanie should give the neon aubergine dress, but she gives wrong dress. The complainer who hold responsible to checks all the things finds Melanie's mistake. She yells **"This top is supposed to be neon aubergine... but it's all wrong! It's all wrong!"** as she pointed the model (non verbal act). The complaint can be paraphrased **"Melanie, this top is supposed to be neon aubergine colors, but you put wrong color on her!"**. She uses one of the forceful strategies by mentioning the failure. **ECAP** often contains the upgraders. In this case the complainer uses intensifiers in the **utterance "It's all wrong!"** (twice) as the repetition to strengthen the assertion. In this complaint, the complainer actually involves the first singular pronoun but she did not mention it. She absolutely takes her responsibility for issuing the blame considering the

professionalty of her job. The negative feeling is emotionally invested by the speaker and it could be threatened the hearer negative face.

Melanie responds (as the hearer and the complaine) the assertion by giving an advice. She advices the complainer to put the models on the yellow light, it will gives a neon aubergine color effect.

DN 03/SHA/I/HINTS

Andrew : So... have you made a decision?

Melanie : About what?

Andrew : Ireland.

Melanie : Ireland, honey,
That's four months from now.

Andrew : I was thinking maybe
2/300 guests, tops.

Melanie : For Christmas?

Andrew, are you on some sort of medication?

What's going on?

Where are we?

Oh, my God.

Andrew : Melanie Carmichael...

Will you marry me?

The participants of the conversation above are Melanie and her boyfriend, Andrew. The conversation takes place in the some place that Andrew

prepares for Melanie. Andrew wants to give some surprise to Melanie, so he takes Melanie into a dark room while talking about their plan for Christmas.

Andrew and Melanie are manage to have Christmas in Ireland. Andrew opens the conversation by asking has Melanie made a decision about Ireland. Melanie thinks that it is too early to talk about it because it is still four months from now. Then Andrew mentions a number of guests that he wants to invite. Melanie surprised about that because she thinks that they don't need to invite much people for Christmas. But she does not mention her disapproval explicitly. She does not mention directly the complainable or mention that Andrew's behavior is bad. **Andrew, are you on some sort of medication?** is the Melanie utterance to hint Andrew. In complaining Andrew, Melanie employs **HINTS Strategy**. She does not mention her objection toward Andrew's plan in inviting 2/300 people for Christmas. She chooses the weakest strategy for complaining Andrew. In her complainable, the downgrade of hedge is found. Melanie employs the words "**some**" as the hedges and chooses the interrogative form to soften the complaint. It is also useful to minimize the face threatening acts. In addition, the focalizing reference to the complaine is also used in the word "you".

Andrew respond's Melanie complaint by explanation. He does not mention his reason at all. He just asks Melanie whether she wants to marry with him or not. That is the reason why Andrew manage to invite about 2/300 people, not for the Christmas but for their marriage.

DN 04, 05 SHA/I-II/HINTS-ANNY

- Andrew : I'm sorry we're late.
- Mayor : **That shade of lipstick does nothing for you. What kept you?**
- Andrew : Oh, it's none of your business.
- Mayor : **Ah, you know I hate surprises. What's going on?**
- Andrew : Oh, Tom, always a pleasure.
Good to see you.

The participants of the conversation above are Andrew and Mayor (his mother). It happens in the night of fund raising event. They are talking about what makes Andrew late.

The conversation starts with Andrew's apology that he and Melanie are come late. He has just come, whereas the event has been started. His mother greeted him by complaining the shade of lipstick in Andrew's cheek. She uses **HINTS** strategy by saying "**That shade of lipstick does nothing for you**". Mayor uses the weakest strategy first to prepare the more forceful strategy. She continuous her complaint by complaining the bigger mistake, that is Andrew's lateness. It can be found in her utterance "**What kept you?**". We can paraphrased as "**what makes you late?**". Andrew gives **Contradiction Response** by saying "**Oh, it's none of your business**". Mayor feels annoy to that response so she explicitly expresses her dislike toward Andrew's behavior by uttering "**Ah, you know I hate surprises. What's going on?**". Mayor uses **ANNOYANCE**

Strategy in issuing the blame. The speaker threatens the complainees face by making a direct complaint but does not mention him as a guilty person. There is a **Commitment Upgrades** on it, in form of “ **I hate**”. It shows Mayor’s commitment toward her assertion. Mayor also uses the focalizing reference to the complainer by used the first singular pronoun “**I**”. She takes her personal responsibility for issuing the blame since she is Andrew’s mother and as the mayor who always get public’s attention. There is an internal modification in the complaint. The complainer employs the downgrade of **cajolers** to minimize conflict since they are shot by many cameras and the surrounded by reporters.

Getting complaints from her mother Andrew gives a zero respond. He ignores it by greeting his mother assistant (Tom) “**Oh, Tom, always a pleasure. Good to see you**”.

DN 06/SHA/IV/ECAP

Melanie’s Best Friend : **Bloody hell, Mel,**
I'm your first New York friend, and I have to
read about it with million other people!

Melanie : Sorry, honey,
 She just grabbed my hand.
 What was I supposed to do?

The situation above is in the phone. Melanie talks to her close friend (her name is not mentioned). Melanie’s friend is in New York, while Melanie is in

Alabama. Melanie's best friend is having breakfast with her friends, while reading the newspaper.

