

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses some important ideas and theories to make the topic we are observing become more accurate and reliable. It includes the definition of Speech Act, Illocutionary act (Representatives act, Directives act, Expressive act, Declarative acts and Commissive act), Complaining Act, Formal Realizations in Speech Act, and Politeness Strategy. The definitions are as follow.

#### **A. Speech Acts**

If we talk about the communication in our surrounding, there are many problems and complexities found when people communicating. The problems can be the language used is not same, the speaker's real intention is not delivered well, and many others. Actually, communication is something that can not be separated with language. It because the language itself is a tool used in communication. Then, language is not only formed in words, but also in signal language using body. Both of them have same benefit that is can be used to deliver message. Language that used to deliver message can be called into language funtions such as requesting, to deliver protest, to make promise, to say thanks, to say love, and many others.

Language seems to have many different functions, but some people do not really understand how to use language effectively, or the use of the

basic language itself is rather limited. To make our communication become more effective, we need to perform an action inside our utterances or we can call it Speech Act. The particular actions here such as promising, giving warning, requesting, commanding, and the others.

Yule (1996: 47-48) stated that the speaker normally expects that his or her communicative intention will be recognized by the hearer. Both speaker and hearer are usually helped in this process by the circumstances surrounding the utterance. These circumstances, including other utterances, are called the **speech event**. In many ways, it is the nature of the speech event that determines the interpretation of an utterance as performing a particular speech act.

Austin (1975) first, gave expression to the idea that language can be used to perform actions through his distinction between constative and performative utterances. Constative utterances describe or reports events and states of affairs in the world, as such they can be said to be true or false. However, performative utterances do not describe anything at all. This utterance is not normally described as just saying something.

Searle (1976), Austin's student, stated that everything we say constitutes some sort of speech act. Furthermore, each type of speech act is governed by a set of felicity conditions which must be met if the speech act is to be valid. Searle expanded then concept that every speech act consist of three separate acts, 1) Locutionary act, 2) Illocutionary act and 3) Perlocutionary act.

In speech act, Austin States that there are three kinds of different act; Locutionary act, Illocutionary act, and Perlocutionary act. Look at the example below:

(1) Clara : I think I will buy some cinema tickets for next week

Alex : Your idea sounds good. I will buy some too.

In the example above, the utterances done by Clara and Alex are locutionary act, which means the literal meaning of an utterance (Chojimah, 2015: 50); the form of the words uttered or the act of saying something (Cutting, 2002:16). Later, what Clara and Alex said are the part of illocutionary act which means the force or the act behind the utterance.

In another hand, there are some categories of illocutionar act which has been stated by Searle, that are; Representatives, Directives, Commisives, Expressives and Declaratives. The illocutionary act here can be classified based on Searle's theory.

After the illocutionay act that uttered by the speaker, there will be the result of the words: Alex will buy some cinema tickets too. this act is called perlocutionary act, which means the hearer reaction or effect made by means of illocutionary act. This kind of effect can be intentional or unintentional created by the speaker (Wijana, 1996: 19). Also, the illocutionary acts uttered are hoped to get feedback or response from the hearer. However, not all of the hearer can understand the illocutionary act

uttered by the speaker, so they cannot do the perlocutionary act that the speaker wanted.

Look at the example below:

(2) Kill that cat!

The utterance (2) contains the illocutionary act of, variously, urging, advising the addressee to kill the cat; but the perlocutionary effect of persuading, forcing, frightening the addressing into kill the cat. Otherwise, th hearer might ignore the utterance and he/she may say “Sorry, I cannot” or even he/she may save the cat that wants to be killed. This unpredictable effect can be occurred based on the hearer power, he/she may follow or not the illocutionary effect from the speaker.

The explanation above shows how important the illocutionary act to influence the hearer and the perlocutionary act to make the illocutionary act said by speaker can be done. In other hand, we can look up the specific aims in every utterance which uttered by look at the types of illocutionary act. In addition, illocutionary acts not only done in daily conversations happen in daily life, but also in a comic. The utterances that contain illocutionary and perlocutionary act can be occurred in many situations; formal or informal, and also can be uttered by all ages.

