

Realisation of Music Teacher's Complaint Act with Gender Perspective in Solo Song WhatsApp Group

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ABSTRACT

This qualitative study applies a pragmatic approach that investigates the complaining speech act (CSA) used by male and female music teachers based on the substansion of the Solo Song Competition in WhatsApp Group. Data were collected from the utterances of 13 participants using note-taking. The results indicated several findings. First, male music teachers have the highest preference for using the expression of disapproval with annoyance in the substance of after TM. In contrast, female music teachers have the highest preference for using the hint and the blame with explicit blame for person in the substance of before TM. The reason is not only about a high pressure from the school, parents, and students regarding the competitions, but also about dissatisfaction, dislike, and worry with a situation that is perceived as unfair, unprofessional, or harmful. Third, based on the comparison of the result of this study and previous researches reveals that gender influenced the choice of CSA usage. The results revealed that most of the complaints were related to issues regarding the competition regulations after TM. The competition regulations that were highly complained by both male and female music teachers were the inappropriate music instruments for men and women. The results also indicated that most of the complaints were addressed to the coordinator of the competition committee. The complaints submitted were a result of the untrustworthiness of male and female music teachers to the competition committee.

Keywords: *Complaint Speech Act, Gender, Music Teachers, WhatsApp Group*

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INTRODUCTION

WhatsApp has become an essential tool for communication and connection in today's digital age. One of the most popular messaging media today is WhatsApp (Citra, 2018; Rahayu & Amri, 2023). WhatsApp is an effective messaging app because it has the most respondents (Trisnani, 2017). Several features of WhatsApp are a simple chat app for individuals or groups, direct connection to the number on the phone/contacts, just saving the phone number, a simple interface simple to chat, and internet easy and safe (Citra, 2018). Users are made easy because to send messages do

not have to be face to face (Rahayu & Amri, 2023). Information will be conveyed easily accepted by selecting one of the features. Messages or sentences in Whatsapp in essence is an oral interaction that is written down, so that it appears as a speech act. As a form of speech act, a sentence does not only convey a message, but also it will convey intent, even action (Lailiyah, Djatmika, Santosa, & Sumarlam, 2023).

WhatsApp group conversation even consist of complaining speech act (Kaderiyah, Sasongko, & Agan, 2022). Complaining speech acts (CSA) threaten the interlocutor because they are disruptive or unsatisfactory (Trosborg, 1995). They emphasize that speakers have neglected the hearer's faces and feelings (Tanck, 2002). Olshtain and Weinbach (1993) defined that CSA emphasizes that speakers show their dissatisfaction or criticism as a natural reaction to past or current actions (Olshtain & Weinbach, 1993). Speakers must be careful in submitting complaints to maintain social relations (Lailiyah et al., 2023). This demand using strategies to convey complaints as strategies play an important role in the complaining speech act (Decock & Depraetere, 2018; Karim, 2017). CSA used by someone of different gender creates varied forms and strategies because female express themselves more politely than male (Thongtong & Srioutai, 2019). Other social and background factors also influence a strategy to complain such as the speaker's social status (Kreishan, 2018; Lailiyah et al., 2023).

CSA phenomenon is commonly related to social media with instant messaging (Bendib, 2022; Preotiu-Pietro, Gaman, & Aletras, 2020; Rahayu & Amri, 2023; Vladimirov, House, & Kádár, 2021; Yang, 2023). CSA have been previously analysed by linguists (Lailiyah et al., 2023; Preotiu-Pietro et al., 2020) as distinctly different from expressing negative sentiment towards an entity. Key to the definition of complaints is the expression of the breach of expectation. CSA is regarded to be a distinct speech act, as defined by speech act theory (Austin, 1962); (Searle, 1975; Searle & Vanderveken, 1989) which is core to the field of pragmatics. CSA are either directed to the parties who is responsible for the violation of expectations (direct complaint) or indirectly mention the parties (indirect complaints) (Boxer, 1993). CSA are widely considered to be among the face-threatening acts (Brown & Levinson, 1987), that aim to undermine the face or self-esteem of the person to whom the act is addressed. The concept of face represents the public image specific of each person with two aspects, positive and negative face (Fraser, 1990). Positive face of the responsible people is affected by having enabled the breach of expectations. Usually, when a direct complaint is made, the illocutionary function of the complaint is to request for a correction or reparation. The aims to affect negative face by aiming to impose an action to be undertaken by the responsible people. CSA usually co-occur with other speech acts such as warnings, threats, suggestions or advice (Olshtain & Weinbach, 1993).