In the conversation above we know that Melanie's friend asserts her disapproval toward Melanie's behavior. She explicitly expresses her disapproval in her complainable. "**Bloody hell, Mel, I'm your first New York friend, and I have to read about it with million other people!**" is Melanie's friend's complaint. She takes **ECAP Strategy** for uttering her complaint. Her assertion explicitly asserts Melanie as the agent of complainable. Melanie's best friend shows her disapproval since she is Melanie's closest friend but Melanie doesn't tell her about her engagement. Melanie's Friend assumes that Melanie should tell her closest friend first before other people. Since **ECAP** is one of the severe complaints, so there is no downgrade found from Melanie's friend complainable. She employs the upgrades way to strengthen her complaint. She takes the swear word "**Bloody hell**" as the upgrades of **Lexical intensification**.

Melanie responds her Friend's disapproval by **Explanation**. She feels sorry about that. She explains the condition toward her friend.

Conversation

Jake : Now, how can I help you?

Melanie : Well, for starters, you can get
your stubborn ass down here and give me a divorce.

Come on, Jake, I mean it.

The joke's over. Let's just finish this. I've got a plane to catch. (datum 8)

Jake : **You're shittin' me, right? (datum 9)**

Melanie : You know, I've never actually understood that expression...
but, no, I'm not "shitting" you.

Jake : **You show up here after years...**

Without so much as a

"Hey, there, Jake, remember me... your wife?"

Or a "Hi, honey.

Lookin' good. How's the family?" (datum 10)

Melanie : You expect me to tell you "you look good?"

Did they run out of soap down at the Piggly Wiggly since I left? (datum 11)

Jake : They laugh at that up north or wherever it is you been?

Melanie : **You knew where I was. And don't even pretend you spent all this time to missing me. (datum 12)**

Jake : oh, I missed you, all right.

The long conversation above occurs in the same situation and place that is in Jake's house in the afternoon. The participants of the conversation are Jake and Melanie. Melanie has just come to Alabama, her hometown and her first destination is Jake's house. They are talking about the bill of divorcement. Here, the writer divides the whole conversation above into two terms in order to make them easier to be analyzed.

DN 07,08/SHA/IV-III/MB-DAC

Jake : Now, how can I help you?

Melanie : Well, for starters, you can get
your stubborn ass down here and give me a divorce.

Come on, Jake, I mean it.

**The joke's over. Let's just finish this. I've got a plane to
catch. (datum 07)**

Jake : **You're shittin' me, right? (datum 08)**

Melanie : You know, I've never actually understood that expression...
but, no, I'm not "shitting" you.

As the previous explanation above, Melanie has just come to Jake's house and her purpose is to force Jake to sign the bill of divorcement. Melanie starts the conversation by threatened Jake's face by saying "Well, for starters, you can get your stubborn ass down here and give me a divorce". She orders Jake to get down from her place and sign the paper. But Jake doesn't give any respond (**Zero Respond**) because he still surprised with Melanie's act. Jake keeps silent and stays at his place. Melanie complaints Jake behavior "**Come on, Jake, I mean it. The Joke's over. Let's just finish this. I've got a plane to catch**" (**datum 07**). She expresses her dislike toward Jake's behavior. She orders Jake to get down and sign the paper but he didn't do that. She employs the **MB (Modified Blame)** to force Jake. She emphasizes her dislike toward Jake's behavior and makes her complaint more forceful by mentioning **the commitment upgrades** in "**Come on, Jake, I mean it**". She gives a preference that Jake should take. As a

person who has been not met for about 7 years, she does not talks with polite manner. It shows that Melanie does not pay much attention with the manners. Her utterance allows the bigger conflict arises.

Jake feels that Melanie threats him. He responds Melanie's complaint with a complaint too. Jake utters "**You're shittin' me, right? (datum 08)**" because he not quit sure about what he heard. He accuses Melanie shitting him. Jake employs the third category that is **Direct Accusation (DAC)**. This category weaker than the strategy that Melanie used. Jake chooses this strategy to minimize the conflict arise between them and also try to minimize the negative face threatening acts between him and Melanie. The downgarde of "**Tag**" employed on it.

Melanie respond Jake's complaint by explained that she does not shitting him in "**but, no, I'm not "shitting" you**".

DN 9,10,11/SHA/ IV,I & III/ ECAA-HINTS-DAC

Jake : **You show up here after years... without so much as a "Hey, there, Jake, remember me... your wife?" Or a "Hi, honey. Lookin' good. How's the family?" (datum 9)**

Melanie : You expect me to tell you "you look good?"
Did they run out of soap down at the Piggly Wiggly since I left? (datum 10)

Jake : They laugh at that up north or wherever it is you been?

Melanie : **You knew where I was. And don't even pretend you spent all this time to missing me. (datum 11)**

Jake : oh, I missed you, all right.

Jake employs **ECAA** to express his dislike toward Melanie's behavior. He chooses direct complaint to make his complaint more forceful. He explicitly states his objection or disapproval by mentioning Melanie's bad behavior and gives the evidence. This is one of severe complaints. Jake may choose this strategy to make Melanie realizes about her mistake. There is an external modification in Jake's utterance. He provides the evidence in blaming Melanie's behavior in "**without so much as a 'Hey, there, Jake, remember me... your wife?'**" Or a "**Hi, honey. Lookin' good. How's the family?'**". Jake thinks that Melanie forgets her manners. **ECAA** is one of severe direct complaints. It may successful in urging the complainees to repair the bad behavior. However it also allows bigger conflict arise if the complainees gives Contradiction response. So is Melanie, she does not accept Jake's disapproval. She gives a direct **Contradiction** toward Jake's complaint by saying "**You expect me to tell you 'you look good?'**". Jake's complaint is unsuccessful.

Being blamed by Jake, Melanie gives another complaint. She gives attention to Jake performance. He looks dirty. Melanie uses **HINTS** strategy to complaints Jake's performance "**Did they run out of soap down at the Piggly Wiggly since I left?'**" She hints Jake weather he uses soap when he takes bath or not.

