

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This chapter focuses on presenting the result of the research. There were some steps followed in collecting the data, the first was constructing the validity of situational cards as the instrument of this research by getting expert judgment. Second, the data was collected at June 9th to 11th. Finally, researcher described what the English terms of address used by the students of English Education Study Program of the Bengkulu University.

The situational cards were designed in 16 different scenarios according to the framework made by the researcher. They consist of 12 scenarios of addressing the non-native speakers and 4 scenarios of addressing the native speakers. The situational cards were distributed to the sixth semester students of English Education Study Program of the Bengkulu University registered in 2011 which divided into two classes; A and B. The A class consist of 40 students and the B class consist of 39 students.

Based on the data, students tended to use mixed patterns to address the addressee. There are eight types of English address terms used by the sixth semester students of the English Education Study Program of the Bengkulu University as presented in the following table.

Table 4.1 English Address terms used by the Sixth Semester Students in General

No.	Type of Address Terms	(%)
1	Title only (T)	34
2	First Name (FN)	24
3	Last Name (LN)	12
4	Title + Last Name (TLN)	11
5	Title + First Name (TFN)	11
6	Full Name (FULL N)	3
7	Title + Full Name (T+FULL N)	2
8	Honorific	2
Total		100%

Table 4.1 presents the English address terms used by students. Overall, students used eight types of address terms: 24% students used mutual FN, for example *Rahmat* in Scenario 3; 12% used mutual LN, for example *Fatria* in Scenario 4; 11% used mutual TLN, for example *Mr. Pramudiono* in Scenario 1 and *Professor Amalia* in Scenario 2; 11% used mutual TFN, for example *Mrs. Faulia* in Scenario 7 and *Doctor Linggar* in Scenario 1; 3% used Full Name, for example *Ardian Putra* in Scenario 6; 2% used Title plus Full Name, for example *Mr. Farid Harja* in Scenario 8; and 2% used Honorific, for example *Brother* in Scenario 9 or *Babe* in Scenario 16.

In general, the result was divided into four categories. The first is addressing the older addressee. The second is addressing the addressee in the same age. The third is to address the younger addressee. The fourth is to address the unknown addressee (without any information). (*See Appendix 2*)

4.1.1 Frequency of the Terms of Address Used to Address the Older

The following table presents the using of English address terms by the sixth semester students in addressing the older addressee in a formal and informal situation.

Table 4.2 The frequency of the Using English Address Terms to Address the Older Addressee

No .	Type of Address Terms	Formal		Informal	
		F	(%)	F	(%)
1	Title + Last Name (TLN)	64	38	80	14
2	Title + First Name (TFN)	70	30	47	30
3	Title only (T)	91	27	22	51
4	Title + Full Name (T+FULL N)	5	5	9	6
N		237	100%	158	

Table 4.2 shows the frequency of the using English address terms to the older addressee. It is found that students used four patterns in addressing the older addressee. There are differences between the usage of English address terms in a formal and informal situation but it is only in the percentage of the usage of English address terms in each pattern.

4.1.2 Frequency of the Terms of Address Used to Address the Same Age

Table 4.3 presents the frequency of the using English terms of address by the sixth semester students in addressing the older addressee in a formal and informal situation.

As seen in the table 4.3 that students used six patterns in addressing the addressee in the same age. It is found that there is a differences between the usage of English address terms in a formal and informal

situation. The usage of English terms of address in a formal situation is wider than the usage of English terms of address in an informal situation.

Table 4.3 The Frequency of the Using of English Address Terms to Address the Addressee in the same age

No .	Type of Address Terms	Formal		Informal	
		F	(%)	F	(%)
1	First name (FN)	78	49	109	69
2	Last Name (LN)	25	16	35	22
3	Full Name (Full N)	24	15	7	4
4	Title + Last Name (T+LN)	14	9	7	4
5	Title + First Name (T+FN)	13	8	0	0
6	Title + Full Name (T+Full N)	4	3	0	0
N		158	100%	158	100%

4.1.3 Frequency of the Terms of Address Used to Address the Younger

The frequency about the using English terms of address by the sixth semester students to address the younger is presented in the following table.

Table 4.4 The frequency of the Using of English Address Terms to Address the Younger Addressee

No .	Type of Address Terms	Formal		Informal	
		F	(%)	F	(%)
1	First name (FN)	82	52	157	66
2	Last Name (LN)	28	18	67	28
3	Title + First Name (T+FN)	14	9	0	0
4	Honorific	12	8	11	5
5	Title + Last Name (T+LN)	10	6	0	0
6	Full Name (Full N)	9	6	2	1
7	Title Only	3	2	0	0
N		158	100%	237	100%

It can be seen on Table 4.4 that students used seven patterns of English terms of address. There is a difference between the usage of English address terms in a formal and informal situation. In a formal

situation, students used 7 patterns of English terms of address while in an informal situation, students used only 4 patterns.