Linguistic studies on CSA belong to (Rashidi, 2017). Some CSA studies focused on students as native and non-native speakers and compared their pragmatic abilities in selecting the CSA. However, the studies did not examine social domains such as gender and education and could not determine the differences between the two. They did not map the patterns of the two aspects that influence the use of the CSA strategy. Studies have also investigated the CSA used by people of different genders (Kakolaki & Shahrokhi, 2016). These studies emphasise on differences in the use of CSA between male and female. Thus, the studies did not relate the strategies to social backgrounds, such as profession.

Related to this study, the researcher found some gaps after reviewing several previous studies. The study of Yang (2023), Rahayu & Amri (2023), Bendid (2022), Hassouneh & Zibin (2021), Pietro et.al (2019) focused on CSA in social media. These studies indicate that CSA in non-face to face communication in social media such as Twitter, Facebook and WhatsApp were direct and using emojis (Bendib, 2022; Hassouneh & Zibin, 2021; Lailiyah et al., 2023; Preotiuc-Pietro et al., 2020; Rahayu & Amri, 2023; Yang, 2023). Meanwhile, Lailiyah et.al (2023) focused on CSA strategy in natural setting at the hospital for patients Covid-19 with a gender perspective. The

Gender	CSA Category	Sub CSA Category	Substance				Total	Percentage
			Before Technical Meeting	After Technical Meeting	During the Event	After the Event		
Female	Expression of disapproval	Hint	0	1	0	0	1	12%
		Annoyance	0	1	0	0	1	12%
	Accusation	Consequescies	0	0	0	0	0	
		Indirect	0	0	0	0	0	
	Blame	Direct	0	0	1	0	1	12%
		Modified Blame	0	1	0	0	1	12%
		Explicit blame (behavior)	0	0	0	0	0	
		Explicit blame (person)	2	1	1	0	4	52%
Total Speech			2	4	2	0	8	100%
Men	Expression of disapproval	Hint	5	2	1	0	8	16%
		Annoyance	1	8	6	0	15	31%
	Accusation	Consequescies	2	0	0	0	2	4%
		Indirect	0	0	0	1	1	1%
	Blame	Direct	2	5	4	1	12	25%
		Modified Blame	1	2	3	0	6	13%
		Explicit blame (behavior)	1	0	0	0	1	1%
		Explicit blame (person)	2	1	1	0	4	9%
Total Speech			14	18	15	2	49	100%

result shows that woman with a bachelor degree more polite than woman with a junior degree when realize the CSA in the hospital (Lailiyah et al., 2023). Therefore, this study aimed to relate the CSA based on gender and profession without questioning status and social distance.

METHOD

This study aims to examine the complaining speech acts of complaining realised by music teachers in WhatsApp group. A total participant of 13 male and female music teachers in this study as informants. They were purposively selected based on several criteria: (1) music teachers who send their student delegates for solo song competitions, (2) have complaints against the competition regulations from the committee, (3) citizen of Indonesian, (4) willing to be an informant in this study.

Data were gathered and correctly classified using these criteria to demonstrate CSA. The data also shows the participants, events, interactions, and behaviors being studied. Therefore, they are less generalized to avoid quantitative and positivistic interpretations (Santosa, 2021).