Jake responds Melanie's complaint by mocking. He thinks that Melanie became different since she lives in New York. It can be seen in **“They laugh at that up north or wherever it is you been?”**.

In **datum 11** Melanie employs **DAC (Direct Accusation) Strategy** in accusing Jake. She accuses Jake that he does not miss her or tries to visit her in New York eventhough he knew where she is. Jake responds Melanie's complaint with explains that he miss her actually in **”oh, I missed you, all right”**. In all the complaints utterances above the participants use the **Focalizing reference to the complainer (speaker-perspective-I)** and **Focalizing reference to the complaine (Hearer – perspective – you)**. Negative Face threatening Acts are often employs by the speaker.

DN 12,13/SHA/IV,III/MB-INA

Melanie : What are you doing?!

Jake : Leavin'. You done it. You should recognize the gesture.

Melanie : **Could we just try to keep this as civilized as possible?**

Please sign these papers so I can go home. (datum 12)

Jake : **What do you know from home?**

**Hell, I bet your folks don't even know you're in town.
(datum 13)**

Melanie : That's my business.

The situation of the conversation above is in the same situation with the previous conversation. Still, Melanie and Jake are talking about their divorcement.

They are involved in quarrel situation. The conversation takes place in Jake's home yard.

Melanie employs the **MB (Modified Blame) Strategy** in his complaint. She explicitly states his disapproval toward Jake's Behavior. Jake leaves Melanie when she is talking to him. He doesn't even sign the Bill of Divorcement that Melanie brings. "**Could we just try to keep this as civilized as possible? Please sign these papers so I can go home**" is Melanie complaint. She mentions the preference that Jake should take in the interrogative form. Eventhough this is one of the severe complaint, Melanie tries to soften her complaint by uttering the complaint in form of question. In addition she takes some Downgrades ways in form of Downtoner "**Just**" and employs the agentless passive "**we**". It shows that Melanie tries to repair situation and hopes that Jakes would sign the paper.

But Melanie's complaint is not successful because Jake's respond her complaint by employing the **Contradiction Strategy**. His response also contains complainable. He takes **INA (indirect Accusation)** in responding Melanie's complaint. He indirectly mentions that Melanie hasn't greeted her parents before he came to Jake's house. Jake asserts his disaporable by uttering "**What do you know from home? Hell, I bet your folks don't even know you're in town**". There are the upgrades of **Lexical intensification "Hell"** and **Commitment Upgrades "I Bet..."** on it. In his complainable Jake takes the focalizing perspective to the complainer "**I**" and the complaine "You". Jake utters the complaint for sole purpose of expressing his negative feeling or his disaporable.

Being accused by Jake, Melanie gets angry. She employs the Contradiction Strategy in responding Jake's accusation. **"That's my business"** is Melanie's response toward Jake's complaint. She thinks that Jake doesn't have any business on it.

DN 14,15/SHA/IV,III/ECAP –DAC

- Jake : Honey, those people are the only family you got.
- Melanie : **Don't you "honey" me, honey!(datum 14)**
- Jake : Get your butt back in that car, you drive over and see 'em,...
and then maybe we'll talk.
- Melanie : **Jake! You dumb, stubborn, redneck hick!**
The only reason you won't sign these
papers is 'cause I want you to! (datum 15)
- Jake : Wrong! The only reason I ain't signin' is 'cause you've turned
into some hoity-toity Yankee bitch...
And I'd like nothing' better right now than to piss you off!

This conversation is between Jake and Melanie. It occurs in Jake's home yard. Both are involved in quarrel situation. As we know, that Jake is Melanie's husband but Melanie wants to divorce him since she finds a better man to be her new husband.

The conversation above is started with Jake's advice toward his wife, Melanie. On the previous conversation Jake accuses Melanie that she forgets to visit her parents. Jake tells her that her parents are the only family she has. Jake

calls Melanie with “**Honey**” to minimize the conflict. Unfortunately, Melanie objected with that. She gets angry because Jake calls her by “Honey”. “Don’t **you** **"honey" me, honey!** “ is the complaint that Melanie employs toward Jake’s behavior. She takes one of severe complaint that is **ECAP (Explicit Condemnation Accused as a Person)**. She explicitly mentions Jake as the agent of the complainable. She employs this strategy because they are involved in long quarrel situation so the negative feeling is absolutely invested in every complaint. Weak complaint strategies are seldom to be used by them.

The strategy that Melanie employed is potential for the conflict. Jake responds Melanie’s complaint by **an Advice**. However, he also implies his negative feeling toward Melanie’s behavior on his high intonation and some non verbal acts (bulging his eyes and pointed the Melanie’s face). “Get your butt back in that car, you drive over and see 'em,...and then maybe we'll talk” is Jake response. His response also contains the directive acts. Jake asks Melanie to see her parents first then she may go back to his house to talk about their divorcement.

Melanie is a wild girl. She hates to be advised and ordered by another people, moreover by Jake. She employs more severe complaints toward Jake. Her next complaint in **datum 15** is included on the **Direct Accusation Strategy** since she clearly accuses Jake that he won’t sign the paper because he doesn’t want to see Melanie happy. The accusation is uttered explicitly and clearly. On her accusation she also employs the swear words on “**Jake! You dumb, stubborn, redneck hick!**”. It shows that Melanie employs the **upgrades of the lexical**

Intensification to strengthen her complaint. Moreover, she takes the imperative form to emphasize her accusation. Same technique can be applied in **datum 26**.

Being accused by Melanie, Jake gives **Contradiction** response. He states that her accusation is wrong. He doesn't want sign the paper because Melanie is change to be a proud girl. In responding Melanie complaint, Jake also employs some **Lexical Intensification** in "hoity-toity Yankee bitch..and I'd like nothin' better right now than to piss you off!" it shows that their strategy in complaining each other are not successful since their complaint are responds by complaint too. It shows that the complaint which the complainer uttered can be accepted by the complainee or not successful.