4.1.4 Frequency of the Terms of Address Used to Address the Addressee (No Information about the Addressee)

Students addressed the unknown addressee by title only in all situation (formal and informal). Table 4.5 presents the data about the using of English terms of address.

Table 4.5 The frequency of the Using of English Address Terms to Address the Addressee (without any information about name, occupation, etc).

No .	Type of Address Terms	Formal		Informal	
		F	(%)	F	(%)
1	Title Only	79	100	79	100
N		79	100%	79	

Table 4.5 shows that students used title only in addressing the addressee where there is no information about the addressee.

4.1.5 English Terms of Address Used by the Sixth Semester Students in Scenario 1

Scenario 1 was set in a formal situation. The addressee is older than the speaker and the speaker knows well who the addressee is ((F)-(>)-(Kw)). The speaker is a student (inferior) who wants to ask the seminar's speaker (Superior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 1 is presented in the following table:

Table 4.6 English Students Usage of English Terms of Address in Scenario 1

Scenario 1						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	20	25	Genetic	T	Sir	v
2	19	24	Genetic	T+FN	Mr. Linggar	
3	11	14	Official	T+FN	Doctor Linggar	
4	10	13	Official	T+LN	Doctor Pramudiono	v
5	9	11	Genetic	T+LN	Mr. Pramudiono	v
6	7	9	Genetic	T+ FULL N	Mr.Linggar Pramudiono	
7	3	4	Official	T	Doctor	v
Sum	79	100				

As seen in Table 4.6, it is found that students varied in using the English terms of address. The data shows that 25% used T in genetic title (Sir), 24% used T+FN in genetic title (Mr Linggar), 14% used T+FN in official title (Doctor Linggar) 13% used T+LN in official title (Doctor Pramudiono), 11% used T+LN in genetic title (Mr. Pramudiono) 9% used T+FULL N in genetic title (Mr. Linggar Pramudiono) and 4% used T only in genetic title. However, there is only 12.7% students addressed Doctor whereas Doctor is the most appropriate term to be used as a respectful title for the addressee who has an official title. Most of the mistakes did by the students is they combined the title both in genetic and official with the first name of the addressee.

4.1.6 English Terms of Address Used by the Sixth Semester Students in Scenario 2

Scenario 2 was set in a formal situation. The addressee is older than the speaker but the speaker does not know well who the addressee is ((F)-(>)-(KJ)). The speaker as a student (inferior) wants to address the Professor (superior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 2 is presented in the following table:

Table 4.7 English Students Usage of English Terms of Address in Scenario 2

Scenario 2						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	24	30	Genetic	T+FN	Miss Fani	
2	21	27	Genetic	T	Miss	v
3	12	15	Official	T+FN	Prof Fani	
4	9	11	Official	T+LN	Prof Amalia	v
5	8	10	Genetic	T+LN	Miss Amalia	v
6	3	4	Genetic	T+ Full N	Miss Fani Amalia	
7	2	3	Official	T	Professor	v
sum	79	100				

Table 4.7 presents the English address terms used by students. It is clear that students varied in using the English terms of address. It is shown that 30 % used T+FN in genetic title (Miss Fani) 27% used T in Genetic title (Miss), 15% used T+FN in official title (Professor Fani), 11% used T+LN in Official Title (Prof Amalia) 10% used T+LN in genetic title (Miss Amalia),

and 4% used T+FULL N in genetic title (Miss Fani Amalia) and 3% used T only (Professor). However, there is only 14% students addressed “Professor” in mutual T/TLN whereas Professor is the most appropriate term to be used as a respectful title for the addressee who has an official title. Most of the mistake did by the students is they combined the title both in genetic and official with the first name of the addressee.

4.1.7 English Terms of Address Used by the Sixth Semester Students in Scenario 3

Scenario 3 was set in a formal situation. The addressee is in the same age to the speaker and the speaker knows well who the addressee is ((F)-(-)-(Kw)). The speaker as a student (inferior) wants to address the other students (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 3 is presented in Table 4.8.

