A SOCIO-PRAGMATIC ANALYSIS ON ADDRESS TERMS EMPLOYED IN THE SPEAKING MATERIALS IN *ENGLISH ON SKY* TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS

A THESIS

Presented as a Partial Fulfillment for the Attainment of a *Sarjana Pendidikan* Degree in English Education Department
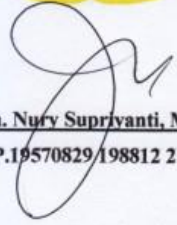

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FACULTY OF LANGUAGES AND ARTS
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APPROVAL SHEET

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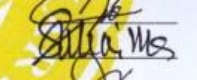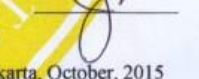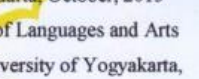NIP.19570829 198812 2 001

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A Thesis

Accepted by the board of examiners of the English Language Education Study Program, Faculty of Languages and Arts, State University of Yogyakarta in September, 2015 and declared to have fulfilled the requirements to attain the *Sarjana Pendidikan* Degree in English Language Education.

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Penulis

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MOTTOS

"Verily! Allah will not change the condition of people until they change that which is in their hearts." (Quran, Surah ar-Ra'ad 13:11)

"If my mind can envisage it, my heart can believe it, I know I can achieve it!"

-Jesse Jackson-

DEDICATIONS

This thesis is dedicated to:

My great parents, Bapak Muniran and Ibu Suratmi,

for the endless struggle, love, support, and prayers.

"I promise you I will grab the brightest future to ensure your happiness."

"I AM THE LUCKIEST DAUGHTER IN THIS WORLD
FOR HAVING YOU AS MY PARENTS.
I LOVE YOU"

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A SOCIO-PRAGMATIC ANALYSIS ON ADDRESS TERMS EMPLOYED IN THE SPEAKING MATERIALS IN *ENGLISH ON SKY* TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This research aims at revealing (1) the types, functions, and social factors of address terms in the speaking materials of *English on Sky*, (2) the appropriateness of the types, factors and social factors of address terms applied in the speaking materials in *English on Sky* textbooks, and (3) the appropriateness of the speaking materials in *English on Sky* through authenticity evaluations upon address terms.

This research employed both qualitative and quantitative method. The data were in the form of printed conversations as the speaking materials in *English on Sky* textbooks for Junior High School students class VII, VIII, and IX. The researcher has the roles of classifying, analyzing, discussing and reporting the research findings. The steps of collecting data were reading the speaking materials in the textbooks, selecting the data, classifying the data, transferring the data into data sheets, analyzing and interpreting the data. The steps of analyzing the data were classifying the data based on the types, functions and social factors of address terms, analyzing the pragmatic aspects of the data, investigating the appropriateness of address terms appearing in the data, and drawing conclusion. The trustworthiness of the data was conducted through triangulation by checking the data source, the method, and theories by the help of two linguistics students as triangulators.

The findings can be divided into two results; (1) not all types of address terms appeared in the data. The most frequent types appearing are first name (FN), title plus last name (TLN), title only (T) and kinship terms (KT) which are influenced by the contexts of the conversation that are mostly taken in the school area. The applications of most types are appropriate already based on the theory of context and based on the English addressing system. However, the application of TLN is not appropriate, since it is not in line with the TLN pattern in the addressing system, (2) the address terms found in the data are not as complex as the students' needs of address terms in various situational contexts to communicate in their real daily life. This is caused by the limited contexts provided in the speaking materials which are only in the school.

Based on the two results, it can be concluded that the speaking materials in *English on Sky* are not yet appropriate to be used based on the authenticity of address terms appearing in the conversations.

Keywords: *English on Sky*, speaking materials, address terms, appropriate address terms, authenticity evaluation, appropriate materials

CHAPTER I

INTRODUCTION

A. Background of the Study

The important roles of English textbooks cannot be denied, especially in Indonesia as the students learn English as foreign language. Textbooks, in this respect, act as agents that carry the materials to be discussed together with the teachers in the teaching and learning process.

In Indonesia, textbooks become the main source in the teaching and learning process. Both teachers and students really rely on the textbooks. Many teachers would, therefore, develop reliance on the textbook and become uncreative in teaching (Tomlinson 2008, Ur 1996) and uncritical of content and values portrayed by the textbook (McGrath 2002). Teachers tend to always follow all materials exist in the textbooks with only a little or might be no additional materials in teaching their students. It is also happening to the students that they always rely on the materials provided by the textbooks to support their study without making more effort to look for another additional material in another source of learning. It is inline with the statement coming from Sadker and Zittleman (2007:144) who state that students spend their 80 to 95% of their time in the classroom by using textbooks and teachers in general use textbooks as the source of teaching. Those show that textbooks play a very essential role in the teaching and learning process.

To support the learning and teaching process, of course, English textbooks should fulfill several standards of quality. In Indonesia, the quality of textbooks is

mostly measured by how the materials contain grammar system that is needed by the students to pass the grade. However, the trend has changed. Nowadays, language teaching is often related to the idea of Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) approach evolves as a prominent language teaching method and gradually replaced the previous grammar-translation method and audio-lingual method (Warschauer & Kern, 2000). The materials in CLT should engage students in an authentic communication; functional communication activities in which communication is involved and social interaction activities. In another word, an English textbook should contain authentic materials. Authentic materials are materials which expose to the real language and its use in its own community. Guariento and Morley (2001:347) say that authentic material is significant since it increases the learner to be exposed to the 'real' language. In short, there should be a revision in the English textbook that it should provide materials that are really useful and can be used by the students in their daily life within the society, since a textbook is the main source of learning that at the end will be applied by the students in their real life.

To deal with authenticity, in fact, textbook writers have made several efforts, one of which is by using address terms which are usually seen in most of the written conversations to train the students' speaking skill. Address terms are authentic, because every time people communicate in their daily life, they commonly call or refer to others by using address terms which are appropriate to them.

Address terms play an important role in a society, since they are believed as a symbol of politeness and appropriateness in communication. People will be seen as polite and appropriate if they address people appropriately and the opposite. Address terms do not only reflect politeness, but also in addressing system, the use of address terms carries some information and ideas which finally give some contributions to the communication activities in any society as well. When people are using a certain type of address terms, at the same time, it reflects the social characterizations of the speaker and the addressee and the relationship between them.

Since address terms are important in communication, people need to understand the types of address terms as well as the factors behind the choice before using a certain type to address other. People need to be careful before choosing a term in order to maintain the social relationship within the society, so that they will be categorized as polite.

Although address terms are important and carry meanings behind the usage, the existences of address terms in English textbooks are only seemed as a vocabulary choice which does not have any meaning. The books' authors only put the address terms in every conversation, as the speaking material, without any further attention about the application of address terms, whether the address terms used have already been applied appropriate based on the context and addressing system or not. The address terms appearing in the speaking materials seem only as supplementary language items in the conversation. Moreover, in the textbooks, there are also no any explanations why a certain type of terms is chosen by the

participants to address another. Meanwhile, address terms are part of the speaking rules that should be understood by the students in order to be able to speak appropriately and politely in the society. The students need to understand that address terms they meet in every conversation are not only the custom vocabulary choices, but they might reveal information-background of the participants as well as containing the idea of politeness that really matters in the society.

With the respect to textbooks, it needs more concern. It is because textbooks become the students' main learning materials, thus the students will mostly apply what they have learnt from the textbooks to the society they live in. In short, the materials in the textbooks will indirectly affect the students in their real life.

Therefore, as the teacher candidate, there is a need to analyze the address terms employed in the speaking materials in the English textbooks to investigate whether the speaking materials are authentic and appropriate or not. The researcher uses three books entitled *English on Sky* for Junior High School students grade VII, VIII, and IX. The research aims to evaluate the authenticity of the textbooks' materials through the analysis of address terms by using socio-pragmatic analysis in order to make the readers, especially teachers and students, understand the types of address terms, functions, and social factors influencing the use of certain terms as well as the right usages of each term. By this research, as future teachers, at the end, we will be more careful in selecting materials from textbooks, and make some additional materials that are useful for the students if the textbooks do not provide. Besides, this research also aims to make the readers

in general more understand about the concept of address terms and can use them appropriately in the communication.

B. Focus of the Research

The focus of the research is upon the evaluation of the authenticity of the speaking materials in *English on Sky* textbooks through the analysis of address terms by using socio-pragmatics perspective. There are three questions to be employed in this research. Those are as follows:

1. What are the types, functions, and social factors of address terms appearing in the speaking materials in *English on Sky* textbooks?

2. Are all types of address terms applied appropriately in the speaking materials of *English on Sky*?

3. Are the speaking materials in *English on Sky* textbooks appropriate to be used seen from the authenticity of address terms?

C. Objectives of the Research

Based on the research questions above, the objectives of the research are:

1. to describe the types, functions, and social factors of address terms appeared in the speaking materials

2. to reveal whether the address terms appearing in the speaking materials have been used appropriately or not, and

3. to reveal whether the speaking materials in *English on Sky* textbooks are appropriate to be used seen from the authenticity of the address terms.

D. Significances of the Research

Theoretically, it enriches the specific knowledge in linguistics field. Practically, there are some advantages from the research:

1. To material developers, this research is expected to make them more aware of importance of address terms in creating English textbooks as well as to make them more careful in dealing with the uses of the authentic address terms in the materials.

