

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Frameworks

In this chapter, the writer discusses the theories underpinning this study's analysis. Due to this research focusing on the complaint strategies by Loki and complaint responses by characters from the *Loki* Television Series, the theoretical frameworks for this study includes topics such as speech acts, complaint strategies, and complaint responses.

2.1.1 Speech Act

According to Searle (1969, p. 18), the speech act functions as the sentence's meaning. It can therefore be assessed whether the speaker conveys the expression literally in the proper context. Equally important, examining speech events is a further approach to understanding how to communicate in greater depth alongside others (Yule, 1996, p. 58).

Furthermore, Yule (1996, p. 53) classified five general functions of speech acts, namely: declaration, representatives, directives, commissives, and expressives.

Firstly, declaration speech acts change everything around the speakers through utterances. The declaration speech acts cause some change in the current state or condition of the referred-to object merely because the declaration has been effectively made (Searle, 1979, p. 17). They primarily serve to

communicate new information, relay information, convey beliefs, or proclaim opinions.

Second, speakers use directive speech acts to convince others to do something or influence others' behavior and communicate the speaker's desires. Directive speech acts include making requests, seeking favors, giving orders, or instructing an individual to do a particular issue.

The third function is representative speech acts that state whether the speaker believes something true or false, frequently expressed in statements of fact, assertions, conclusions, and descriptions.

The following function is commissive speech acts which are speech actions speakers use to commit themselves to future actions. It is a form of speech where the speaker expressly pledges to do or not undertake an act in the future, thus taking on a responsibility or obligation. They convey the speaker's intent through promises, threats, refusals, and pledges.

Lastly, according to Searle (1979, p. 15), expressive speech acts express the psychological state described in the sincerity condition about the propositional content's state of affairs. An essential aspect of self-expression is verbalizing emotions. It enables people to share their distinctive viewpoints and experiences, which strengthens their feeling of self and individuality.

Expressive speech acts possess a wide range of representations regarding emotions, from positive to negative. Expressive speech acts disclose emotions of happiness, joy, pride, likes, dislikes, sadness, mourning, pain, confusion,

tediousness, and sorrow. The expression of dissatisfaction in the expressive speech acts may occur as an expression of complaint.

2.1.1 Complaint Strategies

Complaining is retrospective due to the complainant passing moral judgment on an event they believe the recipient of the complaint has previously undertaken, failed to do, or is currently engaged in (Trosborg, 1995, p. 311). Following the definition, a complaint expression is a way to communicate how the complainant feels regarding an event and how the complainant disapproves, dissatisfies, objects to, or is annoyed by the action or the recipient of the complaint. There are various ways to express complaints, determined by the complainant's conduct and the motivations behind their utterances.

Trosborg (1995, p. 315) proposes a comprehensive theory of complaint strategies, which classifies them into four main categories, each encompassing distinct strategies, namely: 1) "No Explicit Reproach" which involves subtle "Hints strategy" to convey dissatisfaction, 2) "Expression of Annoyance and Disapproval" consisting of the "Annoyance strategy" and the "Ill Consequences strategy" both of which express frustration and irritation with a situation. 3) "Accusation" comprising the "Indirect Accusation strategy" and the "Direct Accusation strategy", which assign to search the agent of the offense. 4) "Act of Blame", which encompasses the "Modified Blame strategy", "Explicit Condemnation of the Accused's Action strategy," and "Explicit Condemnation of the Accused as a Person strategy".

Trosborg's (1995, p. 315) theory of categorization offers a comprehensive framework to understand the various ways individuals approach and convey complaints in communication. The following explains each strategy related to the complaint strategies theory expressed by Trosborg (1995, p. 315).

2.1.1.1 No Explicit Reproach

No Explicit reproach (Hints) is considered the weakest strategy because it does not explicitly communicate the complainant's disapproval of the action of the recipient of the complaint. The following constitutes a strategy categorized under "No Explicit Reproach," namely the Hints strategy.

Strategy 1. Hints

The Hints strategy is used by implying the filed complaint. Hints are often employed to convey a satirical statement regardless of whether it does not leave the recipient believing in charge. The purpose of giving Hints rather than a direct complaint is to get the recipient of the complaint to recognize the real problem. Using hints can be a strategy to convey dissatisfaction without putting undue stress or tension on the connection between the complainant and the recipient of the complaint.