*Locutionary act* is the literal meaning of what is said as defined by Chojimah (2015: 50). It is the semantic meaning of the utterance said by the speaker. Here, the hearer do not need to analyze or interpret the speaker intention because what is said is the real meaning. For example, if

the speaker said “This room is really messy”, then the meaning of his or her utterance is ‘the room is messy’ and there is no other meanings.

*Illocutionary act* is what the speaker really intended in uttering an utterance or the social function of what is said. The function of this illocutionary act is to transfer the meaning from the speaker to the hearer. Here, the hearer should interpret what the speaker want of saying the utterance. Illocutionary act includes requesting, ordering, promising, declaring war, asking, predicting, and many others. For example, a woman who just came home said “It is cold outside”. The meanings of the utterance could be she wants someone close the window or she wants to be given a jacket or a blanket.

*Perlocutionary act* is the effect of what is said and the effect that the hearer has after hearing what the speaker says. Perlocutionary act would include such effects as persuading, intimidating, boring, irritating, embarrassing the hearer. For example, when the speaker said “Kill the cat or I will hurt you!”, the illocutionary act here might be ordering, but the perlocutionary act is threatening.

## **B. Illocutionary Act**

Just like had been discussed above, illocutionary act is what the speaker really intended in uttering an utterance or the social function of what is said. It also can be defined as the pragmatics illocutionary force of the utterance, thus its intended significance as a socially valid verbal

action. The function of this illocutionary act is to transfer the meaning from the speaker to the hearer .

In illocutionary act, if we say something, it means we do something. For example, when a minister joins two people in marriage saying, “I now pronounce you as husband and wife”, the illocutionary act of the utterance is declaring.

### **C. Classifications of Illocutionary Act**

Austin (1975) categories the illocutionary acts into five basic categories of veridictive, expositive, exercitive and commissive. But Searle thinks that Austin classifications have too many weakness and need to be revised. Because of that weakness, Searle made five basic classifications about illocutionary act based on Austin's. These are the types of Illocutionary act based on Searle (1976):

#### **1. Representatives**

It deals with the speakers commitment to the truth of something just like asserting, concluding, assessing, suggesting, swearing and the others.

Here is some examples of representatives act:

- a. No one makes a better sweets than me
  - The utterance above has representatives act of concluding.
- b. Maybe you can add some examples in your thesis.
  - The utterance above has directives act of suggesting.

c. Damn! I can't go to the event because of the sudden storm.

- The utterance above has directives act of swearing.

## 2. Directives

It related with a speaker's attempt to get his addressee to do something. The examples of directives illocutionary act are requesting, asking, commanding, ordering and many others.

Here is some examples of directives act:

1) Could you please close the door?

- utterance above has directives act of requesting.

2) Will you go to Clara's campus next Saturday?

- The utterance above has directives act of asking.

3) Submit your assignments on my desk at 4 p.m.

- The utterance above has directives act of commanding.

## 3. Commissives

It deals with a speaker's commitment of future actions, for example promising, warning, offering, planning, opposing and others.

Here is some examples of commissive act:

1) I promise to support you

- The utterance above has commissive act of promising.

2) Don't go to that river! It's dangerous!

- The utterance above has commissive act of warning.

3) I'm going to Paris next week.

- The utterance above has commissive act of planning.

#### 4. Expressives

It deals with expressions that speaker made based on his psychological status, such as welcoming, congratulating, thanking, apologizing, and the others.

Here is some examples of expressives act of illocutionary

- 1) I apologize for being late
  - The utterance above has expressives act of apologizing.
- 2) Congratulations on your graduation
  - The utterance above has expressives act of congratulating.
- 3) Thanks for your endless support for my family
  - The utterance above has expressives act of thanking.