2. To EFL teachers, it can guide them to be more aware of address terms existing in the speaking materials, and encourage them to be careful in selecting materials as well as giving additional materials by themselves about the speaking rules which are useful for the students if the textbooks do not provide them.

3. To other researchers, it provides evidence to conduct research in the same fields of the study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1.Textbooks

Teaching materials play an important role in language teaching and learning programs. Richards and Rodgers (1986: 79) point out that materials are seen as essential components of instructional design and are often viewed as a way of influencing the quality of classroom interaction and language use. Materials can take the form of a textbook, a workbook, a teacher's book, a magazine, a journal, a picture, a map, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, or even a paragraph written on a whiteboard (Brown, 1995; Tomlinson, 2001). Of these forms of teaching materials, textbooks are most widely used in the teaching and learning process.

Many experts have argued about the definition of a textbook, Tarigan and Tarigan (1993: 11-13), for example, conclude that; (A) a textbook is always intended for students at a particular level of education; (B) a textbook is always associated with a particular field of study; (C) a textbook always shows standard books (d) a textbook is usually compiled and written by experts; (E) a textbook is written for a specific learning goal; (F) a textbook is also equipped with the means of learning; and (g) a textbook is always written to support a learning program.

Textbook is widely used in the teaching and learning process because of several factors; firstly, for teachers, developing their own materials is a very difficult and demanding job; and secondly, teaching is, in itself, quite time-consuming that results to the lack time to develop new materials (Sheldon, 1988).

a. **The Influence of Textbooks on the Students' Learning Outcomes**

Textbooks are at the heart of the language learning and teaching process and they are the gateway not only to the linguistic elements of a specific language but also to its cultural norms (Azizifar, Khoosha & Lotfi, 2010). Textbooks are the primary and imperative teaching aide for language learning in an academic context, and EFL teachers usually draw on them as a core foundation for their teaching. Textbooks also play a crucial role in shaping cultural and social attitudes and molding the behavior of the learners. Learners feel influenced by the textbooks they exercise for learning English language and in the process they come across social, religious, cultural, and linguistic diversities.

This is supported by the fact that textbooks are used as the main or even the only source in language teaching and learning process. Most of the time is spent by the students by using their textbooks. To add, a Canadian researcher also states that 70 percent of the classroom activities are using textbooks (Baldwin and

Baldwin, 1992). Thus, students will tend to apply what they have learnt from textbooks to their daily life in society. In conclusion, textbooks have a great influence on the students' learning outcomes, especially the outcomes that will be applied in the society.

b. Communicative Language Teaching in Textbooks

Communicative Language Teaching (CLT) is a set of principles about the goals of language teaching, how learners learn a language (Richards, 2006). In addition, Harmer (2001:84) states that CLT is a set of belief which includes not only re-examination of what aspects of language to teach that stresses the significance of language functions, but also a shift in emphasis in how to teach is related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plentiful opportunities to use it are vitally important to the students' development of knowledge and skills.

The goal of CLT is to reach communicative competence that refers to the use of language for meaningful communication (Richards, 2006:3). He also states that communicative competence includes the following aspects of language knowledge: (1) knowing how to use language for a range of different purposes and functions; (2) knowing how to vary our use of language according to the setting and participants; (3) knowing how to produce and

understand different types of texts; and (4) knowing how to maintain communication despite having limitation in one's language knowledge. It means that students need to know how to use language according to its purpose and functions in many different situations. They also need to consider whom they talk to and where the communication happens.

CLT emphasizes learner-centeredness and the use of original or authentic material. Referred to CLT, the original material is the powerful tool for the communicative classroom in which in textbook, it is accordingly encouraged to cover the original material in textbook design. According to Howatt (1984), CLT is divided into strong and weak versions. 'The strong version is *in support of communicative features* whereas the weak version suggests the integration of structural practice into the communicative elements' (Chung, 2005). In other words, in strong version, the original material is strongly encouraged to use in textbook. Thus, textbooks should contain authentic materials to support the students to reach their communicative competence in order to be able to produce appropriate communications.

c. Textbook Evaluation

As textbooks are mostly used in language teaching and learning process, students in general tend to put expectations that textbooks should have more credibility than their teacher. Students

expect that textbooks will guide them well in their language production. In response to the desire of the students, curriculum and syllabus designing should be based on the componential and pragmatic evaluation that requires to be done considering the needs of analysis of a particular group of students. Tomlinson (2010) points out that a big potential disadvantage of using textbooks is that only a minority of textbook writers have actually applied language acquisition principles when writing the materials (Reynolds 1974, Tomlinson 2010). Many of them instead rely on their intuition as to what they perceive is best for language learning (Tomlinson 2008). Thus, to fulfill the students' needs, textbooks evaluation is needed.

Besides, a number of studies have suggested that most current global, local ELT textbooks are developed for commercial purposes but are not based on principles of language acquisitions and development recommended by scholars and educators (Tomlinson, 2003, 2008 & 2010). Instead of focusing on how learners could actually benefit from using the textbook, textbook writers relied on their intuition and produce materials what they think would work best for their intended users (Tomlinson, 2008:7). They are biased towards perceived rather than actual needs of learners (Tomlinson, 2003:3). These fact is added by the fact that the teachers become totally reliant on the textbook (Ur 1996), and

not spend time preparing their lessons (Tomlinson 2008). Because of those things, it is urgent to make a textbook evaluation.

Hutchinson and Torres (2004 p.232) identify some major ways through which evaluation can help in the language and learning process:

- evaluation should be used as a basement for teaching and learning,

- it is aimed at serving as a guideline for the teacher,

- it will provide 'support and relief' for the burden of looking for materials,

- it guarantees to open the ways for cognitive understanding,

- a thorough evaluation provides a complete picture of the text in its most possible ways, and

- it renders out a psychological support to the teacher when they undergo crucial problems while teaching.

In line with it, Cunningsworth and Ellis also positively suggest that the textbook evaluation helps teachers move beyond impressionistic assessment and it helps them to accomplish useful accurate, systematic, contextual insights into the overall nature of text materials (Cunningsworth, 1995; Ellis, 1997). Textbook evaluation opens up the opportunity for a self decision to create an evaluative attitude while teaching.

In the textbook evaluation, of course, there should be criteria that should be followed. Cunningsworth (1995) proposes four criteria for evaluating textbooks, which later will become this research's evaluation points:

1) Textbooks should correspond to the learners needs. They should match the aims and objectives of the language program. Even there should be linearity between the teacher and the academic objectives of the particular textbook.

2) Textbooks should reflect the uses different situational use of language in real life, so that the learners will make of the language in response to their contextual demands. Textbooks should be chosen that will help equip students to use language effectively for their purposes.

3) Textbooks should take into account for students needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. The learning environment should be stress free and undue communicative.

4) Textbooks should have a clear role as a support for learning. Like teachers, they meditate between the target language and the learner.

Cunningsworth also presents a checklist for textbook evaluation under the following categories:

- aims and objectives,

- design and organization,

- language content,

- skills,

- topic,

- methodology,

- teacher's book, and

- practical consideration.

In case of language content, textbook evaluation focuses on whether the language used in the textbook is authentic or not. This is inline with Mahmood (2011) who states that a textbook should cater individual cognitive, social, cultural, religious, ethnic and other needs. It means that a textbook should provide materials which are needed in the students' real life or authentic materials.

Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life (Kilickaya, 2004; Oguz and Bahar, 2008). Richards (2001) in Kilickaya (2004) also states that authentic materials provide exposure to real language and are related more closely to learners' needs in the real world, and support a more creative approach to teaching.

This element should be evaluated, because in many ways it has been demonstrated that a lot of scripted textbooks, language models, dialogues, grammatical examples or practices are not related to real life situation as well as totally inappropriate for the communicative language teaching (CLT). The importance of this evaluation is to justify certain teaching elements like language structure, grammar, idioms, vocabulary, conventional rule, and strategies are prepared in correspondence with the need analysis of the students, that they must feel that everything they learn is oriented from their own life (Yule et al, 1992).

To analyze the authenticity of language content, a perspective of socio-pragmatics is needed in the evaluation. Since socio-pragmatics relates to the idea of 'the real life', upon how language works in the society. That is why, it is the most appropriate approach in evaluating the materials in the textbooks, whether the textbooks provide the 'real life' materials or not.

2.   Sociolinguistics

Language is used to communicate with other people in society which means that language cannot be separated from society. Hymes (1974:83) states that sociolinguistics is the most recent and the most common terms for a study which relates the study of linguistics with anthropology. In this type of study, people not only identifying language

as an object which stands alone, but also as an object which has a connection to the society.

Sociolinguistics is the branch of linguistics which investigates the relationship between language and society (Stockwell, 2007: 264). Moreover, as stated by Spolsky (1998:3), language lives in social structures in which the society uses it to communicate. Thus, it is clear that language and society indeed has a strong relationship.

In addition, context in sociolinguistics is very important. According to Tagliamonte (2006:3), many sociolinguists argue that language happens in context which can be influenced by the speaker of that language and also where it is being used and the reason why the speaker using it. He also adds that personal history and identity can be seen in a language that is used by certain speaker. When the speaker uses a certain language in communication, actually he/she is expressing his/her interlocution.

a. Language and Society

As mentioned before, there is a close connection between language and society. In social context, the study of language can give people a clue on how they can organize their social community. Every society has its own characteristics in using language. Even one certain language can be spoken differently by some different societies. As Hudson (in Wardhaugh, 2006:25) states that a variety of language is a group of linguistics items

which have similar distributions such as English, London English, etc.