Data were analyzed using descriptive and interpretive techniques. Descriptive analysis was carried on the distribution of CSA based on categories and strategies Trosborg (1995) associated with gender and profession (Trosborg, 1995). The interpretive method was used to analyze the content of the CSA by inserting it into the component table. This streamlined the analysis and assisted calculate the number of CSA used by each informant. The componential table shows the pattern of using the CSA strategy. For instance, it shows the CSA used by music teachers (male and female).

RESULT AND DISCUSSION

The result of the data analysis is displayed in Table 1 for easy understanding. The discussion was also conducted on previous studies:

Table 1
Component of CSA Used by Music Teachers

Table 1 shows that women and men have different preferences. Music Teachers who are Men have the highest preference for using the Expression of disapproval with Annoyance at 31% after Technical Meetings (TM). In comparison, women music teachers have the highest preference for using the blame with Explicit blame (person) with 52% before Technical Meetings (TM).

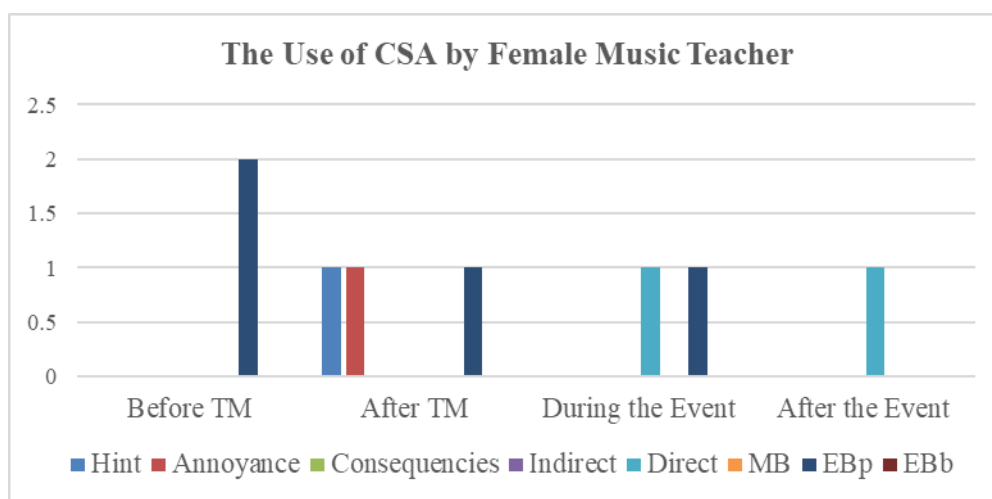


Figure 1
Preferences for using CSA by Female Music Teachers

Figure 1 illustrates the preferences for using CSA among female music teachers. Female music teachers prefer to use hints and blame strategies after TM. Female music teachers tend to use blame strategies before TM. Several personal and professional factors may influence female music teachers who frequently use CSA in the form of blaming, such as job pressure, personal communication style, lack of understanding of positive communication, unrealistically high expectations, lack of support, and desire to control the situation. The results of this study show that female music teachers are likely to use more complaint speech after TM due to high job pressure and unrealistically high expectations. However, the results of this study did not in line with the results of a study by Lailiyah (2023) which states that women with university degrees tend to use modified blaming strategies in not attacking the face of speech partners (Lailiyah et al., 2023).