#### 5. Declaratives

It related with the acts having immediate changes such as declaring war, christenig, proclaimating independence, and many others.

Here is some examples of declaratives act:

- 1) I, Alan Baker, declare war against Eva Midriver
  - The utterance above has declaratives act of declaring war.
- 2) I fire you!
  - The utterance above has declaratives act of declaring decision.
- 3) I proclame that this country is now independent!
  - The utterance above has declaratives act of proclaimating independence.



#### D. Complaining Act

Complaining act is one of the kinds of illocutionary expressive act; it grouped along with praising act, apologizing act, congratulating act, and so on which said based on the speakers' psychological status (Chojimah, 2015: 54). It means that the utterance said will be different along with the different *mood*. For example, someone will relaxedly congratulating his rival when he feels happy about something—which doesn't matter here, except it because of the addressee. Another psychological status will give different effects to the speaker and it will be seen on his utterance or body language.

As for complaint, Trosborg (1995: 311) defines it as “an illocutionary act in which the speaker (the complainer) expresses his/her disapproval and negative feeling towards the state of affairs described in the proposition and for which he/she holds the hearer (the complaine) responsible, either directly or indirectly”. According to Searle's (1976) typology, complaint belongs to the category of expressive speech acts, expressing the speaker's approval as well as disapproval of the behavior which the complaine has already done or failed to do. Kasper & Blum-Kulka (1993: 108) stated that in the speech act of complaining, the speaker (S) “expresses displeasure or annoyance”. Later, Laforest (2002: 1.596) defined complaint as “an expression of dissatisfaction addressed by an individual A to an individual B concerning behaviors that A feels on the part of B is unsatisfactory”.

Complaining act itself deals with, of course, complaint. Someone has his different ways to express his complains. He may smiles and says sweet words then gives a shot in a single death word, or he may say it strict whether he like or dislike something, or he will just keep his mouth silent then silently takes an action.

Here are some examples of compalining act based on the explanation above:

1. ...Cara found a ferre boy—a creature with animals ears, usually cats and dogs, but can be other animals—fainted in the forest near Greifen Lake. There are scracthes on his body, and a black tattoo-like mark spreading on his face. *It wasn't the other but the sirens curse*, Cara thought. This boy, she believed, had already make the sirens who lived in the lake angry. *What kind of act he has done to the sirens? And what is he doing here in the first place? A ferre clan should lives in a place far away from here, in Afera, the land of Feline Spirit. He may caused a war between sirens and ferre with only entering Greifen.*

Expanation:

From the thought of Cara and her inner mumble, it can be known that the ferre boy made the sirens angry only with his existence in Greifen. The sirens, a fairy-kind creature whom known with their arrogance and cruelty, thus usually makes the sailors lost in oceans or lakes with their deadly voice, a death song, likes to give curses to the one they do not like. In this case, the boy ferre got compalin from the

sirens in a curse-form, yet the sirens do not yelled all the way till their voice damaged.

2. Hana is a youtaite—youtube utaite, an utaite who usually upload their cover songs in youtube along with the handmade animations, utaite is a singer who usually covers anime and vocaloid songs—and is recording a cover song for 2 hours. Suddenly, her brother comes and shouting like there is no tomorrow and makes Hana upset. Then, Hana walks and reaches her brother to mumbling at him, with disguise annoyed expression.

Explanation:

Here, Hana expresses her complain clearly with mumbling at her brother because her rcdoring time is damaged. Not only with continuous mumbling, she also expresses her annoyance with giving a disguise, clear face expression.

Beside the examples above, there still a ton of examples of complaining act. We cand find it in our daily life, rather, we did it this morning.

Boxer (1996) explained that there are two kinds of complaints.

They are:

1. Direct

In a direct complaint, a speaker expresses displeasure or annoyance as a result of a past or ongoing action that affects him/her unfavorably.

Unlike another speech acts such as expressions of apology or compliments, the speaker who complain addresses a hearer directly and uses various strategies of displeasure that precede or follow a direct complaint. Boxer (1996: 217 – 239).