DN 16/SHA/I/HINTS

Mayor : So, have you two lovebirds set a date?

Andrew : I'm pleading the Fifth.

Mother : **Okay, fine, just try to keep your secrets. I dare you.**

Andrew : Oh, at least you sound like you're in a better mood.

The participants of the conversation are Andrew and Mayor, his mother. They are talking about the date of Andrew's marriage. This is a phone conversation.

Mayor (Andrew's mother) asks Andrew when his marriage will be held. Andrew plans his marriage on the fifth. In showing her disapproval, Mayor uses **HINTS** strategy. Mayor hints Andrew by saying "**Okay, fine, just try to keep your secrets. I dare you**". As we know that Andrew does not tell his mother

about his engagement. Mayor thinks that she shouldn't need to ask about Andrew plans for marry. She hopes that Andrew will tell her about that first, so she does not need to ask him about the date. The **Downgrades** of the downtoner is found in the complainable in the word "**Just**". There are 2 complaint perspectives found, they are focalizing reference to the complainer "**I**" and Focalizing reference to the complaine "you". While the upgrades ways are not emerge in the assertion. The face threatening acts are minimized by employing the downgrades strategy.

Being Hints by his mother, Andrew responds it by **Teasing** his mother. He said "Oh, at least you sound like you're in a better mood" because he knows his mother rank is rise 2 points.

DN 17/SHA/III/DAC

Jake : You make clothes, right?

Melanie : I design them. There's a big difference.

Jake : Did you design anything with stripes?

Melanie : **You called the sheriff?! You know that old bastard hates me!**

Jake : For good reason!

The conversation above is between Jake and Melanie. They are talking about the sheriff. It occurred in Jake's house, in the dining room. Jake actually locks her out. But Melanie finds the spare key, so she can enter the house.

The conversation opened by the stretch talk about the Melanie's job. Suddenly Melanie sees the sheriff's car arrives. She was surprised with that

because she knew that the Sheriff hates her. She directly accuses Jake that he calls the sheriff to arrest her. **“You called the sheriff?! You know that old bastard hates me!”** is Melanie’s accusation. The complaint is uttered in imperative form to strengthen the accusation. No downgrades employed on it. The complaint only contains the upgrades of lexical intensification. The same case is found in **datum 30**.

Being accused by Melanie, Jake responds Melanie’s complaint by saying “For good reason!”. This strategy is not included to Boxer’s strategy. Jake shows his agreement toward Melanie’s complaint. In Boxer’s classification, this strategy is given by the complainee to make the complainer feels better. But Jake has different intention on his respond. He gives his agreement to lose Melanie’s face.

DN 18,19/SHA/IIL,IV/INA-MB

- Jake : **Wade, can you try and be a little more professional?**
We got us a crime suspect here. (datum 18)
- Wade : **Now, Melanie, you can't just go breaking into people's houses. (datum 19)**
- Melanie : I didn't break in, Wade. I used a key...my key.

There are 3 participants in the conversation above. They are Jake, Melanie, and the Wade the sheriff. The conversation takes place in Jake’s house. Wade the sheriff is actually Jake and Melanie’s old friend. He is called by Jake to arrest Melanie.

The conversation is started by Jake's complaint. He calls Wade to arrest Melanie, but he doesn't do that. He indirectly accuses Wade as unprofessional. **“Wade, can you try and be a little more professional? We got us a crime suspect here. (datum 18)”** is Jake's complaint. He calls Wade to do his job not to talk with Melanie. The **INA (Indirect Accusation)** complaint is uttered in interrogative form to make it soften. It shows that Jake wants to maintain his relationship with his friend, Wade. The upgrades and Downgrades ways are not emerge in his complaint. Jake chooses to use the agentless passives **“We”** to avoid mentioning Wade as a person who responsible for the situation.

Wade responds Jake's complaint by **commiseration**, but in indirectly form. He shows his agreement by doing his job. Wade's complaint toward Melanie's behavior shows his response toward Jake.

In complaining Melanie Wade uses **MB (Modified Blame Strategy)**. Wade's complaint expresses modified disapproval of an action. He shows his disapproval toward Melanie's behavior. **“Now, Melanie, you can't just go breaking into people's houses (datum 19)”** is Wade's complaint. He tells her that she should not break someone house. Wade complaint contains an advice, not merely shows his negative feeling. It can be pointed out that Wade tries to minimize the personal conflict toward Melanie because she is his friend. No Upgrades ways employ on it. Only the downgrades of downtoner **“just”** emerges on it.

Being blamed by her friends Melanie employs the **Contradiction Strategy**. She can not accept Wade's complaint because she uses her key to enter

Jake's House. She also provides her defense by showing her key as the evidence. Seeing Melanie's response, Wade and Jake are losing their face.

DN 20/SHA/III/DAC

Wade : **Well, what do we got here?**

A bill of divorcement?!

Hell, boy, I thought you said you took care of this.

Jake : And I thought I had..

The situation of the conversation above has same situation with the previous conversation. Melanie, Wade and Jake talk in Jake's house. Wade as Melanie and Jake's friend is actually know their problem.

Wade thinks that Jake has solve his problem so there will be no divorcement. Wade accuses Jake with says” **Hell, boy, I thought you said you took care of this”**. This includes on (DAC) **Direct Accusation Strategy**. Wade directly accuses Jake that he does not care of his divorcement. There is an upgrade of **Lexical intensification “Hell Boy”** employs on it. In addition, the downgrade of subjectifizers emerges on it. it can be seen in **“I thought”**. Directly Accusations are often supported by the upgrades ways. But in Wade's complaint he only employs the downgrades of cajoler **“Well”**. It shows that Wade wants to maintain his relationship with his friend.