The complainant may utilize cues to determine how much the recipient of the complaint comprehends or empathizes with their issues. They can determine whether the recipient of the complaint is paying attention and responding to their requirements by giving subtle indications.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: “It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. Can you park the motorbike on the porch of that store?”

B: **“Sure. I mean, it’s not like we can magically make the rain stop, but it would be nice if someone could offer us a ride or if there was an alternative transportation option.”**

A: “Absolutely. Maybe I could check if there’s a bus or a shuttle service that operates even in bad weather.”

B: “Good idea. I hope there’s some kind of solution because I don’t want to miss out on the class discussions and assignments.”

In the given scenario, speaker B as a complainant mentions his frustration about the uncontrollable nature of the rain and implies that the current situation is causing him to worry by saying “It’s not like we can magically make the rain stop.” Furthermore, speaker B adds, “It would be nice if someone could offer us a ride or if there was an alternative transportation option” suggesting a desire for assistance or support from someone else, subtly hinting that he would appreciate it if someone find an alternative option for them to go to the campus. Speaker B does not blame anyone and strives to maintain a good relationship between him and Speaker A. Although this strategy is employed subtly, speaker A picks up on the hint and responds appropriately by demonstrating understanding and

providing support by offering alternative transportation options. Therefore, the example above represents one of the complaint expressions categorized under the Hints strategy.

2.1.1.2 Expression of Annoyance or Disapproval

Expression of Annoyance or Disapproval expresses displeasure with a situation the complainant believes is harmful by clearly stating an unfavorable situation in front of the recipient of the complaint. Furthermore, the complainant implies that they hold the recipient of the complaint responsible for it, but the complainant does not name him or her as the guilty person. Further, this category is divided into two sub-categories, namely: Annoyance strategy and Ill Consequences strategy.

Strategy 2. Annoyance

Annoyance is used when the complainant expresses his or her frustration with the unpleasant incident in front of the recipient of the complaint, but the complainant does not explicitly state that the recipient of the complaint is the guilty party. The complainant may express their unhappiness by using forceful language, eloquent expressions, or powerful feelings. To draw the recipient of the complaint's attention, Annoyance frequently emphasizes how strongly the complainants are dissatisfied.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. Can you park the motorbike on the porch of that store?"

B: "Ugh, I can't believe this. We're stuck in this stupid rain! Why does it have to rain today of all days?"

A: "I know, it's so frustrating. I can't believe our luck."

Based on the conversation above, the complainant expresses his complaint by stating, "Ugh, I can't believe this" which conveys a sense of exasperation and annoyance, indicating the complainant's negative emotions towards the situation. Additionally, the sentence "We're stuck in this stupid rain!" expresses the complainant's irritation towards the rainy weather. Lastly, the rhetorical question "Why does it have to rain today of all days?" emphasizes the complainant's discontent with the timing of the rain, suggesting that it is particularly frustrating for it to occur on that specific day. Therefore, the example above represents one of the complaint expressions categorized under the Annoyance strategy.

Strategy 3. Ill Consequences

Ill consequences refer to the unfavorable results or effects that may result from the handling or communication of a complaint. The Ill Consequences strategy is employed as the complainant issues a complaint by stating the complainant's dislike, followed by reasons, showing that

the complainant strongly objects to the action done by the recipient without naming who committed it.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. Can you park the motorbike on the porch of that store?"

B: **"We're going to be late for class, and of course, the professor will punish us for it. Especially since I have to submit my assignment to him."**

A: "I understand how you feel."

Based on the conversation above, speaker B as the complainant expresses his complaint by stating "We're going to be late for class" which indicates that speakers B and A will not arrive on time for their class. The Ill Consequences strategy here is lateness which can lead to negative outcomes. The sentence "And of course, the professor will punish us for it" indicates that speaker B assumes that the professor will impose some form of punishment for their lateness. This implies Ill Consequences of facing disciplinary actions due to their tardiness.

In conclusion, the Ill Consequences in this sentence involve potential punishments from the professor, academic penalties, and the impact on assignment submission, all of which contribute to the

complainant's complaint and highlight the negative outcomes of being late for class.

2.1.1.1 Accusations

The accusations strategy is intended to identify the agent in the problem. The complainant questions the recipient of the complaint regarding the circumstance or claims that the recipient of the complaint is somehow connected to the misconduct. Further, this category is divided into two sub-categories, namely: Indirect Accusation strategy and Direct Accusation strategy.

