# CHAPTER I

# INTRODUCTION

## 1.1. Background of the Research

Address term is a term which has a significant role in speech event that is designated by an addresser to whom is being addressed. Address term is used as a tool of communication in noticing interlocutor. People usually use address term both in written and oral form. Address term commonly appears at the beginning of sentence as in "*Mr. Winston,* have you finished read the newspaper?". It also emerges at the end of sentence likewise "You must be the first person who should apologize, *dude*!".

In starting a speech or written communication, deciding suitable term to address another is a must in maintaining a good relationship. Inappropriate term choices may be considered rude or impolite. By this, the way someone addressing others who are older than the addresser or someone who are equal or younger to the addresser is different. Addressing someone by using specific way directly shows how his/her relationship level with the addressee. For instance:

   i. Situation: (student to his/her teacher)

   Excuse me, *Mr. Buckingham*, but can I talk to you for a minute?

   ii. Situation: (friend to the same individual)

   Hey, *Bucky*, got a minute?

(Yule, 1996, p. 60)

The situation (i) indicates the relationship between student and teacher. The student needs his/her teacher time to talk about something. In opposite way, a friend asks the same thing to the same individual in the situation (ii). Following the situation

(i) and (ii), it can be proven that certain address term that is used by the addresser shows the level of relationship. In the situation (i), the relationship between student and teacher shows that there is a distance where the student cannot be in the situation (ii). That is the reason the student uses title + last name instead use nickname to his/her teacher. In contrast to the situation (i), his friend addresses him by calling his nickname. It is triggered by the closeness between the teacher and his friend.

In the matter of variation of languages, the usage of address term is different to some language rules. Some rules may allow someone to use an address term while the other rule may consider it as unacceptable usage. It is showed between English and Indonesian address term where both languages have different pattern of language. In addition, both languages have different system of naming. In English naming system, full name consists of first name (given name) and last name (family name). Conversely to Indonesian name, full name can be a full given name, Arabic name + given name, given name + family name, and so on. Thus, in the case of having different naming system, language pattern, and social rule, address term may be used differently. For examples:

a. English: (Last Name: Buckingham)

   Good morning, *Mr. Buckingham*, but can I talk to you for a minute?

   (Yule, 1996, p. 60)

b. Indonesia: (Full name: Joko Widodo)

   *Pak Jokowi*, jarang ada yang melihat anda berpidato begitu berapi-api dan bersemangat. Itu karena kemarahan kah atau apa itu?

*Pak Jokowi*, people are rarely to see you giving a speech very intense and excited. Is it caused by anger or something?

(Shihab, 2018)

For the situation (a) and (b), both address terms are used as respect form. Despite the fact that having the same usage of respect form, both languages have different rule of address term. As in the situation (a), it is the appropriate way to address someone to show respect using formula Mr. + Last Name (Title Last Name). For the situation (b), the use of Title + First Name may be considered as inappropriate use. The reason is first name is used in informal and friendly situation. In contrast to English address term, in Indonesian address term, it is suitable to address someone as in the situation (b) using formula *Bapak* (T) + FN.

Following the phenomenon above, the writer is eager to conduct a research dealing with English address term used by sophomores of English Department at Andalas University in email correspondences. Therefore, the writer is interested in analyzing how appropriate emails are written by sophomores in 2016, 2017, and 2018 to their Academic Writing lecturer. Thus, the findings of this study will provide students' skill in writing appropriate email and using address term in emailing the lecturer.

## 1.2. Research questions

In this research, the writer focuses on the following questions:

1. What are the types of address term used by the sophomores of class 2014, 2015, and 2016 of English Department at Andalas University in sending emails to Academic Writing lecturer?

2. How appropriately written are emails delivered by sophomores of class 2014, 2015, and 2016 of English Department at Andalas University to their lecturer?

3. How different are sophomores of class 2014, 2015, and 2016 of English Department at Andalas University in using address terms when writing emails to their Academic Writing lecturer?

## 1.3. Scope of the Research

In this research, the writer focused on address term that is used by sophomores in their time from class of 2014 up to 2016 in email correspondences. Samples were taken from Academic Writing class students in 2016 up to 2018. These generations were chosen to show differences between sophomores in 2016, 2017, and 2018 in using address term when writing emails to an Academic Writing class lecturer. Academic Writing class was chosen as the students have been informed by the lecturer to be aware of writing appropriate email in submitting their assignment over emails.

## 1.4. Objectives of the Research

The writer divided the objectives of the research into three points. The objectives of this research are:

1. To observe and analyze a number of address terms used by sophomores of class 2014, 2015, and 2016 of English Department at Andalas University in email correspondences.