## 2. Indirect

Boxer (1996: 219) defined indirect complaint as the expressions of the distastification to an interlocutor about oneself or someone/something that is not present. It also can be happened in the past. Example:

- a. The weather yesterday is too hot for Indonesians
- b. Last week show is the worst show I ever imagined.

## E. Formal Realization in Speech Act

Blum-Kulka, et al (1984) analyze the speech act realizations into three following segments: (a) Address Term(s); (b) Head act; (c) Adjunct(s) to Head act. The segmentation is meant to delimit the utterance(s) that constitute the nucleus of the speech act (the 'Head act'), i.e. that part of the sequence which might serve to realize the act independently of other elements. Example:

- 1) Danny / could you lend me £100 for a week / I've run into problems with the rent for my apartment.

The sequence in utterance above would be broken down into three parts:

- 'Danny' as address term
- 'Could you... etc' as head act
- 'I've run into problems...' as adjunct to head act

Later, these segments are broken down into five kinds of patterns:

- 1) Head Act (HA) only, which consist of the main utterance of the complaint
- 2) Opening Utterance (OU) + Head Act (HA); where the utterance contains complaint is opened by an opening
- 3) Explanation (EX) + Head Act (HA); where there is an explanation about the following head act used
- 4) Head Act (HA) + Explanation (EX); it's almost the same with before, with the explanation after the head act
- 5) Opening Utterance (OU) + Head Act (HA) + Explanation (EX).

## **F. Politeness Strategy**

Politeness, as a basic part of social life and human cooperation, is reflected in languages. It is also an important issue in social linguistics. However, many linguists have studied politeness in different cultures and they claim that there exists a set of universal politeness strategies across different cultures. Then again, Politeness strategy is speech act that express concern for others and minimize threats to someone face (self-esteem) in particular social context.

Again, politeness strategies are used to save and keep the hearer's face in order to make them not to feel offended or the others. In daily interaction or communication, the speaker would not say something except think about the hearer body language and face. Face is one of part in our body which can shows feeling and expression despite the person aware or not. In this discussion, politeness refers to 'face' or someone self-esteem. Brown and Levinson (1987:61-63) define "face" as the public self-image that every umber wants to chain for himself. As found by Brown and Levinson's Politeness Model, "Face" refers to two basic wants of every individual:

1. Positive face; to be approved and appreciated by others, It is such as goals, ideas, the likes and achievements given by the others. In this case, positive face tries to get and find solidarity or in communication the speaker and the hearer cooperate together in keeping or maintain respond or face by showing emphaty or sympathy
2. Negative Face; to have his / her actions and thoughts unimpeded by others. It means by saying the negative face itself, the speaker wants his words to be done by the hearer without any impose given by them. Then, it makes the negative face become more difficult to interpret because the speaker did not say something too clear, means, the hearer need to interpret what is hidden inside the speaker's utterances by looking at his face. We can understand the example from this face by looking at this: When a speaker says "Go to study now!". It seems that

the speaker limits the hearer's activities at that time. The hearer must go to study soon, he is not allowed to do anything else except goes to study.

The face-saving view of politeness places emphasis on the wants of the participants involved in a given interaction rather than on the interaction itself or the norms operating in society. In the end, face is "something that is emotionally invested, and can be lost, maintained, or enhanced, and must be constantly attended to in interaction" (Brown & Levinson, 1978, p. 66).

Then, when we communicate or talk to others, we must be aware of both kinds of face. Therefore, Brown and Levinson (1987:70) divided two kind of politeness, they are positive and negative politeness. They are:

1. Positive Politeness

Positive politeness is oriented to the hearer's positive face. It used to minimize the threat that may occur to the hearer. The strategy used positive politeness by taking the hearer as a friend, family, and others. It is type of politeness that set as an approach based on treating member as solidarity through offers, friendship, and the use of compliments and informal language use. Positive politeness is appropriate between those who know each other well. For example, speaking conversation with slang as a membership identity, "Hey bro, how's your weekend? Want to join my match next weekend?".