Strategy 4. Indirect Accusation

The complainant implies the recipient of the complaint's responsibility using indirect language or assertions rather than openly blaming. In accusing the agent of the offense using Indirect Accusation, the complainant may choose to use indirect accusations to avoid direct confrontation or damaging the relationship with the recipient of the complaint. Indirect accusations can serve as a persuasive tool by creating a sense of responsibility or guilt in the recipient of the complaint. By subtly implying their involvement, the complainant aims to encourage the recipient to take appropriate action to resolve the issue.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "Well, it's just that today we find ourselves stuck in this store, soaking wet, while we were supposed to be attending our classes on campus."

B: "Yeah, I guess we didn't see this rain coming."

A: "No, we definitely didn't. I mean, it's not like it's impossible to check the weather forecast before leaving the house, right? It would have been nice if someone had bothered to take a quick look at the forecast. Maybe we could have planned our day differently."

B: "I'm sorry for not checking. Let's try to make the best of the situation and figure out how to get to campus from here."

With the rhetorical question "I mean, it's not like it's impossible to check the weather forecast before leaving the house, right?" the complainant emphasizes that someone should take the initiative to check today's weather forecast. Then it continued with the sentence "It would have been nice if someone had bothered to take a quick look at the forecast" indicates a disappointment or dissatisfaction and indirectly tells that someone has made a mistake. Speaker A does not directly impose responsibility on Speaker B for his carelessness, but he was still able to get his point across without jeopardizing their relationship. The underlying critique is strengthened by the use of rhetorical questions and the expression of a preference for a different result. Therefore, the example

above represents one of the complaint expressions categorized under the Indirect Accusation strategy.

Strategy 5. Direct Accusation

In accusing the agent of the offense using the Direct Accusation strategy, the complainant directly accuses the recipient of the complaint of committing the offense without further presumption.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "I can't believe we're stuck here! We're going to be late for class because of your negligence!"

B: "What are you talking about?"

A: **"You never bothered to check the weather forecast, did you? Now it's pouring outside, and we're stranded in the store!"**

B: "Look, I'm sorry, okay? I didn't think it would rain. Let's try to find an alternative way to get to campus."

A: "Fine. But next time, don't forget to check the weather. We can't afford to miss any more classes because of your carelessness."

Speaker A immediately accused speaker B by saying "You never bothered to check the weather forecast, did you?" due to the negligence of speaker B who did not check the weather forecast that day. The use of "you never bothered" implies that the action sounds like a recurring occurrence and blames speaker B entirely for the dissatisfaction he is

experiencing. Then, the sentence "Now it's pouring outside, and we're stranded in the store!" functions as an effect arising from speaker B's negligence. The use of a direct accusation strategy in this sentence is stated because speaker A directly accuses speaker B personally of being completely guilty of negligence. Therefore, the example above represents one of the complaint expressions categorized under the Direct Accusation strategy.

2.1.1.2 Act of Blame

The Act of Blame is the most effective strategy for filing complaints and encompasses the highest probability of being acknowledged by the recipient of the complaint. Thus, the Act of Blame is the strategy in which the complainant believes the recipient of the complaint is responsible for the offense. In addition, the complainant offers a moral judgment concerning the recipient of the complaint.

There are three degrees of explicitness when it comes to the complainant's moral condemnation of the accused, namely: Modified Blame strategy, Explicit Condemnation of the Accused's Action strategy, and Explicit Condemnation of the Accused as a Person.

Strategy 6. Modified Blame

Modified Blame refers to a strategy where the complainant acknowledges his or her responsibility in the situation while still holding the recipient of the complaint partially accountable. Modified blame helps maintain a more positive and less aggressive tone while also preserving the relationship between the complainant and the recipient of the complaint.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "Ugh, I can't believe we're stuck here at the store when we were supposed to be in class! If only someone had bothered to check the weather forecast..."

B: "Wait, are you blaming me for this? It's not entirely my fault."

A: **"Oh, of course, it's never your fault, is it? I guess it's just a coincidence that every time we make plans, something goes wrong because we overlook important details."**

B: "Look, I understand you're frustrated, but it's unfair to put all the blame on me. We both should have checked the forecast. Besides, we can't control the weather."