Wardhaugh (2006:10) states that there are some possible relationships between language and society. First, social structures can influence or determine both linguistics nature and behavior, for example is age-grading. Second possible relationship is that linguistics structure may influence or determine social structure behavior, or it may have a strong affect on social structure. Third, language and society have a possibility to influence one another. Fourth, language and society have no relationship. In other words, they are independently standing without influencing each other.

In addition, Spolsky (1998:3) also states that language can be used to transfer meaning, establish, and in the same time, maintain relationships. Thus it can be concluded that language and society have a strong relationship since communication in a society as mostly done by using language. Moreover, language is also an effective device to transfer meaning and information between one another. Therefore, language and society cannot be separated.

b. Language and Culture

According to Yule (2006:228), culture refers to all kinds of ideas related to the nature of things and people that can be learned when someone becomes a member of a certain social group. Such

knowledge is socially acquired when he/she interacts with the other members of society.

It is possible that one society has different culture from another society. According to Thomas and Wareing (2004:158), one of the fundamental ways to establish the identity of a society is through using language. It is because language has an important role in constructing social identities. Each society will have different style in using language that will reflect its own characteristics.

Cultures are transmitted through language. It is inline with Bonvillain's opinion that states vocabulary in a language is more than just a list of arbitrary labels refers to some objects, entities or events, or words contain cultural values which can extend or manipulate basic sense of words. In addition, Saville (2003:28) states that the development of culture depends on the ability of its user to use language for several purposes of arranging social cooperation.

c. **Language and Gender**

The use of language in society is influenced by many things, one of them is gender. Spolsky (1998:36) states that language can be used to show, give, and pass information about social differences. Thus, reflexes of gender can also be found in the study of language. In conclusion, the way men and women speak is

different in terms of masculine and feminine morphology as Spolsky (1998:37-8) stated that some people believe when women are involved in conversation, mostly they will discuss about the topic of home and activities related to it. On the other hand, men's topic is closely related to several subjects, such as the outside world and economic activities.

Lakoff (in Speer, 2003:22-23) identifies some differences between the language use and styles of men and women. First, women have tendency of using a wider range of color terms than men in daily conversations. Second, women tend to speak or express their thoughts without strong emotions. Third, men and women use different kind of adjectives to express their thoughts or something. Fourth, women tend to use more declarative statements that are formed into a question by the use of a tag. Fifth, women use more raising intonation in their conversation than men.

d. Solidarity and Politeness

When people use language, there are some considerations in their words choice. According to Wardhaugh (2006:260), those considerations are what people want to say it, how to say it, the type of sentence, words and sounds that can unite the *what* and *how*. As one of the purposes of language is to maintain relationship and solidarity between people, it is important to use language properly.

To use language properly is often related to the politeness. Many people have difficulties in defining what politeness is. Wardhaugh (2006:277) divides politeness into two kinds; positive and negative politeness. Positive politeness is used to build solidarity like in offering friendship. Meanwhile, negative politeness can be shown by using indirectness, apologizing, deference, and formality in language use.

The way people address the other is a way to see how the relationship between the speaker and addressee. Moreover, through the way people address others contain some meaning and affected by several factors.

e. **Language and Context**

Language and context cannot be separated. Meaning of language uttered by speaker is determined by the context. The existence of context is so important, because it is related to the social background which influences people in choosing words they will use. It is inline with Kesckes and Horn (2006:75), who state that context significantly influence verbal communication, especially in intercultural communication.

Dealing with context, there is a branch of linguistics which cannot be separated with the context. That branch is named as pragmatics. Pragmatics cannot be separated with the idea of context, since pragmatics focuses on analyzing utterances in order

to understand the 'beyond' meaning, of of the ways is by analyzing the context of the utterances.

Pragmatics

According to Crystal (2001:269), pragmatics is the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on the participants in act of communication. Yule (1998:3) adds that pragmatics is the study of the speaker's meaning. It means that in order to achieve a good communication, both the speaker and hearer should be able to understand each other correctly regarding what the speaker means and how the hearer understands what the speaker means. When such understanding does not occur, the communicative situation may become a misunderstanding.

Pragmatics is also concerned with the meaning of utterances and focuses on what is not explicitly stated and on how people interpret utterances in situational contexts (Finch, 2000:150). The meaning of utterances depends on the hearer's interpretation. One speaker may utter something, but two hearers may have different interpretations. In addition, Bublitz in Trosborg (2010:v) states that pragmatics deals with

meaning-in-context, which for analytical purposes can be viewed from different perspectives (that of the speaker, the recipient, the analyst, etc). The perspectives might be different, because there might be different views of context.

Besides, pragmatics also cannot be separated from the society. Mey (2001:6) states that it is also in this sense that pragmatics can be defined as the study of the use of language in human communication as determined by the conditions of a society. It means that the uses of human language are determined by the context of the society. Levinson (1983:21) also adds that pragmatics is the study of the relations between language and context that are basic to and account of language understanding. Thus, pragmatics can be defined as the study which talks about the relationship between language and context in which the contextual meaning of an utterance can be different from grammatical meaning.

1) Context in Pragmatics

In pragmatics, context has a significant role. Context defines the meaning of the language conducted in the society. Halliday via Mayes (2003:46) states that meaning should be analyzed not only within the linguistics system, but also taking into account the social system in which it occurs. In addition, he explains that people make

predictions about meaning of utterances based on the context. Halliday also says that context situation includes three variables; field, more and tenor. His definitions of these variables are summarized below:

1) The field of discourse refers to what social action is taking place.

2) The tenor of discourse refers to the participants and includes their social roles and social relationships, both those that are directly related to the interaction and those of a more permanent nature.

3) The mode of discourse refers to the role that language plays in the interaction. This includes the status, function, channel (spoken/written), and rhetorical mode; persuasive, expository, etc., (Halliday and Hasan in Mayes 2003:46)

For linguists, context consists of an aspect of a situational which determines the form and meaning of utterances. Forms of address are influenced by the context. When the address terms used are appropriate according to the socially norms, they reflect appropriateness of context, and can best be understood as linguistic politeness rituals. This context is constituted by the relationship of the speaker and the hearer and the speaker's attributes visa

versa the society as a whole. By choosing the proper address terms while speaking, the context is indexed appropriately. This is analogous to the proper use of such addressing rituals as in addressing people as "Mr.", "Mrs.", or FN is not a simple word choice, but it concerns to the relationship and social position of the speaker and the addressee in a particular context with different culture values.

In general, people always follow the social rules when speaking. There are many norms that people have to be aware of in addressing other, for instance people should use a certain address term to address the older ones or ones who have higher social status. In short, pragmatics always influences people in speaking, including the addressing terms that should be used.

Nunan (1998:8) makes two distinctions of context, those are as follows:

1) Linguistics context

Linguistics context is constructed from the linguistic elements of an utterance. The choice of a particular linguistic form is determined by the linguistic environment in which it occurs.

2)   Non-linguistic context

Non-linguistic context or social context has been defined in terms of domains, such as home, school, and press. The social context includes the participants' cultural background, since it determines the way they understand the exchanged message.

In addition, Cutting says that there are typically three sorts of context to observe.

1)   Situational Context

It is the immediate physical co presence, the situation where the interaction is taking place at the moment of speaking. It refers to what speakers know about what they can see around them.

2)   Background Knowledge Context

This context is a type of context which is assumed as background knowledge that can be:

- Cultural general knowledge that most people carry with them in their words and areas of life.

- Interpersonal knowledge, specific and possibly private knowledge about the history of speakers themselves.

3)   Co-textual Context

Co-textual context is a type of context which is referring to a context. It is usually contained of reference, referring expression, referent, exaphoric, deixis, person deixis, place deixis, intertextually, etc. (Cutting, 2002)

Furthermore, Holmes (1992:12) proposes a concept that context shall be seen in several factors that are relevant and helpful. In any linguistic choices will generally reflect the influence of one or more on the following:

1)   The participant: who is speaking and who are they speaking to?

2)   The setting or social context of the interaction: where are they speaking?

3)   The topic: what is being talked about?

4)   The function: why are they speaking?

This research will use the theory of Holmes (1992) in analyzing the context of the dialogues in the speaking materials which becomes the object of the research.

In summary, context and address terms cannot be separated. The choice of address terms in speaking should always pay attention to the context where and with whom we are speaking with. This will result to an appropriate communication.

2) The Scope of Pragmatics

a)   Deixis

Understanding the principle of deixis best comes from the simple definition from Yule (1969 : 9), deixis is pointing via language. Any linguistic feature used to accomplish this " pointing' act is called deixis expression.

To understand "what people pointing at", context of utterance is very important. As Levinson (1983 : 54) states that deixis concerns the way in which languages encode or grammaticalise features of the context of utterance or speech event, and thus also concern ways in which the interpretation of utterances depends on the analysis of that context of utterance. By understanding the context, the listener can interpret the indexical correctly. Yet, we cannot deny the fact that using deixis potentially create ambiguity. Yule (1969 : 9) divides deixis into three types; personal deixis, temporal deixis and spatial deixis.

(1) Person Deixis

Person deixis is deictic expressions that indicate people, for example the distinction between the speaker ('I') and the addressee ('you'). However, to learn the

deictic expression is not an easy matter, but it needs a very close observation on what is actually happening in the conversation.

There is also a case where some countries use deictic expressions to show their social status between the speaker and the addressee in order to create distance and it is calles as social deixis. Social deixis marks social relationship in linguistics expression with reference to the social status or role of participants in the speech events (Levinson, 2005:119).