Table 4.8 English Students Usage of English Terms of Address in Scenario 3

Scenario 3						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	28	35	-	FN	Rahmat	V
2	13	17	-	LN	Ami	
3	13	17	-	FUL N	Rahmat Ami	V
4	12	15	Genetic	T+FN	Mr. Rahmat	
5	9	11	Genetic	T+LN	Mr. Ami	
6	4	5	Genetic	T+ Full N	Mr. Rahmat Ami	
Sum	79	100				

As shown in Table 4.8, it is found that students varied in using the English terms of address. The data show that 35% used FN (Rahmat), 17% used LN (Ami), 17% used Full N (Rahmat Ami), 15% used T+FN in genetic title (Mr. Rahmat), 11% used T+LN in genetic title (Mr. Ami) and 5% used T+Full N in genetic title (Mr. Rahmat Ami). Most of students in this scenario used the appropriate pattern in addressing the addressee, it is shown by 47 % students used the appropriate address terms.

4.1.8 English Terms of Address Used by the Sixth Semester Students in Scenario 4

Scenario 4 was set in a formal situation. The addressee is in the same age to the speaker but the speaker does not know well who the addressee is ((F)-(-)-(Kj)). The speaker as is a student (inferior) wants to address the other students from another faculty (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 4 is presented in the following table:

Table 4.9 English Students Usage of English Terms of Address in Scenario 4

Scenario 4						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	50	63	-	FN	Dita	v
2	12	15	-	LN	Fatria	
3	11	14	-	FUL N	Dita Fatria	
4	5	6	Genetic	T+LN	Miss Fatria	
5	1	1	Genetic	T+FN	Miss Dita	
Sum	79	100				

It can be seen on Table 4.9 that students are varied in using the English terms of address. The data shows that 63% students used FN (Dita), 15% used LN (Fatria), 14% used Full N (Dita Fatria), 6% used T+LN in Genetic Title (Miss Fatria), and 1 % used T+FN in genetic Title (Miss Dita). It indicates that most of students used the appropriate address term based on the result shows 63 % students used mutual FN.

4.1.9 English Terms of Address Used by the Sixth Semester Students in Scenario 5

Scenario 5 was set in a formal situation. The addressee is younger than the speaker and the speaker know well who the addressee is ((F)-(<)- (Kw)). The speaker as is a student (inferior) wants to address an apprentice students (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 5 is presented in the following table:

Table 4.10 English Students Usage of English Terms of Address in Scenario 5

Scenario 5						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	45	57	-	FN	Dinda	v
2	19	24	-	LN	Khisti	
3	5	6	-	FULL N	Dinda Khisti	
4	5	6	Genetic	T+LN	Miss Khisti	v
5	3	4	Genetic	T	Miss	v
6	2	3	Genetic	T+FN	Miss Dinda	
Sum	79	100				

Table 4.10 indicates that students varied in using the English terms of address. It is shown as 57% used FN (Dinda), 24% used LN (Khisti), 6% used Dinda Khisti, 6% used T+LN (Miss Khisti), 4% used T (Miss) and 3% used T+FN (Miss Dinda). As seen on Table 4.10, it can be concluded that most of students used appropriate address term in addressing the addressee. There are three kinds of pattern used by the students, the first used mutual FN, the second and third used mutual TLN and T. However, the addressee is an apprentice students, using mutual TLN or T is a way to give a respect to the addressee in a formal situation.

4.1.10 English Terms of Address Used by the Sixth Semester Students in Scenario 6

Scenario 6 was set in a formal situation. The addressee is younger than the speaker but the speaker does not know well who the addressee is ((F)-(-)-(Kj)). The speaker as a student (inferior) wants to address a senior high school student (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 6 is presented in Table 4.11.

Table 4.11 presents the variety of English terms of address used by the sixth semester students of English Education Study Program. The data shows that 47% used FN (Ardian), 15% used T+FN (Mr. Ardian), 15% used Honorific (Brother), 11% used LN (Putra), 6% used T+LN (Mr. Putra), and 5% used Full N (Ardian Putra). The data on Table 4.15 shows that most of

students used appropriate address term in addressing the addressee. It is found two kinds of pattern that used by the students, the first used mutual FN and the second used mutual TLN. However, using mutual TLN is a way to give a respect to the addressee in a formal situation when the position of the speaker is a committee and the addressee is a participant and the situation is a formal situation.