Brown & Levinson (1987: 102) stated that here are 15 kinds of strategy in positive politeness, there are: Notice, attend to H (his interests, wants, needs, goods), Exaggerate (interest, approval, sympathy with H), Intensify interest to H, Use in-group identity markers, Seek agreement, Avoid Disagreement, Presuppose/raise/assert common ground, Joke, Assert or presuppose S's knowledge of and concern for H wants, Offer, promise, Be optimistic, Include both S and H in the activity, Give (or ask) for reasons, Assume or assert reciprocity, Give gifts to H (goods, sympathy, understanding, cooperation).

## 2. Negative Politeness

In negative politeness strategy, the speaker redresses actions addressed to the hearer's negative face. It means, the damaged that may occurs by telling the complaints maybe minimized. In other word, this politeness related toward satisfying the hearer's face and it leads to deference, apologizing, indirectness, and formality in language use. Negative politeness is about the distance between accentuating the hearer's right of territorial chains and freedom from imposition. For example, when an employee talks with his boss, he may use the words that indicate that there is distance between them. The utterance, "Excuse me, would you give the signature on this paper about our income last month?".



The relation between complaint and politeness can be seen by Brown and Levinson that ever consider complaining as a face threatening act, which damages to some degree the speaker's positive face, it because in doing it the speaker admits that he or she has done a transgression (Brown Levinson, 1987: 68). Face threatening itself means some acts that threat someone's feeling and another individual face want or the act that can infringe on the hearer need.

Complaint (expressions of disapprovals, disagreement) as stated by Brown & Levinson (1987: 66) is an act that threaten the positive-face want by indicating that the speaker does not care about the addressee's feelings, wants, etc.

Brown and Levinson (1987) stated that there are 15 kinds of positive politeness strategy. Those are:

1. Notice, attend to Hearer (his interests, wants, needs, goods)

In here, S take notice of aspects of H's condition, H makes FTA against himself and S should notice H's FTA and indicate that he's not embarrassed. This strategy also including S himself as a part of the act. Example:

2. Exaggerate (interest, approval, sympathy with H)

This strategy often done with exaggerated intonation, stress, and other aspect of prosodics, as well as with intensifying modifiers. Utterance said in this strategy also quite remarkable, even to an

observer who doesn't know a word or the language. Example: "You are a fantastic cook, the lunch was great!".

### 3. Intensify interest to H

This strategy may be done by using the vivid present, sometimes can involve switching back and forth between past and present tense. It also uses directly quoted speech rather than indirect reported speech. In here, S intensifies the interest of his own contribution, by "making a good story" and draw H as a participant into the conversation with direct questions and expressions like *you know, see what*. Example: "I mean and isn't it".

### 4. Use in-group identity markers

This strategy uses any innumerable ways to convey in-group membership include in-group usages of address forms, of language or dialect, of jargon or slang, of ellipsis. Usually, this strategy is done by using a common form in a certain community or group. Example: "Rockers, boat now!" (rockers is a summons of Camp Rock's campers).

- a. Address forms; in here, those include Mac, mate, sister, dady, father, bro, etc.
- b. Use of in-group language or dialect
- c. Use jargon or slang
- d. Contraction and ellipsis

## 5. Seek agreement

In here, S seeks ways in which it is possible to agree with H. The example of this strategy is, "I hate this politicians, they know nothing about the small citizen, they earn..."

- a. Safe Topic; Another way of claiming common ground with H is to seek ways in which it is possible to agree with him.
- b. Use repetitions; Agreement may be stressed by *repeating* part or all of what the preceding speaker has said in a conversation.

## 6. Avoid disagreement

In here, S avoids to express his disagreement. Example:

A: What is she, small?

B: Yes, yes, she's small, smallish, um, not really small but certainly not very big.