Fillmore (1975:76) defines social deixis as "the study of that aspect of sentences which reflect or establish or are determined by certain realities of the social situation in which the speech act occurs". Under the cover term of social deixis he includes the following linguistic phenomena:

• devices for person marking, e.g. pronouns;

• the various ways of separating speech levels;

• distinctions in utterances of various types which are dependent on certain properties of the speech act participants;

• the various ways in which names, titles, and kinship terms vary in form and usage according to the

relationships among the speaker, the addressee, the audience and the person referred to,

- linguistic performance which can count as social acts, such as insults, greetings, expressions of gratitude;

- linguistic performances which can accompany social acts,

- and, finally, the various linguistic devices that helps a speaker to establish and maintain a deictic anchoring with a given addressee.

Address Terms

In society, people use language as a device to communicate to other to organize and maintain their relationship. Those purposes will affect the forms of communications, one of them is the addressing terms. In communication, people use different ways to address others.

According to Chaika (1982:46), addressing is different from greeting. First, addressing is used by people when they want to show their power or solidarity to other people, while greeting depends on the mood of the speaker. Second, people use the address terms to

strengthen intimacy and power between people, while greeting is used when people want to set the stage.

Robinson (in Wardhaugh, 2006:274) states that some distinctions are made to determine the way people address someone else. In such society people may use basic forms of addressing terms or finely graded address terms based on the social condition, for example if the society is described like the royal family, people will tend to use finely graded address terms.

(a) The Addressing System

According to Tillitt and Bruder (1985:15), there are specific language features in every language which mark the relationship between the speakers, in English, this relationship is marked by the use of address terms. For people who have not yet known each other and have different status, they will use formal address term of Title plus Last Name (family name), as Americans have three names; first name, middle name, and last name or family name, for example Mr. Carr, Mrs. Brown, and Dr. Johnson. Meanwhile, for those who have known each other well, they will use first name for both formal and informal situations.

Here, Tillitt and Bruder also propose the system of address terms which should be used in any degree of formality.

- Title plus last name; it is used in the formal situations, for example Dr. Snow, Mr. Carnegie, Mrs. Snow, Miss Scaife, and Ms. Newman.

- Full first name; it can be used for both formal and informal situations, for example Susan, Melanie, Barbara and others.

- Last name; this is used in an informal situation for the superiors to a subordinate or among people who have equal power. This type is usually found in sports, military and offices.

- Short first name; It is used in an informal situation in which people usually have a certain short name modified from their first name, like Susan becomes Sue and Barbara becomes Barb.

- Diminutive first name; This is a result of short first name modification, usually by adding a certain suffix, that is used in an informal situation, such as Barb becomes Barbie, and Pat becomes Patty.

- Nickname; it is used in a very informal or intimate situation and this type only can be used if only the

person wants to use this form, because sometimes it is insulting if it is not used properly (Tillitt and Bruder, 1985).

This research will employ this addressing system in evaluating the address terms which exist in the speaking materials in the textbooks. This system will help to analyze whether the address terms existing there have been fulfilling the authentic address system or not.

(b) Types of Address Terms

People may use different style of language which depends on the context of conversation that contributes to the choice of words. People, moreover, tend to include their social identity through the way they talk, including the use of address terms. People who come from different societies will also have their own addressing terms.

According to Chaika (1982:47-50), there are many types of address terms; first name (FN), title plus last name (TLN), title only (T), and last name (LN). Meanwhile, Wardhaugh (2006:268) has his own types of address terms; first name (FN), title plus last name

(TLN), title only (T), last name (LN), pet name (PN), and kinship name (KT).

- **First Name (FN)**

  First name is used to address other people by his/her first name. Wardhaugh (2006:268-9) states that the first name covers generic titles like *Mack, Buddy, Jack,* or *Mate*. He also adds that the use of first name in communication indicates equality and familiarity, intimacy and in the same time it also shows an effort to assert some power to other people.

- **Title plus Last Name (TLN)**

  The second type of address terms is title plus last name. Chaika (1982:47) states that the use of title plus last name in communication indicates social distance and unfamiliarity between the speaker and the interlocutor. This type of address terms is usually used by a person who has relatively higher status than the other people who he/she wants to address. Besides, age is also a factor that can affect people to use such type of address terms in which younger people usually use this type to address older people.

  Wardhaugh (2006:268) also adds that that title plus last name type indicates the unfamiliarity and

imbalance power between the speaker and the addressee. People with higher status tend to use it to address other people with lower status.

- **Title only (T)**

    Title only used by a speaker to address other only by their title, such as "Professor" or "Doctor". Wardhaugh states that the use of title only in addressing people indicates the least intimate relationship. Title only usually used to determine the ranks of occupation (2007:268). It can be concluded that the use of title only in addressing someone else is a sign that the speaker and the addressee have no close relationship or intimacy. In addition, Chaika (1982:48) states that certain titles like "Father", "Rabbi", and "Your Honor" are applied without adding the last name.

- **Last Name (LN)**

    According to Chaika (1982:49), the use of last name indicates that the speaker is more superior than the addressee. She adds that the inferior will receive his/her last name alone while the superior will be addressed by his/her title plus last name. Thus, it can be concluded that the use of last name in communication

shows asymmetric power between the speaker and the addressee.

- **Special Nickname (SN)**

    Another type of address terms is special name. This type of address terms is used by the speaker and addressee that have an intimate relationship, such as between close friends. Besides, that special nickname is also used to show intimacy (Chaika, 1982:49-50). Special nickname is usually created based on the original name, like Charles turns into Charlie, James into Jim, and Patrick into Pat.

- **Pet Name (PN)**

    Pet name is actually similar to special nickname proposed by Chaika in the previous description. However, Wardhaugh states that pet name indicates higher level of intimacy compared to the use of first name in addressing other people (2006:268-9). The examples of pet name are *Sweetheart* and *Honey*.

- **Kinship Term (KT)**

    According to Wardhaugh (2006:271), kinship term is related to generation and age-oriented. *Father*, *Mother*, and *Aunt* are some of the examples of kinship term.

(b)   Functions of Address Terms

Address terms that are used in communication have several functions. A certain type of address term will bring different kind of functions, like to show intimacy, power differential, or respect.

The relationship between the speaker and the addressee can be seen through the use of address terms in their communication. Wardhaugh (2006:268) states that the use of first name in addressing someone else is showing the intimacy between the speaker and the addressee, but in the same time the speaker can also assert his/her power to the addressee. Beside first name, people also usually use nickname in addressing other. Special nickname is used in daily conversation to show intimacy.

Furthermore, Wardhaugh also explains that the asymmetric use of title, title plus last name and first name points out the existence of power differential (2006:268). He also adds that in case of mutual title plus last name, it shows inequality and unfamiliarity, and the mutual first name points out equality and familiarity, while addressing by title alone indicates the

least intimate form of address terms since it is related to the rank of occupation.

Addressing others by using 'Mr.', 'Mrs.', or 'Miss' is not a simple vocabulary choice, but it depends on the relationship between the speaker and the addressee and also values as well as norms of politeness. Chaika (1982:47) says that some people use title plus last name to show their respect to other people. The application of this address term type indicates social distance and unfamiliarity. For instance, older people usually command 'Mr.', 'Mrs.', or 'Miss' to younger people, since age is not a clear dominant use of title plus last name. This also occurs in business environment where the young speakers with higher position will address older people by using 'Mr.', 'Mrs.', or 'Miss' even though they have lower hierarchical position.

(c) **Social Factors in Using Address Terms**

The way to address people will be different that depends on the context whether the speakers are in formal or informal occasion. Besides, there are many other factors that can influence people to choose certain address terms. This is inline with Wardhaugh's theory

that social factors usually influence people's choice of address terms, like particular occasion, social status, gender, age, family relationship, occupational hierarchy, transactional status (i.e., service encounter or doctor-patient relationship), race, and degree of intimacy (2006:272).

Particular occasion is one of the social factors that can affect people in using certain types of address term. This kind of factor usually happens in military area (Wardhaugh, 2006:272). A soldier has to maintain his/her respect towards his/her commander while in the same time he/she has to live together in dangerous condition, like in a war, with the commander.

Social status is also a factor that can influence people to choose certain term. According to Chaika (1982:47), the superior will receive title plus last name when he/she is being addressed. She adds that this type is also given to the superior and to relative strangers which indicates inequality in power between the speaker as well as the unfamiliarity.

Gender also affects the choice of address terms in a certain society, like in feudal society like in Hasnapur in which the wife is forced to call her

husband by his first name by using pronouns only (Wardhaugh, 2006:270). He adds that it is different with Javanese culture where a wife will address her husband with '*mas*' which means older brother, and she will get her first name, a nickname, or '*dhik*' which means younger sibling.

As stated by Chaika (1982:47), age is a determinant factor in the use of title plus last name. An older person usually prefers being addressed by using title plus last name, especially when they are addressed by younger people. The use of this address term is an appropriate way to show politeness.

According to Wardhaugh (2006:271), age and family relationships change will influence the choice of address terms. The condition may arise when someone has to address his/her father in law. Addressing a father in law as 'Mr. Brown' is sometimes to be away too formal, only 'Brown' is too familiar, and 'Dad' seems to be unnatural. However, it will be different if a grandchild is born, since he will be naturally called as granddad.