Jake responds Wade accusation with says **“And I thought I had..”**. It shows that he uses the explanation strategy. His statement implies that he actually

takes care of his problem, but situation tells different. Melanie still forces him to divorce her.

DN 21,22,23/SHA/II,IV/ANNY-ILC-MB

Wade : I don't have a single childhood memory
that doesn't have you two in it.

And that includes the night I lit my ass on fire. Remember?

Jake : **Wade... Memory Lane is closed. (datum 21)**

Wade : Ah, boy, you two got a whole lot of catchin' up to do...
so I'm just gonna leave you to it.

Jake : **Man, I set you up with your wife. You owe me one! (datum 22)**

Melanie : **Why won't you just sign the papers?! (datum 23)**

Wade : There is nothin' I can do. The law is the law, and she has done nothin'
wrong.

The conversation among Wade and Jake takes place in Jake's house. They are talking about their childhood. Wade as a sheriff in his town is invited by Jake to arrest Melanie. Both, Jake and Melanie are in quarrel situation. Wade is placed in difficult situation since they are his friends.

Wade said that Jake and Melanie are his best friends. Not even his single childhood memory that doesn't have them on it. But Jake feels annoyed about Wade's story. He thinks that is their past, and he doesn't want to remind about that. Jake employs ANNOYANCE (ANNY) strategy by saying "**Wade...Memory Lane is**

closed". There are no specific downgrades and the upgrades strategies employ on it.

Wade responds Jake's complaint with **an Advice**. He thinks that Jake and Melanie are need to talk, so he is going to leave them.

Wade decides to leave Jake and Melanie to finish their problem. But Jake doesn't allow him out without Melanie. **ILC (Ill Consequence)** is the Complaint Strategy that Jake takes in complaining Wade's behavior. Jake mentions the consequences that Wade should take since he has set up Wade with his wife. **"Man, I set you up with your wife. You owe me one! (datum 22)"** is Jake's complaint. It can be inferred that Wade should pay for Jake's help in the past. Jake doesn't let Wade out without arrests Melanie. Jake employs generalization in **"Man"** in his first utterance to protect the hearer's face. But then he directly mentions Wade as the agent of complainable by calls Wade with **"you"**. In addition, he also takes his personal responsibility for issuing the blame by the word **"I"**. Jake makes his complaint in interactive form to strengthen his complaint.

Wade gives explanation about his behavior. He thinks that he can not arrest someone who doesn't do anything. He thinks that Melanie doesn't break in Jake's house since she uses her key. It shows that Wade uses Explanation strategy in responding Jake's complaint.

While Jake is trying to convince Wade that he ought to arrest Melanie, Melanie breaks Jake's complaint by uttering a complaint too. She tries to shift the Wade's attention. She complaints Jake why he won't just sign the paper so he can

leave him. In complaining Jake's behavior she employs **MB (Modified Blame) Strategy**. "Why won't you just sign the papers?!" is Melanie's complaint. only lexical intensification employs on it.

Jake doesn't give any response toward Melanie's complaint (**zero respond**) since he still concerns in convincing Wade to arrest Melanie.

DN 24/SHA/III/INA

Jake : **I suppose shoplifting steaks at Winn-Dixie's okay.**

Melanie : I took 'em back, and you know it!

The participants of the conversation in **datum 24** are Melanie and Jake. the talk in quarell situation. the conversation occurs in Jake's house.

As we know on the previous datum, Jake tries to convince Wade to arrest Melanie. He mentions Melanie's bad behaviors in the past and shoplifting steaks at Winn-Dixie's store is one of them. Jake assertion is "**I suppose shoplifting steaks at Winn-Dixie's okay**". Jake doesn't directly state Melanie as the Agent of complainable since the participants of the conversation have already know for who that complainable is addressed eventhough Jake utters his complaint to Wade. Jake soften his complaint by using the downgarde of **subjectiviers in "I suppose"**. He also uses the focalizing complaint perspectives of the complainer "I" in his complainable. It shows that he takes his personal responsibility for issuing the blame.

Contradiction Strategy is employed by Melanie in responding Jake's complaint. She denies Jake accusation. She said "I took 'em back, and you know it!".

DN 26/SHA/III/INA

Jake : **Wade... isn't there some outstanding warrant for whoever dumped your mama's tractor in the fishpond?**

Actually there are 3 participants in **datum 26**. They are Jake, Wade and Melanie. The situation in this conversation is the same with the previous conversation. Jake tries to convince Wade that Melanie should be arrested. Jake mentions Melanie's bad behaviors to convince Wade. One of them is that Melanie ever dumps Wade's mama's tractor in the fishpond. Jake chooses the interrogative form in uttering his complaint. He utters his complaint to Wade but actually his complaint is addressed to Melanie. Defocalizing reference to the complainees is employed in form of "**Whoever**". Jake uses this type of complaint perspective to avoid mentions the agent of complainable directly, but here he uses this strategy because both parties are already know the agent. From those description we can infer that Jake employs **The Indirect Accusation strategy (INA)**.

Melanie does not give any response (**zero respond**). She is arrested by Wade.

DN 27/SHA/II/ANNY

Mom : **9:15 a.m ? Honestly. Who could be callin' at this hour?**

The utterance above is uttered by Melanie's mother, Pearl. She feels annoy by the phone at the night. She thinks that it is too late for somebody to make a call. **"9:15 a.m ? Honestly. Who could be callin' at this hour?"** is the utterance that shows the Melanie's mother complaint. She takes the interrogative form to make the complaint weaker and to show her curiousness. Same cases happen in **data 50 and 70.**

There is no respond at all from the complaine, since the complainable is not directly mentioned to the complaine. Here the complaine gives **zero respond** toward the complainable.