Answering a question from speaker B, speaker A stated, "Oh, of course, it's never your fault, is it?" Speaker A uses rhetorical questions stating that Speaker B is not responsible, even though the complaint is directed at him. With this strategy, the complainant can suggest subtly that

the other person has flaws or deficiencies without openly blaming them. The use of the word "something goes wrong" also emphasizes that the discrepancy occurred several times in the past and is happening at that moment. Sarcasm, rhetorical inquiries, and subliminal hints all aid in subtly expressing dissatisfaction while providing an open interpretation of the Modified Blame strategy.

Strategy 7. Explicit Condemnation of the Accused's Action

Explicit Condemnation of the Accused's Action is the act of the complainant explicitly stating that the action done by the recipient of the complaint is incorrect in its most straightforward form. To make it apparent that the complainant believes the behavior to be inappropriate, unethical, or against accepted standards or expectations, the complainant may employ forceful words or assertive statements.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "I can't believe this! We were stranded in this store because of the rain, and we had important classes to attend on campus!"

B: "I know. I'm sorry, but the rain was so heavy, and I didn't want to get drenched. I thought we could skip class just this once."

A: **"Skip class? Are you kidding me? We're paying good money for our education, and you think it's okay to prioritize our**

comfort over our academic responsibilities? It's incredibly selfish and irresponsible!"

B: "I understand your frustration, but it was pouring outside and there was nothing we could do."

Speaker A as the complainant asks "Skip class? Are you kidding me?" implies shock and disbelief at speaker B's attitude towards skipping class. The statement "You think it's okay to prioritize your comfort over our academic responsibilities?" explicitly focuses on expressing complaints about the actions of speaker B who prioritize comfort before his priority as a student. The complainant emphasizes his dislike of the attitude and stresses that Speaker B's behavior was unacceptable. The use of the adjectives "incredibly selfish" and "irresponsible" is used to express condemnation of the accused's behavior. The complainant expresses open criticism of the accused's acts.

Strategy 8. Explicit Condemnation of the Accused as a Person

The complainant expresses an action implied at all other levels, namely that the complainant regards the recipient of the complaint as a non-responsible society member. As the agent of offense, this strategy specifically attacks the recipient of the complaint personally. Furthermore, this strategy creates distance between the complainant and the recipient of the complaint.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

B: “Ugh, **I can’t believe you!** We were stuck in that store for hours because of the rain, and you didn’t even try to make an effort to get us out of there. We had important classes to attend, but you just didn’t seem to care!”

C: “Seriously? Are you blaming me?”

B: “Exactly! **I can’t believe I trusted you to be reliable.** This kind of behavior shows a lack of respect for other people’s time and commitments.”

"I can't believe" expresses the complainant's intense emotional response, which reflects their deep dissatisfaction and disbelief. Furthermore, "trusted you to be reliable" is a direct criticism of the accused's character, emphasizing the apparent unreliability. These requirements are met, and the sentence effectively conveys the complainant's true sentiments and assessment of the offender. It is an effective method of communication because of how quickly the complainant may communicate their displeasure and criticism. Overall, the sentence does its best of expressing the complainant's displeasure and clear condemnation of the accused as well as its intended meaning and emotional impact.

2.1.2 Complaint Responses

Richards & Schmidt (2013, p. 77) stated that the difference between a polite prescription and an expression of good intention could be obscure. Nevertheless, it may be surpassed with the proper responses to generate genuine social engagements. Correctly responding to a complaint also provides conflict resolution or feedback in a communication process.

Numerous elements, such as past experiences, current emotions, cultural background, and social context, influence how individuals respond to a particular situation. Cultural norms and communication styles, as well as the relationship between the complainant and the recipient of the complaint, contribute to the diverse and nuanced ways individuals respond. To prevent obscure complaint responses, Richards & Schmidt (2013, p. 129) also classified the complaint responses into five types of responses, namely: Apology response, Denial response, Excuse response, Justify response, and Challenge response.

2.1.2.1 Apology Response

An apology response is employed to respond to the complainant by admitting that the recipient of the complaint was guilty, accepting the accusation, and showing regret.