- a. Token agreements; the speakers may go in twisting their utterances so as to appear to agree or to hide disagreement
- b. Pseudo agreement; the use of then as a conclusory marker, an indication that the speaker is drawing a conclusion to a line of reasoning carried out cooperatively with the addressee
- c. White lies; s when confronted with the necessity to safe an opinion, wants to lie rather than damage H's positive face
- d. Hedging opinion; S may choose to be a vague about his own opinions, so as not to be seen to disagree

## 7. Presuppose/raise/assert common ground

The value of S's spending time and effort on being with H, as a mark of friendship or interest in him, by talking for a while about unrelated topics. Example: "Isn't it a beautiful day?"

- a. Gossip, small talk; talking for a little with unrelated topic
- b. Point of view operations; nearly all sentences in natural language encode point of view by means of deixis.
  - Personal-centre switch; This where S speaks as if H were S, or H's knowledge were equal to S's knowledge
  - Place switch; the use of proximal rather than distal demonstrative (here, this, rather than, there, that), where either proximal or distal would be acceptable.
  - Time switch; The use of 'vivid present', a tense shift from past to present tense, seems in English to be a distinctly positive-politeness device
  - Avoidance of adjustment of reports to H's point of view; S is trying to common ground that he shares with H, he would expect him to make only the minimal adjustment in point of view when reporting
- c. Presupposition manipulation
  - Presuppose knowledge of H's wants and attitude
  - presuppose H's values are the same as S's values
  - presuppose familiarity in S-H relationship
  - presuppose H's knowledge

## 8. Joke

It maybe used to stress that shared background or those shared values and putting H 'at ease'. Also, it may used as exploitation strategy as well. Example: How about lending me this old heap of junk? "(H's new cadillac).

## 9. Assert or presuppose S's knowledge of and concern for H's wants

This strategy ususally assert or imply knowledge of H's wants and willingness to fit one's own wants with them. Usually use the words 'I know'. Example: Look, I know you want me to be good in mathematics, so shouldn't I do my homework now." (instead of cleaning my room)

## 10. Offer, promise

Even if this is false, it demonstrate S's good intentions in statisfying H's positive face. Example: "I'll try to get it next week!"

## 11. Be optimistic

In this strategy, S assume that H wants S's wants for S (or for S and H) and will help him to obtain them. It also assuming that H wants to do something S wants; usually give pressure on H to cooperate with S's wants. Example: "You'll lend me your apartment-key for the weekend, I hope".

## 12. Include both S and H in the activity

This strategy can be known by using an inclusive 'we' form, when S really means you or me. Example: "We have to go now."

13. Give (or ask) for reasons

˘ This strategy implies that I can help you or can you help me. These also work by demanding and assuming that if there are no good reasons why H shouldn't or can't cooperate. Example: "Trust me. Everything's cool when I do it."

14. Assume or assert reciprocity

This strategy is done by giving evidence of reciprocal rights or obligations obtaining between S and H. Example: "Yesterday I 've washed the dishes, so today it's your turn!"

15. Give gifts to H (goods, sympathy, understanding, cooperation)

In this strategy, S may satisfy H's positive face want by actually satisfying some of H's wants. (action of gift-giving, not only tangible). Example: "Why don't we go to mall?"

**G. Alice Through The Looking Glass Movie (2016)**

Alice Through The Looking Glass Movie (2016) is a sequel of a movie entitled Alice in Wonderland written by Lewis Carroll. The movie itself is adaptation of a novel with same title published in 1871. Before the newest adaptation of the movie which comes in 2016, the novel already have a live action movie in 1998 featuring Kate Beckinsale as Alice. The biggest difference between the last and newest movie is ofcourse the graphic that used digital animation which becomes more fantastic and amazing.

The movie tells about the girl named Alice who comes back to the world called Underland. After fell from a magic mirror, Alice found herself backs to the Underland and meet with her friends there. But, Alice comeback to the Underland is only to find her friend, the Hatter in a horrible state. With the help of her friends, Alice must travel through time to save the Mad Hatter and Underlad's fate from the evil clutches of the Red Queen and a clock like creature, known as Time.