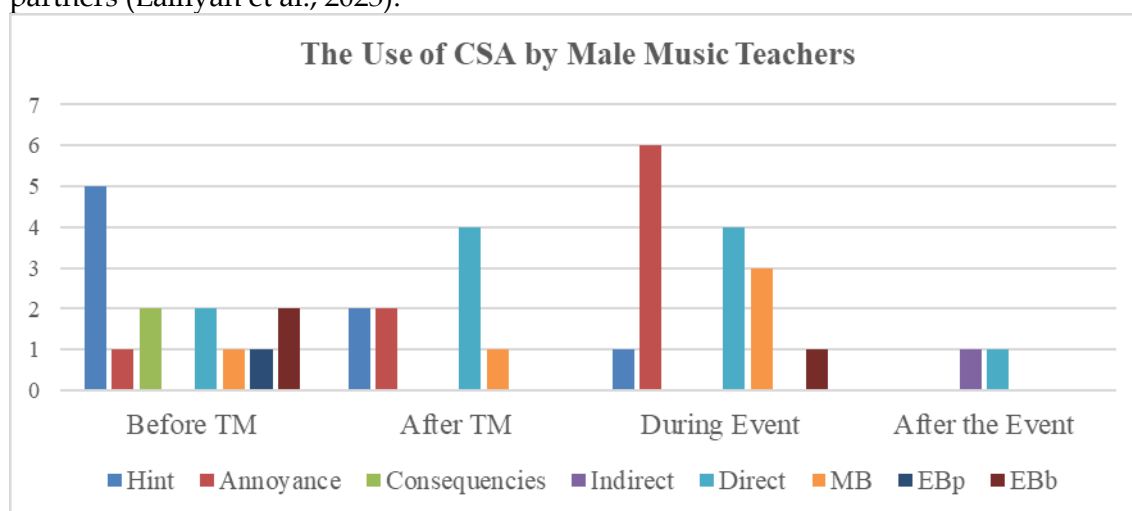


Figure 2
Preferences for using CSA by Male Music Teachers

Figure 2 depicts the preferences for using CSA among male music teachers. Male music teachers mostly used annoyance and direct accusation after TM. Male music teachers preferred to use modified blame strategies during the event. Male music teachers who more often use CSA in the form of annoyance to the competition committee in WhatsApp groups can be caused by several reasons related to professional, psychological, and social situations. The following is an in-depth explanation: frustration with unprofessionalism or obscurity (the competition committee sometimes provides information that is unclear, changing, or not as expected), need for assertiveness (in their role, music teachers often face pressure to ensure student preparations run smoothly), feeling responsible for students (teachers feel responsible for their students' success in the competition), discomfort with online coordination (communication through WhatsApp groups is sometimes less effective than face-to-face), social norms in male communication (in some cultures, men are often expected to show assertiveness or dominance in conflict situations), influence of competition and external pressure (music competitions are usually stressful for both students and teachers), stereotypes and gender differences in perception (men who complain in an exasperated tone may be more conspicuous because of the expectation that they will be more 'calm'), lack of proper channels for criticism (male music

teachers may feel that complaining on WhatsApp groups is more effective to get the committee's attention). This makes their complaints feel more intense than when done by women. The results of this study are in line with the results of research by Aini et al (2023) which states that men tend to be assertive in their opinions (Aini, Djatmika, Sumarlam, & Kristina, 2023).

Moreover, the expression of the disapproval category with the annoyance hint, and consequences strategy by male music teachers is presented in Table 2.

Table 2.
Expression of Disapproval Category with Annoyance, Hint, Consequences Strategy

Background		CSA		
Gender	Substance	Annoyance	Hint	Consequences
Male	Before TM	Even then, if it's approved by the committee, if not, what do we do?	I think with that many participants, just one song is enough.	If 40 participants can make it until night.
			We are from Sukadana, two songs don't matter, but we can't be egoistic, we have to think about our friends who are far away from the location.	If it's 40 participants, the experience is closer to maghrib if it's 2 songs.
			If age becomes a benchmark, why are the technical guidelines made with the sound of high school / vocational high school student participants?	
	After TM	The committee just made a list for the participant number to make it tidier and more comfortable for us.	If possible, the instruments of boys and girls are differentiated by the committee. Already the instruments from the committee will be the same as the girls,	Don't be told to send your song list, it's messed up in WA.

		hadehhh!
		The instrument is directly from the committee anyway.
		Does the committee know the vote size of each participant?
		Recently, Indonesian Idol was instrumental in adjusting the singer's vocal range.
		If the instrument is to be made from the committee from the beginning, it should be shared so that the participants are prepared, not impromptu like this.
		It's already 9 o'clock, when did it start, it's been a long time.
		sound down a little volume
		It's been delayed so far, there are so many participants, I feel sorry for those who came from the morning.
		mic volume increased slightly
During the Event		How come only the 1st, 2nd, 3rd winners are shared? Share the top 10 scores for future evaluation.