Table 4.11 English Students Usage of English Terms of Address in Scenario 6

Scenario 6						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	37	47	-	FN	Ardian	v
2	12	15	Genetic	T+FN	Mr. Ardian	
3	12	15	-	HON	Brother	
4	9	11	-	LN	Putra	
5	5	6	Genetic	T+LN	Mr. Putra	v
6	4	5		FULL N	Ardian Putra	
Sum	79	100				

4.1.11 English Terms of Address Used by the Sixth Semester Students in Scenario 7

Scenario 7 was set in an informal situation. The addressee is older than to the speaker and the speaker know well who the addressee is ((I)-(>)-(Kw)). The speaker as a student (inferior) wants to address a teacher (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 7 is presented in the following table:

Table 4.12 English Students Usage of English Terms of Address in Scenario 7

Scenario 7						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	45	57.0	Genetic	T	Mam	V
2	13	16	Genetic	T+FN	Mrs +Faulia	
3	7	9	Genetic	T+FN	Mam + Faulia	
4	10	13	Genetic	T+LN	Mrs. Adnan	V
5	2	3	Genetic	T+LN	Mam Adnan	
6	2	3	Genetic	T+FULL N	Mrs. Faulia Adnan	V
Sum	79	100				

As seen in Table 4.12, the data describe that students are vary in using the English terms of address. The data show that 57.0% used T in genetic title (Mam), 25% used T+FN in genetic title (Mam/Mrs Faulia) 15% used T+LN in genetic title (Mam/Mrs. Adnan), and 3% used T+Full N in genetic title (Mrs. Faulia Adnan). Based on the data most of the students (60%) used the appropriate address term. Most of the mistake did by the students is they combined the title in genetic with the first name of the addressee.

4.1.12 English Terms of Address Used by the Sixth Semester Students in Scenario 8

Scenario 8 was set in an informal situation. The addressee is older than the speaker but the speaker does not know well who the addressee is ((F)-(-)(Kj)). The speaker as a student (inferior) wants to address a Policeman (Superior) as the addressee. The result of this study about the

English terms of address used by the sixth semester students in Scenario 8 is presented in Table 4.13.

Table 4.13 English Students Usage of English Terms of Address in Scenario 8

Scenario 8						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	35	44	Genetic	T	Sir	V
2	27	34	Genetic	T+FN	Mr. Farid	
3	10	13	Genetic	T+LN	Mr. Harja	V
4	7	9	Genetic	T+Full N	Mr. Farid Harja	V
Sum	79	100				

As shown in Table 4.13, it is found that students are varied in using the English terms of address. The data show that 44% used T in genetic title, 34% used LN (Mr. Farid) 13% used T+LN in genetic title (Mr. Harja) and 9% used T+Full N in genetic title (Mr. Farid Harja). It can be concluded that 66% students used the appropriate address terms. The mistake did by the students is they combined the title in genetic with the first name of the addressee.

4.1.13 English Terms of Address Used by the Sixth Semester Students in Scenario 9

Scenario 9 was set in an informal situation. The addressee is in the same age to the speaker and the speaker know well who the addressee is ((F)-(-)-(Kw)). The speaker as a student (inferior) wants to address the other students (inferior) as the addressee. The result of this study bout the

English terms of address used by the sixth semester students in Scenario 9 is presented in Table 4.14.

Table 4.14 English Students Usage of English Terms of Address in Scenario 9

Scenario 9						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	52	66	-	FN	Mustika	V
2	17	22	-	LN	Dewa	
3	7	9	-	Honorific	Brother	V
4	3	4	-	Full N	Mustika Dewa	
sum	79	100				

As seen in Table 4.14, it is found that students varied in using the English terms of address 66% used FN (Mustika), 22% used LN (Dewa), 9% used Honorific (Brother), and 4% used Full N (Mustika dewa). The data describes that 70% students used the appropriate address term. Some students (9%) understood well that the situation is informal, it is shown by the honorific pattern used by them.

4.1.14 English Terms of Address Used by the Sixth Semester Students in Scenario 10

Scenario 10 was set in an informal situation. The addressee is in the same age to the speaker but the speaker do not know well who the addressee is ((F)-(-)-(Kj)). The speaker as a student (inferior) wants to address the other students (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 10 is presented in Table 4.15.

Table 4.15 English Students Usage of English Terms of Address in Scenario 10

Scenario 10						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	57	72	-	FN	Saufa	V
2	18	23	-	LN	Ridwana	
3	4	5	-	Full N	Saufa Ridwana	
Sum	79	100				

Table 4.15 shows that students are varied in using the English terms of address. It is shown from the result as 72% used FN (Saufa), 23% used LN (Ridwana) and 5% used Full N (Saufa Ridwana). As seen on Table 4.15, most of students (72%) used appropriate address terms.

4.1.15 English Terms of Address Used by the Sixth Semester Students in Scenario 11

Scenario 11 was set in an informal situation. The addressee is younger than the speaker and the speaker know well who the addressee is ((F)-(<)-(Kw)). The speaker as a student (inferior) wants to address the other students (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 11 is presented in Table 4.16.