In the case of occupational hierarchy, Wardhaugh (2006:272) states that it is clear that in a

hierarchical structure, those at the bottom seek to minimize their difference in status from those at the top position and those at the top seek to maximize that difference. He adds that in different circumstance of field of work, will also affect the choice of the address terms.

Transactional status is a relationship between two sides like a doctor with a patient or a priest and a penitent (Wardhaugh, 2006:272). This kind of relationship indicates inequality power which presents in a certain institution like in a hospital or a church.

Race, in certain society, will also determine the choice of address terms. According to Wardhaugh (2006:269), in southern states of the United States, black people will be addressed by his/her first name in a situation where it, actually, requires title. Besides, the asymmetrical use of names is also part of the system.

The way people organize their utterances is influenced by the addressee social rank and their relationship to the other participants of the speech event. In many languages this fact is reflected in the pronominal system which distinguishes between a formal and an informal address in the second personal

pronoun. Such a differentiation is called *T/V distinction* inspired by the French forms *tu* et *vous* (Grundy, 2000:26; Mey, 2001:274; Yule, 1996:10). As is generally known the contemporary English does not follow such a distinction though the Early Modern English did. In English, now, for instance, the use of title plus last name (TLN) to address is the common form to address people with higher social status as well as to create distance or non-familiarity.

In conclusion, person deixis concerns on how people address themselves as a speaker, and be addressed in return. It copes with the necessity of people to make distance, or to be closer with. This deictic expression is also implemented differently in some countries as the rules of their language are also affecting.

(2) Spatial Deixis

Spatial deixis concerns with deictic expressions that indicates the location of people and things. The words that are used are varied, for example here, this, that, and there. However, some verbs of motion like 'come' and 'go' may have a sense of deictic expressions, because those words mark movement towards or aways

from the speaker like in "Go to your room!" or "Come to the garden!".

To learn spatial deixis, people need to be accustomed to how the definition of location in each speaker's point of view is mentally and physically different. It is described as a deictic projection, because speakers can project themselves into expected locations, even when the location is manipulated because of technology existance. In summary, spatial deixis is related to how people project the location of people or things indicated.

(3) Temporal Deixis

Temporal deixis concerns with deictic expressions that indicate the time coinciding with the speaker's utterance and the time of the speaker's voice being heard. The words showing temporal deixis are varied and will be interpreted differently based on how and when the utterance is stated, for example is the use of 'then' which can be applied to both past and future time.

- I was lazy back *then*. (past time)

- I will be there at 10 *then*. (future time)

Besides the words above, verb tense indication is also considered as a type of temporal deixis in English. The present tense is considered the proximal form and the past tense the distal form. Something that took place in the past, or that is extremely unlikely from the speaker's current situation is marked via the distal (past tense), like in the sentence 'I live in Jogja' (presently) and 'I lived in Jakarta' (in the past).

b) The Cooperative Principles

Cooperative principle concept lies in the assumption that when people speaking to each other, they try to cooperate with another to construct a meaningful conversation. Thus, in keeping the direction of conversation, one must contribute appropriately. Grice (1975 : 45), states that people should make their talks inline with the purpose and direction of the conversation they are engaged.

Both Yule (1969:37) and Grice (1975:45) further elaborate the cooperative principles in four sub-principle or commonly knows as Maxims.

1) Maxim Quantity

Maxim of quantity is strongly related to the amount of information one should provide within

talks. Grice (1975:45) describes two important points to be obeyed.

- Make your contribution as informative as is required (for the current purpose of the exchange.

- Do not make your contribution more informative than is required.

2) Maxim Quality

The basic principle of Maxim of Quality is making a contribution by stating true statement. Grice (1975 : 46), states supermaxim "Try to make your contribution one that is true' and more specifically, two maxims:

- Do not say what you believe to be false.

- Do not say that which you lack adequate evidence.

3) Maxim of Relation

Maxim of relation has only one supermaxim to be described 'Be relevant". It simply means all the contribution should be relevant to the conversation. To preserve maxim of relation, it is essential to know the context of

situation one's talking about. Otherwise, the conversation will go in a different direction.

4) **Maxim of Manner**

Maxim of manner is rather different from three others because it focuses on HOW utterance said instead of WHAT is said. Still in Grice (1975:45), manner includes one supermaxim "Be perspicious" and mores specific maxim such as :

- Avoid obscurity of expression.

- Avoid ambiguity.

- Be brief (avoid unnecessary utterance).

- Be orderly.

In daily conversation, maxims are not something clearly stated by the speaker. They are unstated assumption, as we assume people will normally provide appropriate information in relation to those four maxims. Failure in giving such of contribution will lead into miscarriage within the discourse, for instance irrelevancy, misunderstanding, lies and so forth. It is possible for one maxim is less urgent than another, however maxim of quality should not be violated in any scenario.

c) Implicature

Levinson (1983:97) states that implicature stands as a paradigmatic example of the nature and power of pragmatic explanations of linguistic phenomena. It can be shown in the organization of language, some general principles for co-operative interaction, and yet these principles have a pervasive effect upon the structure of language. Thus, implicature seems to offer some significant functional explanations of linguistic facts. It also provides some explicit account on how it is possible to mean more than what is actually said than what is literally expressed by the conventional sense of linguistic expressions uttered.

Grice in Levinson (1983:100) also asserts that the kind of inferences that are called implicatures are always of this special intended kind, and the theory of implicature sketches one way in which such inferences, of a non-conversational sort, can be conveyed while meeting the criterion of communicated messages sketched in Grice's theory of meaning.

d) Speech Acts

Yule (1969:47) defines speech acts as actions performed via utterance. Further, he gives a more specific label such as apoplogy, complaint, compliment, invitation, promise, request etc. In line with Yule, Austin in Cutting (2002:15) also defines speech acts as the action performed in saying something. Both Austin and Yule analyse speech acts into three different analyses of locutionary, illocutionary and prelocutionary.

There must be intention or purpose in every spoken utterance. Consequently, those utterances can make other people do something for the speaker. Some others also can change the surrounding condition by words. That is what speech acts theory means. It takes into account that speech acts is not only about utterance that is more than what is said, but the intention and impact after an utterance is uttered. In short, we can say that speech acts are actions performed after utterance being spoken.

3.   **Speaking Materials in *English on Sky***

English on Sky is an English book produced by Erlangga Publisher, one of the most well-known textbook publisher in Indonesia. *English on Sky* the most used English textbook for Junior High School students class VII until IX. This book uses School-based curriculum of 2006, or also known as "Kurikulum Tingkat Satuan Pendidikan (KTSP), a curriculum which is designed for every school to be able to develop its methods and techniques in the teaching and learning process based on the characteristics of the school.

Like other English textbooks, *English on Sky* contains many materials which cope all English skills; writing, reading, listening, and speaking. Focusing on the speaking skill, the books provide conversation scripts that can be used to train students' ability in speaking. Those conversations are usually in the form of short dialogue between the characters with a certain theme and setting, like greeting, thanking, apologizing, inviting, and other. Students are trained to be able to speak in English well by focusing on the pronunciation and intonation, as wll as how to question and respond.

4.   **Relevant Studies**

There are two previous studies that focused on the address terms. First is a research done by Miftahush Salihah in 2008 with 'A Pragmatic Analysis on the Rules of Addressing Used by the Main Character in Jane

Austin 'EMMA'. This research focuses on analyzing the types, functions, and social factors of address terms performed by the main character in the novel by using theories from Chaika (1982), Holmes (2001), and Wardhaugh (1986).

Second study is a study done by Aji Widjiatmaja in 2014 entitled 'A Sociolinguistics Analysis on Address Terms Performed by the Main Characters in the *Run Away the Jury* movie'. This research aims to investigate the address terms used by the main characters in the movie by using descriptive-qualitative method. The finding of this research is the types of address terms, function, and social reason of address terms performed in the movie.

Meanwhile, the study entitled 'A Socio-Pragmatics Analysis on Address Terms Employed in the Speaking Materials in *English on Sky* for Junior High School Students' is different from the previous studies above. This is a study of address terms that are employed in the written conversation, as the speaking materials, in English textbooks. Since this English textbook uses the structured-formal materials and has been reviewed by experts, analyzing the address terms there is challenging, because the researcher has to investigate every address terms found there carefully. Not stopping on investigating, the researcher also analyses the found address terms to know what social factors used by the material developer or the author of the book in choosing the address terms and what the function of those terms that are expected by the author to be

understood by the students. Besides, through the investigations, this research is aimed to evaluate the authenticity of the textbooks, whether the textbooks have given the appropriate and authentic speaking materials for the students or not. Thus, this research is different from the previous ones.

B. Conceptual Framework and Analytical Construct

This research uses Wardhaugh and Chaika's definitions of address terms of the types, functions and social factors. There will be three steps of analyzing: description, interpretation, and explanation. The data for doing this three steps, mainly in description steps will be employed Holmes's concept of context to ensure whether the address terms are applied appropriately based on the context of the conversation. Besides, the Tillit and Bruder's theory of addressing system will be also used to describe whether the address terms used are authentic or not. From this process, the speaking materials, therefore, can be identified in terms of its authenticity and appropriateness through the authenticity evaluations upon the address terms adapted from Cunningsworth's criteria of textbook evaluation. Below is the framework of this research in short.