Table 2 shows that male music teachers express annoyance, hints, and consequences with an expression of dissatisfaction, dislike, and worry. Based on the experience of each teacher, after knowing the explanation of the technical instructions of the competition from the committee, they felt that the technical instructions from the committee were slightly different from the instructions for individual singing competitions in general. Male music teachers' annoyance in this context is not just an emotional outburst, but also a way to express frustration with a situation that is perceived as unfair, unprofessional, or harmful. The annoyance contains the hope that the committee can provide clarification, revision, or at least show some concern for the input submitted.

In addition, the male music teacher also used CSA with direct accusations. The utterance data that indicates a direct accusation from the male music teacher is as follows:

Table 3.
Expression of Disapproval Category with Direct Accusations

Background		CSA
Gender	Substansion	Direct Accusations
Male	Before TM	Isn't it suspicious that the participants from the hut are from high school?
		please make sure all participants are recorded on Gform.
	After TM	Let's understand, that maybe this is the beginning of this institute holding a solo song competition.
		Wahhhh, how come the instrument from the committee, it is too strange.
	During the Event	We've given some input to the committee, but it's not possible.
After the Event	The policy of the committee should be by the regulations, don't just give compensation.	
		The committee, where did the judges come from yesterday?
		Yes, yesterday's judge was a lecturer, vocal teacher, music observer, or singer.

Table 3 reveals that male music teachers also use a lot of complaining speech with direct accusations which are considered more effective. By conveying a direct accusation, the teacher intends to highlight the responsibility of the committee to explain or rectify the situation. Male teachers often choose this approach because they feel it is more effective in pressuring the concerned party to act. WhatsApp was perceived as a quick and direct medium, so teachers felt that they could convey their criticisms to the committee openly and get attention. Direct accusations can be an expression of a straightforward and assertive communication style, often more commonly used by men in conflict situations. Teachers may have had some negative experiences with the organizers, either in this competition or in the past. The accumulated frustration can make them prone to throwing accusations directly without going through a diplomatic approach. This WhatsApp group is a place to 'vent' frustrations because it is easily accessible and provides a relevant audience (other teachers, organizers, or participants). Another example of utterance data showing CSA by a female music teacher is as follows:

Table 4
Expression of Disapproval Category with Blaming, Disapproval, and Accusation

Background		CSA				
Gender	Substance	Explicit blame (person)	Modified Blame	Hint	Annoyance	Direct

	Before TM	Where is this Zoom link for TM, why hasn't it been shared yet?	
		What time is the TM, it hasn't started yet.	
Female	After TM	I've already mentioned the instrument, but it's a pity it didn't change the committee's ridiculous decision.	others stop sending the song list and student names first. As far as I accompany the competition, this is also the new technical guidelines like this.
		Sorry, my student number 11 was changed to number 10, why did you change the number?	
	During the Event	He said, FD took it at the registration place, how come there are no people here anyway	The committee should share the top 10 scores, not just the top 3.

Table 4 shows that female music teachers tend to be less active in the group and complain less. However, when they do complain, they tend to use blaming speech. Female music teachers who complain using direct blaming speech to others can be influenced by various factors including emotions, personality, culture, and situational context. Music teachers often face high pressure, such as competition preparation deadlines or expectations from students, parents, and institutions. When things don't go well, blaming comes up as a form of emotional release. Blame speech is used as a

way to demand attention or quick action from the people involved. Female teachers may feel that this is a more effective way to encourage improvement. Female teachers with expressive characters may be more likely to use complaints as a way to convey disappointment. In some cultures, women are often expected to be more emotional or expressive, so blame speech is more often associated with women than men. Female teachers may use blaming complaints to assert their authority in certain situations, especially if they feel that authority is in doubt. In situations where they feel disrespected or ignored, blaming others can be a way to demonstrate power or influence. Female teachers may feel that they or their students have been harmed by the actions of others. Blame complaints arise as a form of protest against such injustice. Female music teachers often have a strong emotional attachment to their students. When students are harmed by the actions of others, they tend to be more emotional in expressing their disappointment.