DN 28/SHA/IV/ECAA

- Melanie : Mama, the call isn't the surprise. I'm in town.
- Mel's Mother : Oh, Lord, love a duck! Oh, my baby girl has finally come home. Earl, she's in town!
- Mel's Father : **You gonna repeat everything she says? If you are, get off my chair.**
- Mel's Mother : I'm just sittin' here, is all.

They participants on the conversation above are Melanie, Melanie' father (Earl) and Melanie's mother (Pearl). Pearl is talking to her daughter in the phone, while Earl is watching the television.

Melanie has been left Alabama for about 7 years, and she comes home sudenly. Pearl is surprised with that, because Melanie doesn't tell her about her coming before. She is so happy and yells "Oh, Lord, love a duck! Oh, my baby

girl has finally come home. Earl, she's in town!". She talks to her daughter while sitting on Earl's chair. Earl feels annoy about that. **"You gonna repeat everything she says? If you are, get off my chair"** is Earl's complaint toward Pearl's behavior. Earl employs one of the severe complaint strategies that is **ECAA**. He explicitly blames Pearl's behavior. He is explicitly states that Earl's behavior's is bad. Earl's complaint is followed by directive Acts **"get off my chair!"**. As the preparator, he asks his wife whether she wants to repeat everything Melanie's said or not. No downgrades employs on it. Only the upgrades of lexical intensification in **"get off my chair!"** to reveal Earl's attitude.

Pearl responds Earl's complaint with **Contradiction Strategy**. She contradicts Pearl's complaint by saying **"I'm just sittin' here, is all"**.

DN 29/SHA/IV/ECAP

Mel's Father : **What happened to the sound?**

Mel's Mother : I turned it down so I could hear the phone ring.

Mel's Father : **What, are you a clairvoyant?**

Mel's Mother : It was so loud, I couldn't hear myself think.

They could have heard it at Joe and Lurlynn's house.

The situation of the conversation above is the same with the conversation in **datum 28**. Pearl is talking to her daughter while sitting Earl's chair. Earl complaints Pearl for turning down the volume of the television.

Before gives his complaint Earl takes a preparator by saying **"What happened to the sound?"**. Then followed by the complainable **"What, are you a**

clairvoyant?”. Earl complaints Pearl by using **ECAP (Explicit Condemnation of the Accused as Person) Strategy**. He explicitly states Pearl as non responsible social member. This is the most severe complaint. **“What, are you a clairvoyant?”** is Earl’s complaint toward Pearl’s behavior. He uses the swear word **“clairvoyant”** as the upgrades of the lexical intensification to strengthen his complaint.

The **Explanation Strategy** is given by Pearl toward Earl’s complaint. She explain’s that the television is too loud so it needs to turn it down.

DN 33/SHA/III/ ILC

Melanie : I would hardly call that a wedding.

Mel’s Father : Boy was nervous.

Melanie : He was still drunk from the night before.

Mel’s Father : Can you blame him?

Melanie : Yes, I can!

I went to the reception by myself with puke...

all down my dress while he slept it off in the Travelodge,...

and you're still siding with that... (datum 33)

Mel’s Father : I'm not sidin' with anybody.

The situation of the conversation above is in the car, when Melanie and her Father on the way home. They are talking about Melanie’s first wedding. Melanie feels disappointed with that. She shows her disapproval toward her father’s and Jake’s behavior.

“I went to the reception by myself with puke... all down my dress while he slept it off in the Travelodge,...and you're still siding with that...” is Melanie’s complaint toward Jake’s behavior. She Blame him for leaving her in her wedding’s reception since he slept. She thinks that is the worst marriage she ever had. Some consequences resulting from the offence are mention on the complainable. In showing her disapproval, Melanie employs **ILL CONSEQUENCES strategy (ILC)**. She thinks that it will be useful if she mentions the consequences that she has to accept resulting from the offence. No downgrades strategy employs on it. While the **External modification** is employed in form of **“providing evidence”**. Same technique can be used in **datum 66** since it has same characteristic to be analyzed.

Being blamed by his daughter, Earl responds it by **Contradiction**. He thinks that Melanie can not blame him because he did not sliding with anybody.

DN 34/SHA/II/ANNY

Mel’s Father : The boy's changed, is all.

Melanie : **Can we just not talk about Jake, okay?**

I know he's the son you never had, but I'm your only daughter and maybe you want to know what's new with me.

Mel’s Father : Okay, shoot.

The conversation above takes place in the car. Melanie and her father are on the way home. They are talk about Jake, Melanie’s first husband.

Melanie and her father are talking about Jake, Melanie's old husband. Earl, Melanie's father, tells her that her husband is changed. So he thinks that Melanie doesn't need to hate him anymore. Melanie complains her father behavior. He always talks about Jake along the trip eventhough he has just meet with his daughter. **“Can we just not talk about Jake, okay? I know he's the son you never had, but I'm your only daughter and maybe you want to know what's new with me”** is Melanie's complaints to show her disapproval. She employs **ANNOYANCE (ANNY)** strategy. She explicitly states a deplorable state of affairs in the presence of the complaine, but she avoids mentioning the her father as a guilty person. Some downgrades employ on it. The downgrades of **Downtoners (Just and maybe)** and **Appealers (okay?)** are inserted to softened the complaint. There are 3 complaint perspectives presented in the complainable. They are Focalizing reference to the complainer **“I”**, focalizing reference to the complaine **“you”** and agentless passive **“we”**. There is no additional acts supported the complaint or there is no non verbal acts used by the complainer.