English on Sky

↓

Speaking Materials

↓

Language and Society			Solidarity and Politeness
Language and Culture	Sociolinguistics		Language and Context
Language and Gender			

Pragmatics

context	deixis	cooperative principles	implicature	speech acts

person deixis	spatial deixis	temporal deixis

Address Terms

types — first name (FN); title last name (TLN); Last name (LN); Special nickname (SN); Pet name (PN); Kinship terms (KT)

functions — Show intimacy; show power differential; show respect

social factors — particular occasion (PO); Rank of other/social status (RO); Age (A); Family relationship (FR); Occupational hierarchy (OH); Transactional status (TS); Degrees of intimacy (DI)

Figure 1. Analytical Construct

CHAPTER III

RESEARCH METHOD

A. Research Type

This research employed both qualitative and quantitative approaches with the dominance of qualitative approach. Qualitative approach is employed because the researcher wants to focus on describing the phenomena of address terms that occur in the dialogues. It is inline with Vanderstoep and Johnston (2009:167) who state that qualitative research does not claim any generalization, it only focuses on the representation of the phenomena. Meanwhile, the quantitative approach is used to support the data analysis in the form of frequencies.

B. Form, Context, and Source of the Data

The data of this research were in the form of sentences performed in the conversations as the speaking materials in *English on Sky* books. This data form is in line with Bungin (2007:103) who says that qualitative data are in the forms of sentences, utterances, and short stories.

Furthermore, Deg (2005:11) states that qualitative data deal with meaning. The meaning comes from the combination between language and action. The data maybe produced from sources such as field note, interview, transcript, documents, photographs, sketches, video, and

tape recording. Therefore, the data were taken from sentences of characters involved in the dialogue. The context of the data was taken from the conversations between participants in *English on Sky* books.

The data of this research were collected by analyzing the speaking materials in the *English on Sky* books for Junior High School students class VII, VIII, and IX which are bought in the bookstore.

C. Research Instruments

In qualitative research, the researcher becomes the main instrument. Spradley via Yin (2011:13) also states that the researcher serves as a research instrument for culture and people's interaction that cannot be measured by external instrument. Beside the researcher as the primary instrument, another instrument needs to be added in order to make the data valid which will be called as secondary instrument.

Thus, this research employs two instruments. First is the researcher as primary instrument, and second is the use of data sheet, and the dialogues as secondary instrument.

Table 1: The Form of Data Sheet for Types of Address Terms in the Speaking Materials in *English on Sky* books

N o	code	Data	Type of address terms							Context
			F N	**TLN**	**T**	**L N**	**S N**	**P N**	**K T**	
1	T/VII/ U1/3	Student A: Hi, my name's Riko. Student B: Hello, I'm Shanti. Student A: Nice to meet you, **Shanti**.	√							Participant: two new students Setting: at school Topic: introducing oneself Function: They introduce themselves to make friends, since they are still new students who do not know anyone yet.

Note:

T   **:** Type of Address Terms   **T**   : Title alone

VII **:** Book for Class VII   **TLN** : Title last name

U1   **:** Unit 1   **LN**   : Last name

3   **:** Page number   **SN**   : Special nickname

a   **:** First dialogue in the page (there are more than one dialogues in a

        page)

FN : First name   **PN**   : Pet name

KT **:** Kinship terms   **Context**: Holmes' theory

Table 2: The Form of Data Sheet for Functions of Address Terms in the Speaking Materials in *English on Sky* books

N O	code	Data	Function of address terms			Context
			I	**PD**	**R**	
1	F/VIII/U1/ 2	Iwan: Hi, **Shanti**! Where are you? Shanti: Oh, hi **Iwan**. I'm on the bus.	√			Participant: two friends Setting: outside the school, on the way to school Topic: asking for one's current position by phone Function: the kid wants to know where her friend now is.

Note:

F **:** Function of Address Terms   **I**   : Intimacy

VIII : Book for Class VIII   **PD**   : Power Differential

U1 **:** Unit 1   **R**   : Respect

2   : Page number   **Context**: Holmes' theory

Table 3: The Form of Data Sheet for Social Factors of Address Terms in the Speaking Materials in *English on Sky* books

N o	Code	Data	Type of address terms							Context
			P O	**R O**	**A**	**F R**	**O H**	**T S**	**D I**	
1	SF/IX/U1/ 11	Student A: **Miss Ina** is absent today. Student B: Are you sure? Student A:		√						Participant: two students Setting: at school Topic: talking about the absence of their teacher Function: They want to make sure whether their teacher is really

		I'm positive.							absent or not.

Note:

SF : Social Factor   **A**   : Age

IX ; Book for Class IX   **FR**   : Family Relationship

U1 : Unit 1   **OR**   : Occupational Hierarchy

2   **:** Page number   **TS**   : Transactional Status

PO: Particular Occasion   **RO**   : Rank of other

DI : Degree of Intimacy   **Context**: Holmes' theory

D. Techniques of Data Collection

Vanderstop and Johnston (2008:189) state that there are four types of data collection technique. They are interviewing (face-to-face question answer process), ethnography observation, analysis of documents and material culture, and visual analysis (interpreting of mediated communication text such as films or television program). This research employed ethnography observation, analysis of documents and material culture in which the sentences containing address terms in the conversation scripts were analyzed.

The steps of data collection were as follows:

1. observing the speaking materials in the textbooks,

2. making data sheet, and

3. categorizing the raw data into the data sheets.

E. Techniques of Data Analysis

After finishing the data collection, the raw data that had been noted in the data analysis were analyzed in the data sheet. In qualitative research, the relation between data collection and data analysis cannot be separated (Bungin, 2007:107). The analysis was started when the raw data were selected and arranged them into the data sheets. In addition, the remaining steps of the analysis were:

1. Classifying

   The data in the data sheet were classified based on their types of address terms.

2. Analyzing

   In this step, a quantitative approach was employed. All data which were classified in each category were counted.

3. Discussing

   After the findings revealed, each datum was given detail explanation of the analysis which covered the answer of how and why the findings could be so.

4. Reporting

   This is the last step of the research. In writing the report of the research, some points of conclusion and suggestion were added.

F. Trustworthiness of the Data

The research was conducted by employing some instruments to get a deeper analysis. However, to get the credible and verified data he still employed triangulation. Denscombe (2007:296) states that verification in qualitative research is very important to get the true data from the object. He adds that to verify the data can be through validity, reliability, generalizability, and objectivity (2007: 296). Trustworthiness is also important in this research. Given (2008:895) states that trustworthiness provides the researcher of a qualitative research some parameters to differentiate this kind of research with a quantitative research. He adds that trustworthiness is a way in which qualitative research assures the transferability, credibility, dependability, and conformability are evident in the research.

To gain the credibility of the data, the data were triangulated by using several theories and sources. The theories used in this research were Chaika and Wardhaugh's theories of address terms. The other sources were various books were related to the rules of addressing terms, such as Speaking Naturally. Moreover, the data findings of the research were triangulated by two linguistics students. Finally, the results of the triangulated data findings were discussed and consulted to the researcher's consultants.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This section consists of three parts of data findings. The first part is related to the types of address terms, the second is the functions of the address terms, and the third is the social factors that affect the participants in using certain types of address terms. Below, the findings are presented in the tables.

1. Types of Address Terms Appearing in the Speaking Materials of *English on Sky* for Junior High School Class VII, VIII, and IX

There are seven types of address terms following Chaika (1982) and Wardhaugh (2006). They are First Name (FN), Title plus Last Name (TLN), Title alone (T), Last Name (LN), Special Nickname (SN), Pet Name (PN), and Kinship Term (KT). The findings of the types of address term performed by the participants in the dialogues are presented in Table 4.

Table 4. Types of Address Terms Appearing in the Speaking Materials of *English on Sky*

No	Types of Address Terms	Frequency	Percentage
1.	First Name (FN)	49	49%
2.	Title plus Last Name (TLN)	21	21%
3.	Title (T)	25	25%
4.	Last Name (LN)	-	-
5.	Special Nickname (SN)	-	-
6.	Pet Name (PN)	-	-
7.	Kinship Term (KT)	5	5%
	Total	**100**	**100%**

Based on the table, frequency of the concurrences is not the same from one type of address term to another. The participants in the dialogues do not perform all the types of address terms. The frequent occurrence of address term type is FN, since it is one of the ways to reach intimacy among the students as well as indicating power difference between teacher and student. FN also appears when the setting of the conversation is out of the school where students are interacting with each other as friends. The second frequent phenomenon is T, and then followed by TLN, since the school is a place that uses formal language as well as the place where politeness is highly upheld, and the last is KT as several conversations take place in a family's house, so the interactions among the family members by using KT are performed. Meanwhile, LN, SN and PN are the types that are never used by the participants in the dialogues. The highest rank of types of address terms shows that this type is the most often performed by the participants of the dialogues. In contrast, the lowest rank indicates that the characters never use such types of address terms.

2. The Functions of Address Terms Appearing in the Speaking Materials of *English on Sky* for Junior High School Class VII, VIII, and IX

There are three functions of address terms. They are to show intimacy, power difference, and respect. The participants in the dialogues employ all the functions of the addressing terms. Furthermore, the findings of the functions of address term that performed by the participants of the dialogues are presented in Table 5.