As seen in Table 4.16, it is found that students varied in using the English terms of address. The data shows that there are 71 % used FN (Fatimah), 28% used LN and 1% used Honorific (Babe). It can be concluded that most of students (72%) used appropriate address terms.

Table 4.16 English Students Usage of English Terms of Address in Scenario 11

Scenario 11						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	56	71		FN	Fatimah	V
2	22	28		LN	Azahra(14), Zahra(8)	
3	1	1		Honorific	Babe	V
Sum	79	100				

4.1.16 English Terms of Address Used by the Sixth Semester Students in Scenario 12

Scenario 12 was set in an informal situation. The addressee is younger than the speaker but the speaker do not know well who the addressee is ((F)-(<)-(Kj)). The speaker as a student (inferior) wants to address the other students (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 12 is presented in the following table:

Table 4.17 English Students Usage of English Terms of Address in Scenario 12

Scenario 12						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	58	73		FN	Andre	V
2	11	14		LN	Wibowo (3), Bowo (8)	
3	8	10		Honorific	Brother (4), Bro (4)	V
4	2	3		Full N	Andre Wibowo	
Sum	79	100				

It can be seen on Table 4.17 that students are varied in using the English terms of address. The data shows that 73% used FN (Andre), 14% used LN (wibowo/Bowo) and 3% used Full N (Andre Wibowo). Based on the data, only a little students (17%) failed in using the appropriate address terms.

4.1.17 English Terms of Address Used by the Sixth Semester Students in Scenario 13

Scenario 13 was set in a formal situation. The addressee is older than the speaker and the speaker know well who the addressee is ((F)-(>)-(Kj)). The speaker as a student (inferior) wants to address the native speaker as the chief of club (Superior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 13 is presented in the following table:

Table 4.18 English Students Usage of English Terms of Address in Scenario 13

Scenario 13						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	55	70	Genetic	T+LN	Mr. Brown	V
2	18	23	Genetic	T	Sir	V
3	4	5	Genetic	T+FN	Mr. David	
4	2	4	Genetic	T+Full N	Mr. David Brown	
Sum	79	100				

Table 4.18 presents the variety of English address terms used by the sixth semester students of English Education Study Programs. The data shows that 70% used T+LN (Mr. Brown), 23 % used T (sir), 5% used

T+FN (Mr.David) and 4% used T+Full N (Mr. David Brown). It can be seen clearly that most of students (93%) used appropriate address terms.

4.1.18 English Terms of Address Used by the Sixth Semester Students in Scenario 14

Scenario 14 was set in a formal situation. The addressee is younger than the speaker but speaker do not know who the addressee is ((F)-(<)-(Kj)). The speaker as a student (inferior) wants to address the native speaker as the students too (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 14 is presented in the following table:

Table 4.19 English Students Usage of English Terms of Address in Scenario 14

Scenario 14						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	65	82	Genetic	T	Mr.	V
2	14	18	Genetic	T	Sir	v
Sum	79	100				

As seen in Table 4.19, it is found that most of students (100%) used T only (Sir/Mr.) as the appropriate address terms. The variation is only the using of mister and Sir.

4.1.19 English Terms of Address Used by the Sixth Semester Students in Scenario 15

Scenario 15 was set in an informal situation. The addressee is older than the speaker but the speaker do not know who the addressee is ((F)-(>)-(Kw)). The speaker as a student (inferior) wants to address a native speaker (superior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 15 is presented in the following table:

Table 4.20 English Students Usage of English Terms of Address in Scenario 15

Scenario 15						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	52	66	Genetic	T	Miss	V
2	26	33	Genetic	T	Mam	V
3	1	1	Genetic	T	Madam	V
Sum	79	100				

Table 4.20 indicates that students mostly used the T in addressing the addressee. The data shows that 100 % of the students used T only (Miss, Mam, Madam).

4.1.20 English Terms of Address Used by the Sixth Semester Students in Scenario 16

Scenario 16 was set in an informal situation. The addressee is younger than the speaker and the speaker do not know well who the addressee is ((F)-(<)-(Kj)). The speaker as a student (inferior) wants to

address the other students (inferior) as the addressee. The result of this study about the English terms of address used by the sixth semester students in Scenario 16 is presented in Table 4.21.