Melanie's Complaint is successful. It can be seen in her father's responds. He accepts Melanie's complaint, and stops the conversation about Jake. It can be pointed out that Earl employs the **Commiseration Strategy** in responding Melanie's Complaint.

DN 47/SHA/IV/ECAA

Jake : You go right ahead and spend your money.

Melanie : Oh, but, darlin'...I thought you said we should think of it as...

our money. Just a guess, but I'm thinking the words "joint checking"...
are flashing in your head right now.

Jake : How much did you take?

Melanie : All of it.

Jake : Son of a bitch!.

Melanie : You want a wife, you got a wife.

And what are you doing with all that cash? Why don't you invest it?

Don't you know anything?! (datum 47)

Jake : I know if you don't get out of this house right now...

The situation of **datum 47** is in Jake's house. The participants of the conversation are Jake and Melanie. They are talking about the joint-account money. There are 2 kinds of complaints in the conversation above, but not all complaints will be analyzed since **datum 46** has same characteristic with **datum 29**. So the researcher only analyzes datum 47.

In **datum 47** Melanie employs **ECAA Strategy**. He is still surprised about Joint saving account that Jake makes in the bank. She thinks that it will be better if he invests it. Melanie explicitly states her disapproval toward Jake's action. Her complainable states that Jake's behavior is bad in "**And what are you doing with all that cash? Why don't you invest it? Don't you know anything?!?**". She does not employ any downgrades on it since it is a severe complaint. Only the upgrades of lexical intensification emerge on it. "**Don't you know anything?!?**" is Melanie utterance to reveal Jake's attitude. The complaint

perspective uses is “I” and “you”. In her complainable she takes her responsible for issuing the blame and clearly accused Jake as the agent of complainable.

Since they are in quarrel situation, Jake’s responds Melanie’s complaint with Contradiction Strategy. He chased Melanie from his house.

DN 51/SHA/III/DAC

Jake : Honey? Why don't you get us a couple drinks, all right?

Starr : Is that a martini?

Jake : Not "me and her" us. "You and I" us.

Melanie : **Why do you make me be mean to you?**

Is that what you want...to be humiliated in front of all of your friends?

Jake : Oh, come on, Mel, we were your friends, too.

The participants of the conversation above are Jake, Melanie and Jake’s date, Starr. It takes place in the bar. Jake has date with Starr, and suddenly Melanie comes and joins with them.

Jake feels annoy with Melanie attendance because he wants to forget his problem for a moment with Melanie. He asks Starr to take some drink. Jake says “Honey? Why don't you get us a couple drinks, all right?”. Then Starr asks Melanie what kinds of drink she wants. Jake explains that “us” here is Jake and Starr and Melanie does not include on it. Melanie feels embrace toward Jake behavior. She complaints Jake’s behavior by saying “**Why do you make me be mean to you? Is that what you want...to be humiliated in front of all of your**

friends?'. Melanie thinks that Jake wants to humiliated her in front of their friends since they all at there at that moment. She Melanie employs **DAC (Direct Accusation Strategy)** in complaining Jake. **Is that what you want...to be humiliated in front of all of your friends?** can be assumed as the **External Modification** of providing the evidence. Melanie accused Jake that he wants humiliates her in front of his friends. This complaint is merely uttered to show Melanie's negative feeling.

Jake responds Melanie complaint by saying "Oh, come on, Mel, we were your friends, too". It shows that Jake employs **Explanation Strategy** in responding Melanie's complaint. He explains that people in the bar are Melanie's friends too. Jake employs this strategy to avoid personal conflict with Melanie since they are in the public place.

DN 52/SHA/II/ECAP

Melanie : **No, no, no! No, don't you dare!**

Clinton : I could use a Melanie sandwich! Just seems like old times,
doesn't it?

Melanie : **Get off me! No, not like old times, all right? Times have changed.**

**No more Melanie sandwich,no more Melanie taco,...
and no more Melanie corn dog, all right?**

Clinton : Sure... sorry. Just playin' with you.

The conversation above takes place in the bar. The participants of the conversation are Melanie and her big friend named Clinton. Clinton enters the bar and sees Melanie. It is his first time to see Melanie after 7 years.

Datum 52 has the same characteristic with **datum 15**. Both use **ECAP Strategy** in form of imperative. Here, Melanie feel annoys toward her friends behavior. She thinks that she is not the same Melanie. she does not want to p[lay with her frinds like the old times. She thinks that is radiculous when she has to act like a sandwich or corn dog. There is preparator in her complaint. She said “**No, no, no! No, don't you dare!** “. Then, it is followed by “**Get off me! No, not like old times, all right? Times have changed. No more Melanie sandwich, no more Melanie taco,...and no more Melanie corn dog, all right?**”. Melanie includes directive acts on her complaint. She does not want her friends do the same failure. But, Melanie also emplos the downgrades of Tag in “all right?”. It shows that she still aware about her relationship with her friends.

In **datum 52** the complaineer employs the **Explanation Strategy** in responding Melanie’s complaint. Melanie’s friend tells her that he just wants to play with her since he miss her.

DN 53/SHA/IV/ECAA

Melanie : **Eldon, you're still wearing that same old stupid hat.**

Eldon : Well, I... just about got it broken in.

The participants of the conversation above are Melanie and her friend, Eldon. It takes place in the bar.

Eldon and Melanie are old friends. They have never met for about 7 years. Eldon has favorite hat and he always wears it since years ago. Melanie hates it. As a fashion designer she feels annoy with that. She complaints Eldon by saying “**Eldon, you're still wearing that same old stupid hat**”. Her complaint supported by the nonverbal acts. Melanie smashes Eldon’s hat while uttering her complaint. She explicitly states that Eldon’s behavior is bad. No certain downgrades and the upgrades ways employ on it. Melanie’s complaint merely shows her negative feeling.