Table 5. The Functions of Address Terms Appearing in the Speaking Materials of *English on Sky*

No	Functions of Address Terms	Frequency	Percentage
1.	To show intimacy	35	36,1%
2.	To show power difference	23	23,7%
3.	To show respect	39	40,2%
	Total	97	100%

From all the analyzed dialogues, 97 data are found. The functions of address terms performed by the participants are in line with the theories of address terms. They employ all functions of address terms with different number of occurrences. The most frequent appearing function is to show respect, since as stated before, the context of the dialogues mostly take place in school where respect, especially from students to the teachers, is highly maintained in order to keep politeness. To respect other people in a school can be through using formal language indicating by the use of T and TLN. The second function is to show intimacy, because the participants of the conversations are mostly depicted as school friends that have been close to each other, and they do not need to maintain respect to each other that can be indicated through the use of FN. The least function appearing is to show power difference, which is indicated by the use of FN from superior ones to inferior ones, since in the context of school teachers are superior, so they do not need to pay respect to their students, thus they can use FN to address them.

3. The Social Factors Affecting the Choice of Address Terms in the Speaking Materials of *English on Sky* in Using Certain Types of Address Terms

There are seven social factors of address terms. They are Particular occasion (PO), Rank of the other/Social status (RO), Age (A), Family Relationship (FR), Occupational hierarchy (OH), Transactional status (TS), and Degree of intimacy (DI). Furthermore, the findings of the social factors that affect the participants of the speaking materials in *English on Sky* in using a certain type of address terms are presented in Table 6.

Table 6. The Social Factors Affecting the Choice of Address Terms in the Speaking Materials of *English on Sky* in Using Certain Types of Address Terms

No	Social Factors in Using Addressing Terms	Frequency	Percentage
1.	Particular Occasion (PO)	-	-
2.	Rank of Other/Social Status (RO)	40	39,2%
3.	Age (A)	35	34,3%
4.	Family Relationship (FR)	5	4,9%
5.	Occupational Hierarchy (OH)	-	-
6.	Transactional Status (TS)	-	-
7.	Degree of Intimacy (DI)	22	21,6%
	Total	**102**	**100%**

Table 6 shows the frequency of the occurrences of the social factor data. However, the participants in the dialogues do not perform all the social factors. The most frequent occurring phenomenon is RO, since the settings of the

conversations mostly take place in school where the interactions between teachers and students are mostly depicted. It affects the participants of the dialogues, especially students, to employ formal language including in using address terms. In formal occasion, people are demanded to respect other people overriding social status. That is why social status affects the participants to use certain type of address terms.. The second factor is A, since a lot of conversations happen between students who are at the same age, thus they tend to use FN to address each other. A is also indicated by the use of TLN that is employed by the children to address the older ones that they do not close to. The third frequent factor is DI, since the contexts mostly happen at school where the students are friends to each other, thus they uses FN to address. The least frequent factor is FR that is caused by the least conversations that takes place in the family's house or depicts the family relations among the participants. Meanwhile, PO, OH, and TS become the less appearing phenomenon with zero data since they are never performed by any participants of the dialogues.

B. Discussions

This section is different from the previous section, which only presents the results of data analysis in tables and gives description. This section uses deeper explanations from each point of the findings. Moreover, the examples for each phenomenon are also described.

1. **Types, Functions, and Social Factors and the Appropriateness of Address Terms Appearing in the Speaking Materials of *English on Sky***

In daily conversation, people address one another by using certain type of address terms according to the context of the conversations, with whom a speaker speaks to and where the conversation takes place. The types of address terms are classified into FN, TLN, T, LN, SN, PN, and KT. The use of each type will carry a function, for what a speaker uses a certain address term to address other that can be to show respect, power difference, or intimacy. Besides, the use of certain address term is also influenced by a certain social factor, it can be because of particular occasions (PO), rank of other or social status (RO), age (A), family relation (FR), occupational hierarchy (OH), transactional status (TS), and degree of intimacy (DI). Below are the data descriptions of each type of address terms appeared in the speaking materials as well as the functions and social factors behind the usage.

a. **First Name (FN)**

FN is simply how people address other people by their first name. The use of FN in daily conversation is affected by some functions and factors. People use FN sometimes to show intimacy or to show superiority. The factors that usually govern the choice of FN are RO, A, and DI. Examples of FN performed by the participants in the dialogues are as follows:

(4.1)   Student A: Hi, my name's Riko.
        Student B: Hello, I'm Shanti.
        Student A: Nice to meet you, **Shanti**.

(T/VII/U1/3a)

In the first example, the participants of the conversation are two new students and it happens in a school. The two new students introduce themselves to one another, since it is their first day of school and they want to make friends with others. In the conversation, it is seen that one of the students addresses another by using First Name (FN), though they just meet for the first time. Here, the student uses FN instead of other types, because they are in the same age. They do not have any power difference nor age difference that make them should respect each other. Besides, they address each other by using FN is because they want to show an intimacy, so that they can make friend. Because of that, they use a type of FN to address. In short, the use of FN in the above conversation has a function to show intimacy, and has age (A) factor which influences the participant in choosing FN.

The use of FN in above conversation is appropriate already based on the theory of address terms and based on the English addressing system. The student uses FN as a type of address terms to address a person whom he does not know yet. It will be inappropriate if he uses special nickname, for example, to address, because they are not that intimate yet to call others by using such a

name. Yet, it will also be inappropriate if the student uses TLN or T to address, since the one he addresses has the same age and power of him.

> (4.2) Tigor: Sorry, **Nurul**. I've got to go now.
> Nurul: Alright, **Tigor**. Goodbye, see you tomorrow.
> Tigor: Bye, **Nurul**. See you soon.
> (T/VII/U1/8a)

The second example is a conversation between two classmates named Tigor and Nurul which happens at school when the school time ends. The topic of the conversation is about excusing in which Tigor excuses himself to go first when they are in the middle of conversation, and it ends up with saying goodbye to each other. Here, both of them use FN to address one another to show an intimacy between them as friends. Both of them use FN, since they are friends and intimate to each other. In other words, the use of FN in this conversation has a function to show intimacy, and it is influenced by the factor of degree of intimacy (DI).

The use of FN is already appropriate to be used in the conversation. Although, in fact, the intimate friends in real life will rarely call their close friends by using a full first name instead of using a special nickname, the place where they are having the conversation is at school where the politeness should still be maintained even with the friends.

(4.3) Teacher: **Tigor**, where is the garbage can?
Student: It's over there, ma'am, next to cupboard.
(T/VII/U2/32b)

In the third example shows a conversation between a teacher and her student which happens in the classroom in which the teacher asks her student named Tigor where the garbage can is, because she wants to throw her trash away. Here, the teacher addresses Tigor by using FN. In this case, FN is chosen by the teacher to show power difference, since there is a different social status between them. In the school system, teachers always have higher power than the students, because they are the ones who educate the students.

The use of FN by the teacher to the student is appropriate, because FN is the only type that can indicates the power difference as caused of the different social status between teacher and student. It will be very inappropriate if the teacher uses TLN, for example, to address the student, since TLN is used for respecting other people who are older or have higher status than the speaker. Here, the student has lower social status in the school system, thus the use of FN is already appropriate.

b.   Title plus Last Name (TLN)

TLN is often used by people in their daily conversation. Different types of address terms have different meaning which also indicates equality or inequality between people. For example, the

use of TLN indicates inequality power between the speaker and the addressee. It can also be used to show respect toward the addressee. People who have high status usually receive TLN when they are being addressed by people who have lower status. Examples of TLN performed by the characters of the conversations are as follows:

> (4.4)　Teacher: Hello class, I'm your English teacher. My name's is Ina Damayanti but you can call me **Miss Ina.**
> (T/VII/U1/3b)

The data above is about a teacher's introduction to her new students in her classroom. Here, the teacher mentions her name and then asks her students to call her by using TLN. In this case, the teacher choose to use TLN to address herself is because she wants to show power difference between her and her students that she has higher status as teacher that should be respected by the students. In short, TLN here has a function to show power difference and social status becomes the factor influencing the teacher in choosing it.

The use of TLN is this case is appropriate, that the teachers wants to maintain the respect coming from the students to the teacher. However, the TLN used here is an inappropriate form of TLN that is used by the native of English. The English address system clearly states that TLN is a pattern that consists of Title and Last Name or Family Name of a person, for example for a person named James Brown he will be called as Mr. Brown. The data

above shows that TLN is used in a wrong way. The teacher named Ina Damayanti wants to be called as Miss Ina in which 'Ina' is not her last name. This phenomenon often happens in the English teaching in Indonesia that every students will address their teacher by using Title plus First Name instead of their last name. This is likely because of the rare Indonesian people who have last name because of the Indonesian culture and habit. However, English here is learnt as a tool of communication, thus the authenticity of English should be maintained in order to be able to use English as language. Thus, the existence of TLN in this data is invalid and inappropriate to be taught to the students.

> (4.5) Student; Excuse me, I want to see **Miss Ina**.
> Officer: **Miss Ina** the English teacher? OK, just a minute.
>
> (T/VII/U2/34a)

The next example takes place in a school front desk, a conversation between a student and a front desk officer. In the conversation, the student asks the officer to meet his teacher, Miss Ina. Here, although the teacher is not present in the conversation, both student and officer still address the teacher by using TLN. The student uses TLN to address, since the one he wants to meet is his teacher whom has higher power and social status in the school than him, so he should respect her. Besides, the officer also uses TLN to address the teacher, because she has lower social status than the teacher in the school system, though there is a possibility that the

officer has the same age as the teacher or maybe older than the teacher. Thus, the function of the use of TLN above is to respect the teacher, and the social factor that influences is the rank of other or social status.

The concept of TLN used in the above data is not wrong, since it is the rule that people should use TLN in order to respect others with higher social status or higher power in a certain system. However, the application of TLN concept is wrong. As the previous data, the use of TLN in this data is also not correct according to the English addressing system. Instead of using last name, the participants in the conversation use first name in the TLN. This is not appropriate form of TLN to be in textbooks, because textbooks should provide authentic materials which should be based on English rules used by the native of English.