Table 4.21 English Students Usage of English Terms of Address in Scenario 16

Scenario 16						
No.	N	(%)	Kind	Type	Explanation	Appropriate To English term (v)
1	43	54	-	FN	Elizabeth	V
2	34	43	-	LN	Luois	
3	2	3	-	Honorific	Dear	v
Sum	79	100				

As can be seen in Table 4.21, English address terms used by students are varied. The data shows that 54% used FN (Elizabeth), 43% used LN (Louis), 3% used honorific (dear).

4.1 Discussion

English address terms are terms of address used by the English Education Students of the Bengkulu University to identify the social gap between the speaker and the addressee in almost any occasion. Based on the result found, there are some terms to be discussed.

First, there are many students who used the Title combined with the FN (first name) but most of them only happened in the situation where the addressee is a non-native speaker. The data shows that 36% of students used the T combined with FN. It can be concluded that some students are confused in using the English address terms to address a non-native speaker. It indicated that

Indonesian culture is strong enough in affecting the using of English address terms.

Second, most of students tended to use Title only in addressing the older people rather than to use TLN in official title and genetic title, whereas using TLN in official title is the best pattern to be used to address people who have official title. The data shows that only 18% students used TLN to address the addressee (non-native). The reasons is the using of Mutual TLN is not as easy as using Title only. In other word, TLN in official Title is not as famous as TLN in genetic title. It can be seen as there is only a little people in Indonesia addressing by using TLN in Official Title (Professor or Doctor), including in the Scenario have been set.

In addition, there are some reasons why students tended to use T only. First, Indonesian culture often used *Pak* or *Bu* as the shortest way in addressing the older people or people with high power, so most of the students only translated the terms into English. However, there is something interesting here. None of the students used the Title (Sir) combined with the last name or full name. If Title (Sir) is combined with the last or full name, it indicates the rank of nobility (Liu, Zhang and Zhang, 2010).

Moreover, students tended to use FN to address the addressee in the same age or to the younger in a formal and informal situation as shown on the data that 61% students used FN. It indicates that Indonesian culture influenced the using of English address terms, where most of Indonesian address another Indonesian using mutual FN.

Finally, most of students used the appropriate address term in addressing a not married woman. It is shown on the Scenario 2 that none of the students use Mam or Mistress in addressing the addressee. The data on Scenario 7 also shows that none of the students used Miss to address the addressee, indeed all of them used Mam or Mrs. There is also found something interesting. In fact, a not married mature woman should be addressed Ms. and a young girl who is not married should be addressed Miss. The data on Scenario 2 shows that many students used Miss to address the addressee. It is indicates that they are failed in distinguishing the difference between Miss and Ms. because both of them are pronounced the same (Miss).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In general, the students used the English address terms as suggested by Brown and Ford (1961) to the addressee (superior) as a native speaker. While to address Indonesian as non-native speaker, students are still influenced by Indonesian culture. It is shown by there are many students used the T combined with the FN (first name). The data shows that 36% students used the T combined with FN to address a non-native speaker.

In addition, most of students are less respectful in using official Title. It is shown as most of students tended to use Title only in addressing the older people rather than to use TLN in official title and genetic title, especially to address a non-native speaker. Meanwhile, the using of TLN in official title is the best pattern to be used to the people who have official title. The data shows that 40% students used Title only to address the older addressee as non-native speaker than the used of TLN in official title that only 12%.

Moreover, students tended to use FN to the addressee in the same age or to the younger in a formal and informal situation. The degree of intimacy does not influence much the using of FN. For example, the Scenario number 3, 4, 5, 6, 9, 10, 11 and 12 shows that 61% students used Mutual FN.

Furthermore, most of students use the appropriate address term in addressing a not married woman but they are failed in distinguish the using of

Miss and Ms. when Miss is used for a young girl (not married) and Ms. used for a not married woman although both of them are pronounced the same (Miss). In fact, none students address a married woman using Miss

5.2 Suggestion

The result of this study shows that students are used the appropriate patterns in using the English address terms to address the native speaker but are still confused in using the English address terms to the Indonesian as non-native speaker.

Based on the result of this study, the researcher would like to offer some suggestion for:

1. Teachers / Lecturer are advised to use English address terms as a correct model of the appropriate English address terms when they are in the class.
2. Since this study conducted other researchers are advised to conduct a research about English Address terms while the students response the situation orally.

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APPENDICES

Situation Card

Situation:

Pretend that you are at a health seminar on campus in the morning. In the asking question session, the moderator gives you a chance for asking a question to the speaker. The speaker's name is Linggar Pramudiono, he is not only a doctor but also your uncle and he is married. How will you address him?

Situation Card

Situation:

Pretend that you meet a woman at the campus' library in the morning. You and she are looking for the different book. She is a professor in your campus, her name is Fani Amalia. You know that she is not married. How will you address her?