Eldon responds Melanie’s complaint by **Explanation**. He explains that he feels comfortable with that old hat.

DN 61,62/SHA/I,IV/HINTS-ECAA

Jake : **look, Mel...I signed your papers. (datum 61)**

Melanie : Jake, I never meant to hurt you, or anybody else, for that matter.

And I just came out here to say... thank you.

Jake : You might want to find yourself a place out of the way.

Melanie : **You can't just leave! (datum 62)**

Jake : Sure I can. You want to come?

The situation of the conversation above is in Jake’s home yard. The conversation is between Jake and Melanie. Jake prepares to go from his house. He plans to move from his house. There are 2 complaints on the conversation above. But the researcher will only analyze the first complaint (**datum 61**) since the second one has same characteristic with **datum 29**.

Jake **HINTS** Melanie why she is still looking for him since he has signed the paper. Jake thinks that he has finished his job and Melanie doesn't have any business with him anymore. Jake greets Melanie by "**look, Mel...I signed your papers**". His complaint implicitly states that she doesn't need to come at his house anymore. Since it is the mildest form in complaining someone's behavior, so there is no upgrades way employs on it. Jake only uses the downgrades of cajolers "**Look**" on it. The complaint perspective uses in the complaint is "**T**". Jake's complaint may contains a directive acts that he orders Melanie to go.

Melanie responds Jake complaint by explanation. They have a bad situation since their first meeting. She actually doesn't want to hurt anybody's heart, not even Jake. She comes to Jake's house because she wants to thanks.

DN 72/SHA/III/ECAA

Mayor : There is nothing wrong with being poor.

I get elected by poor people and...

I'm a big enough person to commend her for making something of herself. **What upsets me is that she lied to you.**

Andrew : So what? She was ashamed of her background.

Who hasn't been embarrassed by their parents at one point?

The situation of the conversation above is in Mayor' office. She and her son are debating about Andrew's plan to marry with Melanie. In **datum 72**, mayor explains about what she has told to Andrew about "being Democrat". She

explains that she has no problem with poor people. But what make her upset is that Melanie has lied about her past and Mayor objects with that

In complaining her son she employs **ECAA** Strategy. She explicitly states that Melanie's act is bad and Andrew shouldn't marry with her. There is preparator in mayor's complaint. She says "There is nothing wrong with being poor. I get elected by poor people and..I'm a big enough person to commend her for making something of herself" as the preparators. She uses preparator in order to make her complaint successful. "**What upsets me is that she lied to you**" is Mayor's assertion toward Melanie's behavior. She accused Melanie's Action as the reason why she objects with Andrew's plan. Only Lexical Intensification employed on it.

Andrew employs the **Contradiction Strategy** in responding Mayor's complaint. He disagrees with Mayor's opinion since he thinks that Melanie has changed and she ashamed with her past.

DN 79/SHA/II/ILC

Andrew : Oh, for God's sakes, Melanie. I thought you took care of this.

Melanie : It's an honest mistake, Andrew.

Mayor : **Well, then, can we fix it before we all get soaked?**

(datum 79)

Melanie : Does anybody have a pen?

There are 3 participants in the conversation above. Melanie, Mr. Bufford and Mayor are talking about Melanie's divorcement. The conversation takes place

in the Charmichael's plantation, where Melanie and Andrew's wedding is held. The wedding party is held in the outside when the in cloudy wheather.

When the wedding is getting started, Mr. Bufford suddenly comes and brings Melanie's bill of divorcement. He tells Melanie that she forgets sign her bill of divorcement. It means that she can not marry with another man until she signs it. Mayor complaints Melanie by "**Well, then, can we fix it before we all get soaked?**". She employs **ILC (Ill Consequences)** Strategy in complaining Melanie. She mentions the consequences that she should take resulted by Melanie's behavior. They will get soaked if Melanie doesn't sign the paper soon since it is going to rain. Mayor's complainable contains the downgrades of Cajoler "**well**" and utters in Interrogative form. While the upgrades way does not emerge in it. The complaint perspective used by Mayor is the defocalizing perspective "**We**" in order to avoid the personal conflict and minimize her role of complainer. It shows that Mayor's wants to make her complaint soften since they are in front of many people and in the formal situation.

Melanie responds Mayor's complaint by **Commiseration**. Soon, she tries to get pen to sign the paper. Her responds implied that she agrees with Mayor's complaint.

C. Discussion

A number of strategies are available for complaining something in order to avoid a direct confrontation with the complainee since complaint has conflict potential. The complaint strategies that are used among characters in the movie "Sweet Home Alabama" are identified based on the strategies that are proposed by Anna Trosborg. A context of situation considers as the main factor that influence the speaker reason in employing those strategies. The complaints strategies also needed to make the complaint successful in convincing the complainee about his mistake.

Trosborg presents some strategies from mild to the most severe complaint. Trosborg divides 8 strategies that are possibly used by the complainer. The Characters in the "Sweet Home Alabama" use all Trosborg's classification. Mostly they use the sixth category, that is Explicit Condemnation of the Accused's Action (ECAA). The writer makes the tabel distribution to make the data easier to be understood.

Table of Distribution 1

No	Complaint Strategies	Structural Form			Number
		Declarative	Introgative	Imperative	
1	Hints	6	7	1	14
2	Annoyance	3	4	4	11
3	ILC	1	1	2	4
4	DAC	4	4	3	11
5	INA	3	5	0	8
6	MB	4	2	1	7
7	ECAA	6	9	6	21
8	ECAP	1	1	9	11
				Total	87