DISCUSSION

Some previous study such as Chun (2013), De Leon and Parina (2016), and Thongtong and Srioutai (2019) argued that women are more tentative and softer, use longer or indirect language when realize complainin. In contrast, men use directly, rudely, and disrespectfully language when realize CSA (Chun, 2013; De Leon & Parina, 2016; Thongtong & Srioutai, 2019). Kakolaki and Shahrokhi (2016) illustrated differences between men and women in realizing CSA. Men often use direct complaints compared to women (Kakolaki & Shahrokhi, 2016). Therefore, it can be concluded that gender influenced the choice of complaining strategy.

In some circumstances, women complain by directly blame others but by modifying their way of speaking in order to so they do not feel burdened by their complaints. Generally speaking, male and female speech is different, though everyone has their own level of gender speech characteristics (Wijayanti, Djatmika, Sumarlam, & Sawardi, 2022). This research indicates that gender is one of the crucial features that influence the way a speaker conveys the speech act of complain.

The results revealed that most of the complaints were related to issues regarding the competition regulations after TM. The competition regulations that were highly complained by both male and female music teachers were the inappropriate music instruments for men and women. The results also indicated that most of the complaints were addressed to the coordinator of the competition committee. The music teachers tried to offer suggestions and explain the proper technical instructions to the committee, because the regulations were not appropriate. The complaints submitted were a result of the untrustworthiness of male and female music teachers to the competition committee. this is in line with Dynel's (2013) opinion which states that the utterance of complaints on social media is due to the distrust of the writer with the news being conveyed (Dynel, 2013).

CONCLUSION

Some important points concluded related to the realization of CSA by music teachers with a gender perspective in the WhatsApp Group of SOLO SONG competitions in 2024. Firstly, male music teachers have the highest preference for using the Expression of disapproval with Annoyance in the substansion of after TM. In contrast, female music teachers have the highest preference for using the hint and the blame with explicit blame for person in the substansion of before TM. However, the results of this study did not in line with the results of a study by Lailiyah (2023) which states that women with university degrees tend to use modified blaming strategies in

not attacking the face of speech partners (Lailiyah et al., 2023). The reason is a high pressure from the school, parents, and students regarding the competitions. Female teachers with expressive characters may be more likely to use complaints as a way to convey disappointment.

Secondly, male music teachers mostly used annoyance and direct accusation after TM. It is caused by several factors related to professional, psychological, and social situations. The results of this study are in line with the results of research by Aini et al (2023) which states that men tend to be assertive in their opinions (Aini et al., 2023). Male music teachers express annoyance, hints, and consequences with an expression of dissatisfaction, dislike, and worry. Male music teachers' annoyance in this context is not just an emotional outburst, but also a way to express frustration with a situation that is perceived as unfair, unprofessional, or harmful. Male music teachers also use a lot of complaining speech with direct accusations because they feel it is more effective in pressuring the concerned party to act.

Thirdly, based on the comparison of the result of this study and previous researches reveals that gender influenced the choice of CSA usage. The results revealed that most of the complaints were related to issues regarding the competition regulations after TM. The competition regulations that were highly complained by both male and female music teachers were the inappropriate music instruments for men and women. The results also indicated that most of the complaints were addressed to the coordinator of the competition committee. The complaints submitted were a result of the untrustworthiness of male and female music teachers to the competition committee. But, language studies on gender no longer emphasize masculinity or femininity but need to consider other social factors, such as profession and substantiation of the utterance's context.

For the development of linguistic science, the researcher has some suggestions coming from this study. First, this study is still limited to the complaint speech act in the Communication in WhatsApp group of SOLO SONG competition in 2024. Second, the writer does not do in dept interview with the informant. Therefore, this study is still very open to be developed in more diverse directions, such as the diversity of the data source and the data validation proofed by in dept interview.

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