Situation Card

Situation:

Suppose that you have a presentation in the class and you are the moderator of your group. In the discussion session your friend, Rahmat Ami, raises his hand and you give him a chance for asking a question. How will you address him?

Situation Card

Situation:

Suppose that you are waiting for a general lecture in a Hall. There is a student from another faculty, coming and sitting beside you. Her name is Dita Fatria. You do not know her well but you know her name because your friend introduced her to you last month. How will you address her?

Situation Card

Situation:

In the morning, pretend that you are looking for your lecturer in the lecturer's room. You meet a girl, an apprentice officer in administration's room and you want to ask her whether your lecturer is in or not today. She has been an apprentice for a week. Her name is Dinda Khisti. How will you address her?

Situation Card

Situation:

Suppose that you are the committee of a debate competition at your campus as a registrar. In the morning when you are at the registration desk, there is a senior high school student who wants to join the competition. He introduces himself to you that his name is Ardian Putra. How will you address him?

Situation Card

Situation:

Pretend that you want to join an English Club. In the afternoon you go there and see the chief of the club. His name is David Brown, he is an American and he is married. You want to ask him can you join the club. How will you address him?

Situation Card

Situation:

There is an international workshop in German discussing about climate change. The participants are coming from the local students and delegation from some invited countries. Pretend that you are one of the delegations from your country. You see a teenage who is local participant. You want to ask him what time the workshop will be started. How will you address him?

Situation Card

Situation:

In the morning, pretend that you are at a zoo in Canada. You are trying to find a Tiger Pen. You see a foreginer, she is older than you and you want to ask her where Tiger pen is. How will you address her?

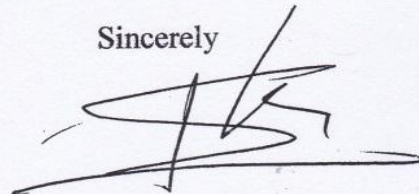
Situation Card

Situation:

Pretend that you are joining a conversation course for two years. Your teacher is a Britain. He has a child who is younger than you, her name is Elizabeth Louis. She was introuduced to you last year in a camp, as one of the programs in the course. Now, you are at a railway station waiting for your train. You see Elizabeth Luoio sitting next to you. You want to know her destination, so you are going to ask her. How will you address her?

The instruments validity has been checked.

Sincerely



Prof. Safnil MA., Ph.D

Appendix 2

2.1 The Usage of English Address Terms to the Older Addressee

Scenario	TYPE								TOTAL
	T	TLN	TFN	T+FULL N	LN	FN	FULL N	HON	
1	23	19	30	7	0	0	0	0	79
2	23	17	36	3	0	0	0	0	79
7	45	12	20	2	0	0	0	0	79
8	35	10	27	7	0	0	0	0	79
13	18	55	4	2	0	0	0	0	79
TOTAL	144	113	117	21	0	0	0	0	395
%	36	29	30	5	0	0	0	0	100

2.2 The Usage of English Address Terms to the Same Age Addressee

To the same age									
Scenario	TYPE								TOTAL
	T	TLN	TFN	T+FULL N	LN	FN	FULL N	HON	
3	0	9	12	4	13	28	13	0	79
4	0	5	1	0	12	50	11	0	79
9	0	0	0	0	17	52	3	7	79
10	0	0	0	0	18	57	4	0	79
TOTAL	0	14	13	4	60	187	31	7	316
%	0	4	4	1	19	59	10	2	100

2.3 The Usage of English Address Terms to the Younger Addressee

Scenario	To the younger								TOTAL
	T	TLN	TFN	T+FULL N	LN	FN	FULL N	HON	
5	3	5	2	0	19	45	5	0	79
6	0	5	12	0	9	37	4	12	79
11	0	0	0	0	22	56	0	1	79
12	0	0	0	0	11	58	2	8	79
16	0	0	0	0	34	43	0	2	79
TOTAL	3	10	14	0	95	239	11	23	395
%	1	3	4	0	24	61	3	6	100

2.4 The Usage of English Address Terms to the Addressee with no information (name, occupation, etc)

Scenario	TYPE								TOTAL
	T	TLN	TFN	T+FULL N	LN	FN	FULL N	HON	
14	79	0	0	0	0	0	0	0	79
15	79	0	0	0	0	0	0	0	79
TOTAL	158	0	0	0	0	0	0	0	158
%	100	0	0	0	0	0	0	0	100

Situation Card

Situation:

Pretend that you are at a health seminar on campus in the morning. In the asking question session, the moderator gives you a chance for asking a question to the speaker. The speaker's name is Linggar Pramudiono, he is not only a doctor but also your uncle and he is married. How will you address him?