Alice Through The Looking Glass Movie (2016) is a family themed movie with fantasy adventure genres, directed by James Bobin and the script of the movie is written by Linda Woolverton. The movie starred Johny Depp, Anne Hathaway, Helena Bonham Carter and Mia Wasikowska as the actors and actresses. It was produced by Walt Disney Pictures, Roth Films and Team Tood. The movie itself was starred at Indonesia's cinemas in the end of the middle August 2016.

## **H. Previous Studies**

Speech act research has been studied since years ago. There are many people interested in the speech act study. Therefore, there are also many people who conducting reserach especially in analyzing the types of illocutionary act and the perlocutionary effect. In order to avoid the research from similar corpus and explanation, the previous researchers are needed to review. Here are the previous researches which explain as follow:

First, the research has done by Amalia Khalifah with title *Analysis of Complaint Speech Act in The Help Movie by Tate Taylor*. This research was published by Muhammadiyah University of Surakarta in 2013. The aim of this research is to describe the speech act of complaint strategy which are used in The Help Movie. The research type use in this research is descriptive qualitative research while the writer uses documentation and observation method as the method of collecting data. Here are the results of the research:

1. The speech act of complaint strategy mostly uses is Direct Accusation strategy.
2. The intention which is regularly used of the characters in the movie is to warn, the complainer warn the complaine.
3. The complaine's responses frequently used are verbal response strategy and explicit denial responsibility complaine response.

Second, the research entitled *A Pragmatic Analysis of Complaints Used by Characters in Confessions of A Shopaholic Movie* which done by Ken Lintang Setyo become the previous study in this research. this research was published by Yogyakarta State University in 2012. The aims of the research are describing the ways of expressing complaint speech act applied by the characters in Confessions of a Shopaholic, explaining the functions of complaints used by Confessions of a Shopaholic characters; and documenting the complaint strategies of Confessions of a Shopaholic characters in choosing a certain strategy. This research used qualitative



research, in which content analysis was used to analyze speech act of complaint. The results of this research are:

1. The ways of expressing complaint applied by Confessions of a Shopaholic's characters are direct and indirect types. In the application of the type, Confessions of a Shopaholic's characters mostly apply indirect complaints compared to direct complaint.
2. The four complaint functions applied by characters of Confession of a Shopaholic are request to repair, threat, request for forbearance, and share negative evaluation. In the application of the maxims, Confessions of a Shopaholic's characters mostly apply request for repair, and they never use request for forbearance.
3. The complaint strategies applied by Confessions of a Shopaholic's characters are no explicit reproach, expressing of disapproval, accusation, and blame. Blame is applied mostly by Confessions of a Shopaholic's characters in their utterances.

The last research is *An Analysis of Complaining Response used by The Characters in The Film Entitled Sex and The City (A Socio-Pragmatics Approach)* done by Ari Wahyuni. This research was published by Sebelas Maret University Surakarta in 2010. The aims of this research is to find out the kinds of complaining strategies used by the characters in the film "Sex and the City", the responses employed towards the complaint, and the reasons why the hearer uses such responses. Then, this

research applied Socio-Pragmatics approach which employed descriptive qualitative method. The results of this research are:

1. There are five kinds of complaint strategies found in the film entitled Sex and the City
2. There are five types of responses employed by the hearers towards the complaint proposed by Richard and Schmidt
3. There are five reasons why the hearers employed such kinds of responses.

In short, those previous studies above are different to this research. The first difference is the corpus used in this research. This research uses utterances said by the native speakers in Alice Through The Looking Glass Movie (2016). Then, even though there is the same theory used, but the research also has a different focus, which is this research focus on the complaining act and politeness strategy used by the native speakers in the movie. The object of the research is also different, that is Alice Through The Looking Glass Movie (2016).