

CHAPTER IV

CONCLUSION

4.1. Conclusion

This study is about the analysis of the acquisition of email writing skill and English address term used by sophomore in English Department at Andalas University. The study analyzed how appropriately written email are delivered by sophomore in 2016, 2017, and 2018 following the rule of appropriate email from Hodges (2013) and Menlo College (2015). After analyzing all the data, there are five variations of incomplete email format that have been done by sophomore in 2016, 2017, and 2018. The variations of incomplete email were found in the emails are emails with no salutation, no opening sentence, no closing sentence, no closing salutation, and no self-identification. The findings showed that sophomores in 2017 are competence in writing appropriate emails with percentage 77.8% email is written with complete format compared to sophomores in 2016 (7%) and 2018 (68%).

Furthermore, this study also analyzed variations of address terms that are found in salutation, opening sentence, and closing sentence of the email following address term theory of Wardhaugh (2006). In the salutation of the emails, there are ten variations of address term that have been found used by sophomore in 2016, 2017, and 2018. They are *Hi/Hello + sir*, *Dear + sir*, *Dear + Mr. Initial*, *Dear + Mr. Name*, *Dear + Pak + Wrong name*, *Good morning/night/evening + sir*, *Good morning + Pak.name*, *Salam + sir*, *Salam + Mr. name*, and *Salam + Pak*. After analyzing all the data, the result showed that the dominant use of address term in the salutation of the email of sophomores from all generations is *Dear Mr. name*.

In the opening sentence, there are only three variations of address terms have been found in the emails of sophomore from all generations. They are *Pak*, *Sir*, *Mr. name*. The dominant used of address term used by the sophomores is *Sir*. In the closing sentence of the emails of sophomores in 2016, 2017 and 2018, there are only three variations of address terms have been found there. They are *Pak*, *Sir*, and *Mr*. The finding is showed that the use of *Sir* is dominance used by sophomores from all generation. In sum, the dominant use of address term in the salutation (Dear Mr. name), opening sentence (sir), and closing sentence (sir) are assumed that the students is aware to social factor such as social distance, power, and degree of imposition.

4.2. Suggestion

After doing all the analysis, the writer found that it is important to add “how to write appropriate email” as material in Academic Writing class module. It is necessary to provide the material in teaching process in order to achieve the guidance in writing email appropriately. Adding how to write appropriate email as material in Academic Writing class module is believed can increase student proficiency in writing email appropriately. By providing email as the material in Academic Writing class module, it will help students increase their communication skill in supporting their future job.

In addition, as an English Department student, students are supposed to know how to use English address term in different social context. Therefore, the writer expects that variations and the social rule of English address term is given in academic process. In this way, students can learn when and where to use all variations of address term and how to use address term appropriately by considering

social factor. The writer believes that it can improve students' pragmatic competence.