Thank you for the chance.

Mr. Linggar i'll ask a question

Situation Card

Situation:

Pretend that you meet a woman at the campus' library in the morning. You and she are looking for the different book. She is a professor in your campus, her name is Fani Amalia. You know that she is not married. How will you address her?

Excuse ~~me~~ miss ...

What book is you looking for ?

Situation Card

Situation:

Suppose that you have a presentation in the class and you are the moderator of your group. In the discussion session your friend, Rahmat Ami, raises his hand and you give him a chance for asking a question. How will you address him?

Okey, Rahmat. Please

Situation Card

Situation:

Suppose that you are waiting for a general lecture in a Hall. There is a student from another faculty, coming and sitting beside you. Her name is Dita Fatria. You do not know her well but you know her name because your friend introduced her to you last month. How will you address her?

Hi Dita

How are you

Situation Card

Situation:

In the morning, pretend that you are looking for your lecturer in the lecturer's room. You meet a girl, an apprentice officer in administration's room and you want to ask her whether your lecturer is in or not today. She has been an apprentice for a week. Her name is Dinda Khisti. How will you address her?

Excuse me miss

Is mam Wisma in her room?

Situation Card

Situation:

Suppose that you are the committee of a debate competition at your campus as a registrar. In the morning when you are at the registration desk, there is a senior high school student who wants to join the competition. He introduces himself to you that his name is Ardian Putra. How will you address him?

Hello Ardian

If u will join our competition
just come to our class, please

Situation Card

Situation:

Faulia Adnan is your favorite English teacher at senior high school. She is married. When you were her student, you were really close to her. Pretend that you see her when you are walking in the city park in the morning. How will you address her?

Hallo mam, How are you?

Situation Card

Situation:

Pretend that in the night, you are at Mall with your brother. You meet a policeman, his name is Farid Harja. He is your father's friend. You have met him once (it means that you do not know him well) and now you want to greet him. How will you address him?

Good evening Mr. Farid
What are you doing here?

Situation Card

Situation:

Pretend that you are in the cinema with your girlfriend/boyfriend. When you are waiting for the movie to start, you see your classmate next to your seat. His name is Mustika Dewa. How will you address him?

Hi, Dewa
With whom you are here?

Situation Card

Situation:

In the morning, pretend that you are jogging along a beach. In your way, you meet a woman, a daughter of your parent's friend. You do not know her well but you know that her name is Saufa Ridwana. You want to ask her what time it is because your watch is broken. How will you address her?

Excuse me,
You are Saufa, right,
the daughter of Mr. X.
Sorry, May I know what
time it is now?
I've to go back home at 9,
and unfortunately my watch
is broken.

Situation Card

Situation:

Fatimah Azahra was your junior in senior high school and now she is studying at different university with you. When you were at the senior high school, she was your close friend although she was your junior. Pretend that when you are at a bookstore in the afternoon, you meet her. How will you address her?

How are you Zahra?
What faculty you're taken?

Situation Card

Situation:

Pretend that you meet a man when you are at the Airport in the morning. He is a friend of your younger brother. You know that his name is Andre Wibowo although you do not know him well. How will you address him?

Hi Andre,
Where you want to go?

Situation Card

Situation:

Pretend that you want to join an English Club. In the afternoon you go there and see the chief of the club. His name is David Brown, he is an American and he is married. You want to ask him whether you can join the club or not. How will you address him?

Excuse me Sir.

I know about English club,
so how to join the club?

Situation Card

Situation:

There is an international workshop in German discussing about climate change. The participants are coming from the local students and delegation from some invited countries. Pretend that you are one of the delegations from your country. You see a teenage who is local participant. You want to ask him what time the workshop will be started. How will you address him?

Excuse me sir

i want to ask you
what time the workshop
start?

Situation Card

Situation:

In the morning, pretend that you are at a zoo in Canada. You are trying to find a Tiger Pen. You see a foreigner, she is older than you and you want to ask her where the Tiger pen is. How will you address her?

Morning miss.

Do you ~~the~~ know the
tiger pen's place?

Situation Card

Situation:

Pretend that you are joining a conversation course for two years. Your teacher is a Britain. He has a daughter who is younger than you, her name is Elizabeth Louis. She was introduced to you last year in a camp, as one of the programs in the course. Now, you are at a railway station waiting for your train. You see her sitting next to you. You want to know her destination, so you are going to ask her. How will you address her?

Hi Elizabeth

Where is your destination?
Could u show me?