

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

In conclusion, the data from this study shows that all participants have used the eight complaint strategies from Trosborg (1994). In sixteen situations, some eleventh-grade students of St. Rafael Seminary High School Kupang used the strategies hints, annoyance, ill consequences, indirect accusation, direct accusation, modified blame, explicit blame (behavior), and explicit blame (person) in giving complaints in English. Each situation makes the participants give a complaint following the complaint strategies. Based on the analysis of the data, it is also found that some students did not use any of the complaints strategies in each situation. Several reasons students that allow do not use complaint strategies, namely students do not put themselves in the situation or are outside that, they do not dare to complain to the complaine, they have less understanding about giving a complaint, and they have difficulty in giving complaints. So, the researcher found a new strategy for giving complaints. Researcher gave a new name to this strategy. The new name for this complaint strategy is Outside Situation. It means that the complainer does not give his complaint to the complaine but he seemed to only say to himself and also to the non-complaine. He put himself out of the situation.

The most common type of complaint strategy used by participants in this study is Direct Accusation (255 times). The majority of the participants gave their

complaints directly to other people who had done something wrong or unpleasant to their hearts. By using Direct Accusation, participants indicated that they were more open in expressing their complaints to others. They are honest in expressing the displeasing, disagreement, and discomfort they experience.

### **5.3 Suggestions**

Based on the result of the discussion, the writer likes to offer some suggestions, which are as follows:

1. The eleventh-grade students of St. Rafael Seminary High School Kupang should improve their knowledge about giving complaints in English and understand each complaint strategy.
2. The teacher of English should train more students to further improve students' skills in English and be able to produce good complaining words that are beneficial for themselves and others.
3. The relationship between students with students and teachers with students should be based on an attitude of openness to each other in giving complaints to others who commit violations and to all things that are not true so that all of them become quality individuals and have good character education.
4. For future studies is suggested to use a mixed-method, namely using qualitative and quantitative research methods to be able to explain and analyze the percentage of each complaint strategy used by participants; the number of participants can also be increased more than in this study; and besides the instrument in the form of questionnaires, it is also better to conduct interviews in collecting data.

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