By admitting his mistake and regretting that he should have behaved differently, the recipient of the complaint expresses regret for the results of his overlook. The choice to use an apology response is influenced by seeking to preserve positive relationships, provide emotional support, and maintain friendships healthy. In a given cultural and social

situation, understanding the ability to express apologies effectively may enhance the success and well-being of friendships.

The following example illustrates a situation in which the speaker has to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. Can you park the motorbike on the porch of that shop?"

B: "Ugh, I can't believe this. We're stuck in this stupid rain! Why does it have to rain today of all days."

A: "I'm sorry, I should have checked the weather forecast this morning."

The example above applies an Apology response to a situation in which the recipient of the complaint had to respond to a complaint. The first phrase, "I apologize," explicitly acknowledges the necessity for an apology and indicates an admission of a mistake. Furthermore, the statement "I should have checked the weather forecast this morning" is used to acknowledge personal responsibility for the mistake. The implication is that failing to check the weather prediction led to undesirable results, such as being unprepared for the weather.

2.1.2.2 Denial Responses

A denial response is employed to respond to the complainant by disagreeing with the accusation made by the complainant. The recipient of

the complaint tends to respond with arguments that support their defense. This reaction can also be supplemented by passing blame to others. Selecting to respond with denial to a complaint may result in negative impacts. When the complaint is denied, the complainant may become unsatisfied which could harm the parties' relationship and trust. Denial as a response might also be culturally unacceptable, which could lead to misunderstandings leading to the problem being more severe.

Nevertheless, the denial response also indicates a form of profound mutual trust and close social connection between the complainant and the recipient of the complaint. This feature emphasizes the value of their interpersonal connection. The denial response turns into a sophisticated expression of their social dynamics, where open communication may occur with a firm foundation of trust.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. I will pull over the motorcycle for shelter until the rain stops."

B: "Ugh, I can't believe this. We're stuck in this stupid rain! Why does it have to rain today of all days? You should have checked the weather forecast today!"

A: “Shouldn’t it have been you who did that job? I’ve been driving the motorcycle for you!”

The example above applies Denial response to a situation in which the recipient of the complaint had to respond to a complaint. The statement begins with "Shouldn't it have been you," which suggests that the recipient of the complaint is denying the complainant's presumption or expectation that they should have handled the assignment. The phrase "I've been driving the motorcycle for you" is used to counter the claim that the other person should have taken on the responsibility. The recipient of the complaint emphasizes that by highlighting his action of riding the motorcycle, he has already completed a task on behalf of the other person. In the present case, the Denial response is used to argue against the assumption or expectation made about the recipient of the complaint and reassert his actions as a defense.

2.1.2.3 Excuse Responses

The Excuse response is employed to respond to a complaint by accepting the accusation. Nevertheless, the recipient of the complaint immediately provides evidence blaming the complainant for the cause of the offense committed to avoid being blamed. It entails giving explanations frequently to reduce dissatisfaction.

Excuses may be employed to avoid humiliation, preserve peace, and uphold humanity's standards. Polite expressions might be used to soften the excuse and maintain the social connection. The usage of excuses

in complaint situations is also influenced by relationships of power, formality, and social hierarchy, showing the complexities of interpersonal communication within cultural and social contexts.

The following example illustrates a situation in which the speakers have to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: “It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. I will pull over the motorcycle for shelter until the rain stops.”

B: “Ugh, I can’t believe this. We’re stuck in this stupid rain! Why does it have to rain today of all days? You should have checked the weather forecast today!”

A: **“I didn’t have time to check the weather forecast today. This morning, I had to cook and prepare my siblings’ belongings, and then I had to catch up on unfinished household chores.”**

The example above applies Excuse response to a situation in which the recipient of the complaint had to respond to a complaint. The recipient of the complaint provides a clarification of the circumstances that prevented them from checking the weather forecast. He explains why he could not make checking the weather forecast their main concern. He implies that important duties required his full attention. In this particular response, there is no explicit reference to a solution or approach to address

the complaint. The focus is primarily on clarifying what happened that prevented him from checking the weather forecast. This statement leans more towards an Excuse response as it provides an explanation for not checking the weather forecast.

2.1.2.4 Justify Responses

Justify response is employed to respond to the complainant by seeking justification and giving an explanation for the actions that have been taken. A Justify response aims to provide an argument that defends or encourages the actions taken or decisions committed, to deal with the complainant's concerns and provide clarity. The implementation of a Justify response is affected by the relationship with the complainant, cultural norms, and communication style.