2. To analyze how appropriate emails are written by sophomores of class 2014, 2015, and 2016 of English Department at Andalas University.
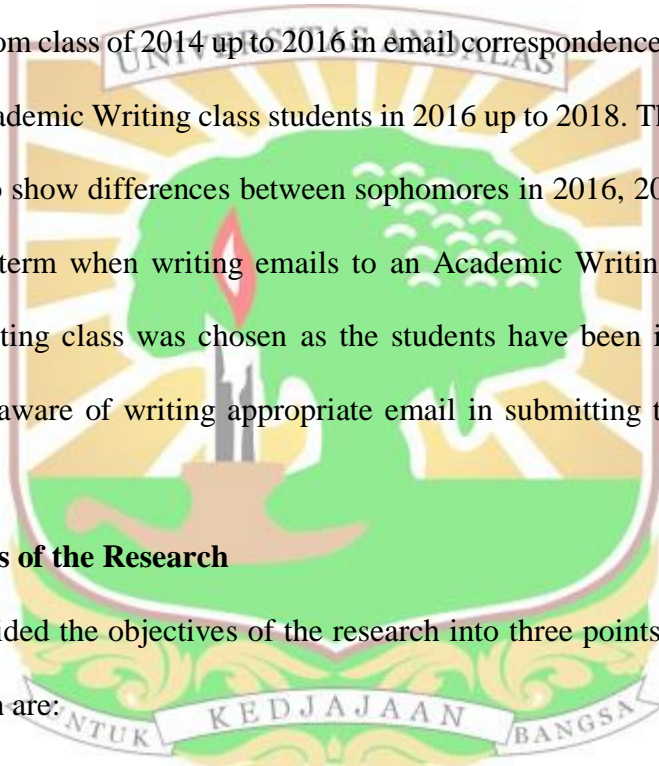
3. To discover differentiation of sophomores of class 2014, 2015, and 2016 of English Department at Andalas University in using address terms when writing emails to their Academic Writing lecturer.

## 1.5. Methods of the Research

### 1.5.1. Collecting data

#### 1.5.1.1. Participant

In this research, participants were taken from sophomore class of 2014, 2015, and 2016 of English Department at Andalas University. These generations are native speakers of Indonesian language. They acquire English in the environment of their native language. The reason of choosing these generations is that sophomores are assumed to be in the process of acquiring English language. They are assumed to have lower proficiency in using English where there is possibility in making mistake when using the language.

#### 1.5.1.2. Procedures

The samples were collected from email collection of Academic Writing's lecturer. In collecting data, the writer followed three steps; Firstly, the writer selected and identified emails with and without complete email format in sophomores' emails in 2016, 2017, and 2018 by following the standard of appropriate email format from Hodges (2013) and Menlo College (2015). Selecting and identifying emails with and without complete format were done in order to see students' skill in writing appropriate email. Secondly, the writer selected and identified emails with and without address term. Then, the writer classified patterns of address term used by sophomores in their emails. Subsequently, the frequency of occurrence of address term used by sophomores are inserted in number in order

to see how students deal with address term in term of social factor such as power, social distance, and degree of imposition.

### 1.5.2. Analyzing data

After all data were collected, firstly, emails of sophomores are classified into two different categories; emails with and without complete format. By presenting emails with and without complete format, the frequency of emails with complete and incomplete format could be revealed. Emails without complete format were presented to show the calculation of incomplete part that are often left by the students when writing their emails from generation to generation. The standard of complete or incomplete email format was analyzed by using email format from Hodges (2013) and Menlo College (2015). Emails with and without complete format are presented in order to see students' skill in writing emails.

Secondly, address terms were grouped based on the occurrences that were found in students' emails. By sorting the occurrences of variations of address terms in sophomores' emails, patterns of address term could be identified. The patterns of address terms were identified and analyzed by using address term theory proposed by Wardhaugh (2006, pp. 267-274). Furthermore, the occurrences of address term from each generation emails were compared to see how different students use address term when writing emails to their Academic Writing lecturer. Variations of address terms they used in their emails were analyzed to see whether the students use any strategy based on social factor such as power, social distance, and degree of imposition theory of Leech (1989, p. 10).

### 1.5.3. Presenting the result of analysis

In presenting the result of the analysis, the writer presents it by using tables. There are five tables that are used for presenting the result of analysis. The first table contains email with and without complete format. This table is created in order to see the number of emails from sophomores that are written with complete and incomplete format. The second table contains variation of incomplete email format. Following this table, email with complete format are eliminated. This table shows the variation of incomplete email format such as email with no salutation, no opening sentence, no closing sentence, no closing salutation, and no self-identification. The three remain tables contain address term variations in salutation, opening sentence, and closing sentence of the emails of each class. By presenting the tables, variations of address terms in salutation, opening sentence, and closing sentence can be discovered.