The following example illustrates a situation in which the speaker has to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. I will pull over the motorcycle for shelter until the rain stops."

B: "Ugh, I can't believe this. We're stuck in this stupid rain! Why does it have to rain today of all days? You should have checked the weather forecast today!"

A: "**But I'm sure weather forecasts are not always accurate. Sometimes it rains suddenly, even though a few minutes ago the**

sun was shining brightly. But I will make an effort to check it before going next time.”

The example above applies to Justify response to a situation in which the recipient of the complaint had to respond to a complaint. The recipient of the complaint justifies his behavior. He states that they cannot always depend on weather forecasts, meaning that doing so could result in unexpected circumstances. The phrase "But I will make an effort to check it before going next time" attempts to show understanding and sympathy for the complainant's frustration. He also expresses his pledge to act in the future to resolve the problem.

2.1.2.5 Challenge Responses

Challenge response is employed to respond to the complainant by reversing facts or challenging the complainant's complaint expression. The recipient of the complaint conveys an alternative viewpoint or interpretation of the situation and challenges the complainant's claims. The recipient of the complaint makes an effort to place the blame or responsibility on the complainant or outside circumstances. The recipient of complaint might bring up concerns about the complainant's own choices or behaviors that triggered the problem beyond his control.

The following example illustrates a situation in which the speaker has to shelter on the porch of a store due to the rain, even though they had to go to the campus to attend their classes.

A: "It seems like we need to take shelter first. The rain is getting heavier, and our books and laptops will get soaked. I will pull over the motorcycle for shelter until the rain stops."

B: "Ugh, I can't believe this. We're stuck in this stupid rain! Why does it have to rain today of all days? You should have checked the weather forecast today!"

A: **"So, is this entirely my fault? You should have checked the weather forecast too or at least brought a raincoat so we wouldn't have to skip class!"**

The example above applies Challenge response to a situation in which the recipient of the complaint had to respond to a complaint. Speaker A responds to the complaint with "So, is this entirely my fault?" this indicates the challenges to the notion of placing the entire blame on themselves by introducing the idea of considering other factors. He adds "You should have checked the weather forecast too or at least brought a raincoat," which shifts the focus from assigning blame to suggesting alternative actions and encourages collaboration to find a resolution.

2.1 Research Method

In this section, the writer explains the methodology of the study which discusses the type of research, type and source of data, data collection method, and data analysis method.

2.1.1 Type of Research

The writer uses a descriptive-qualitative research approach. It investigates attitudes, behavior, and experiences to gain a more in-depth understanding (Dawson, 2009, p. 14-15). The approach also allows for a comprehensive analysis of data in this research. Moreover, it aims to provide a detailed analysis of Loki's communication and behavior. Therefore, the writer will conduct the research by collecting, describing, identifying, and classifying data, and drawing a conclusion about the research.

2.1.2 Type and Source of Data

The writer employs primary data derived from the *Loki* Television Series script, particularly Loki's utterances and responses given by the characters in the *Loki* Television Series. The data of this research are drawn from utterances consisting of complaint expressions and responses in six episodes of the *Loki* Television Series.

Furthermore, the samples of this study were taken from utterances that contain complaint expressions by Loki and the complaint responses by the characters in the *Loki* television series. In addition, the secondary data are taken from the notes describing the contexts and situations of the conversations which include the complaint expressions

conducted by characters in the *Loki* Television series. The secondary data will provide valuable insights into the underlying motivations and triggers of complaint expressions and responses.

2.1.3 Methods of Collecting Data

In this study, the writer applies the documentation technique as the collecting data method to find relevant information to analyze the object of the study. By employing the documentation technique, this research will ensure the reliability of the data gathered, as the original script serves as an authoritative source. Additionally, the writer also uses the note-taking method by reading through the script and taking notes of the context and situation in which each complaint interaction is employed in the *Loki* Television Series.

2.1.4 Method of Analyzing Data

The writer went through several steps in analyzing the data. First, the writer identified and classified the complaint expressions into eight strategies of complaint strategies from the script of the *Loki* Television Series. Subsequently, the writer analyzed the complaint responses uttered by the other characters in the *Loki* Television Series. Lastly, the writer determined the factors influencing the selection of strategies in the delivery of complaints by *Loki* along with other characters' complaint responses.