> (4.6)   Student A: Who are they?
>   Student B: They're **Mr Sarjito and Mr Waluya.**
>   Student A: What do they do?
>   Student B: They are security guards, I think.
>   (T/VII/U4/87b)

The above example is a conversation happening outside the school between two students who see two men in uniform there. One of them asks the names of the two men as well as what their job are. Another student answers the questions and he uses TLN in addressing those two men. TLN is used, because the student does not really know the two men, he only knows their name but not

intimate to them. Moreover, the two men are older than the students, thus the students should respect them by using TLN. In other words, the function of TLN used by the students is to show respect, while age and degree of intimacy are the social factors behind the choice.

Although the concept of TLN is used correctly by the addresser, the application of TLN in the conversation is inappropriate. The addresser uses title plus first name instead of last name which is not inline with the address system of English. The use of inappropriate TLN here is likely caused by the names of the addressees which only consist given name without a last name.

The use of TLN with the same function of showing respect and social factor of age (A) but with the wrong application also happens in other several data as follows:

(4.7)   Student A: Is **Mr Gabra** playing soccer?
Student B: No, he isn't. He's playing tennis.
(F/VIII/U1/4a)

(4.8)   Student A: Who is she?
Student B: She's **Ms Renata.**
Student A: What does she do?
Student B: A civil servant, I think.
(SF/VII/U4/87a)

(4.9)   Student: Excuse me, ma'am. Are you **Miss Komala**, the Indonesian teacher?
Teacher: Yes, I am.
(T/VII/U3/53a)

(4.10) Mr Toni   : Toni's speaking.
Nurul   : Hello, **Mr Toni**. This is Nurul. Could I speak to Dona, please?
Mr Toni   : Hi, Nurul. Mmmm let me see. Oh, Dona's taking a nap.

              (T/VIII/U8/184b)

The above example is a phone conversation between Mr Toni, Dona's father, and Nurul. Here, Nurul asks whether she can speak to Dona or not. Nurul uses TLN to address Mr Toni, because Mr Toni is her friend's father that should be respected. Moreover, Nurul is not intimate yet as well to Mr Toni, though he is her friend's father, thus TLN is chosen. Here, the function of TLN used by Nurul is to show respect, and degree of intimacy (DI) becomes the factor behind her choice.

The use of TLN in the conversation is inappropriate based on the address system, though the concept is correctly used there. The concept of using TLN to respect the ones whom a person is not intimate to is correct. The application, however, is not inline with the authentic English address system in which title should only be followed by the last name. In the above phone conversation, Nurul uses title followed by first name to address.

(4.11) Mr Simbolon : Hello, SMP Nusantara, Simbolon speaking.
Tigor   : Good morning **Mr Simbolon**. Could I speak to **Miss Ina**, please?
Mr Simbolon : And who's this?
Tigor   : Ups sorry, it's me Tigor.
Mr Simbolon : Oh, hi Tigor. Hold on.

Miss Ina	: Ina's speaking.
Tigor	: Hello, **Miss Ina**. This is Tigor.
Miss Ina	: Hello Tigor, how are you?
Tigor	: I'm not sure, ma'am.

<div align="right">(F/VIII/U8/183)</div>

The data above shows a phone conversation between a school officer and a student who wants to speak to his teacher to get permission for not able to go to school. The student addresses the officer by using TLN. This type functions to show respect from a student to the officer who is older than him as well as has higher status in the school hierarchy. Besides, the student also uses TLN to address his teacher. TLN is also used to respect the teacher as someone whom has higher status in the school system. Thus, there is a function appeared from using TLN for two different people; to show respect. However, there are two different factors that influence; the factor influencing the student to use TLN to school officer is because of age, while the factor behind the use of TLN to the teacher is because of social status.

The use of TLN in above data is partly appropriate and partly inappropriate. The use is appropriate when the student addresses the school officer, Mr Simbolon. This TLN is correctly used, since the concept is inline with the idea of respecting older by using TLN, besides the application of TLN is inline with the addressing system in which using title plus last name, Simbolon. Simbolon is one of the types of last or family names of Batak tribe,

one of the tribes in Indonesia. However, another TLN is wrongly used. The student in the conversation addresses his teacher by Miss Ina. Here, the concept of TLN is correct, but the application is inappropriate based on the addressing system. Instead of using last name, the student addresses his teacher by using title plus first name which does not exist in the authentic English addressing system.

> (4.12) Mother: What's your English name? **Miss Ani**?
> Nurul: No, **mom**. It's Ina.
> Mother: Right, **Miss Ina**.
>
> (F/VIII/U8/189)

The above conversation is between a mother and her daughter taking place in their house and talking about one of the daughter's teachers. The mother forgets the name of her daughter's English teacher, and she wrongly mentions the name. Here, the mother uses TLN to address the teacher whom is not present in the conversation. Although there is a possibility that the mother is likely older than the teacher, the mother still addresses her by using TLN. TLN is used, because the mother wants to respect the one who has taught her daughter at the school. Like the previous mistakes in the previous data, the use of TLN in this conversation is also incorrect, since TLN is applied as title plus first name instead of last name or family name.

In conclusion, most of the TLN usages in the speaking materials of English on Sky are inappropriate based on the

authentic English addressing system. TLNs in the speaking materials are mostly depicted as title plus first name in which it is backlashes with the addressing system which states that TLN should be in the form of title plus last name or family name. The reason of these phenomena is likely because of the fact that Indonesian people are rarely having last name or family name, thus textbooks create their own application of TLN that is relevant to Indonesian people.

c. Title only (T)

People may use different types of address terms in their communication. The use of title only (T) is also used by people in conversation. Addressing people by title indicates the least intimate relationship between the speaker and the addressee. Besides, it shows social distance among them. Examples of T performed by the participants in the conversations are as follows:

> (4.13) Miss Ina: Well, students, time is over. That's all for now.
> Students: Yes, **ma'am**.
> Miss Ina: Good bye and see you.
> Students: Thank you, **ma'am**.
> (T/VII/U1/8b)

The above conversation happens in a classroom at the end of the lesson. It is a dialogue between a teacher and her students. The teacher informs that the time is over, and she also says goodbye to her students. The students reply and thank to the

teacher by addressing her with T. Here, T is used to show respect to their teacher. The use of T here is also affected by the social distance between them as teacher and student, in which teacher has higher status than the students in the school. Besides, the use of T also indicates politeness which should be maintained in the school area. In short, the use of T type in the conversation functions to show respect, and social status becomes the social factor behind the choice.

The use of T in above data is already appropriate, because the concept of using T is there in the conversation, in which the lower status ones should respect the ones with higher status to show their respect as well as to show a social distance between them. Besides, the use of T in the above data has also been inline with the addressing system of English.

> (4.14) Parent: Good afternoon, **sir.**
> Police: Good afternoon, **madam**. How may I help you?
>
> (T/VII/U6/163)

The next conversation takes place in a police station between a parent and a police officer. The parent comes to the police station and reports to a police officer that she loses her little child. Here, both parent and police officer use T in addressing one another. The parent uses T to address the officer, because in society there is a social construction that sees police has more power than the society, since police is the one who protects the society. Thus,

the parent uses T to respect the police officer. On the other hand, the police officer also uses T to address the parent. Although the officer has higher status and power than the parent, T is still used to show that they are least intimate to each other, besides to show respect to his client. Respect here should be maintained by the police officer regardless who his clients are, because a police station is a place where the idea of respecting each other is highly upheld by every single person there to keep the image of an apparatus with authority.

The use of T in the context of the above data is appropriate, because T is the type which the participants are supposed to use. It will be inappropriate for them to use TLN, since they do not now each other, even they do no know each other's names. It will be inappropriate also if they use FN to address, since they are in a context in which the respect should be upheld, whereas FN always indicates the intimate context and informal situation.

> (4.15) Mr Ahmad: Are you ready?
> Students: Yes, **sir.**
> Mr Ahmad: Run quickly.
>
> (T/VII/U7/180a)

The dialogue above happens in a sport field in the middle of a sport class where Mr Ahmad, as the sport teacher, orders the students to run quickly. Before ordering the students to run, Mr Ahmad checks whether the students are ready or not. The students answer by using T to address Mr Ahmad in order to respect their

teacher, since teacher is superior than the students, as well as to maintain politeness from students to their teacher. In short, the use of T here has a function to show respect with social status as its factor behind its choice.

> (4.16) Nurul: Excuse me, where is the nearest post office?
> Police officer: It's over there, on the right.
> Nurul: thank you, **sir**.
>
> (SF/IX/U4/114)

The conversation happens on the road between a student named Nurul and a police officer. Nurul asks the police officer where the nearest post office is. Here, Nurul uses T to address the police officer. The reason behind this choice is because there is a different social status between them. Police, as a country apparatus to protect the society, has higher social status in the society than the civil society. Nurul uses T to show her inferiority upon the officer as well as to respect him.

T used in the above conversation is already appropriate form, since T is used to show respect towards someone with higher power or social status. Moreover, the addresser in the conversation is younger than the police officer, thus T is the most appropriate form to address.

d.   Kinship Term (KT)

Commonly, people use this type of address terms to address their family, for examples father, mother, cousin, etc. Since the

settings of the conversations existing in the book is not only school, but also home, there are several KT found in the analysis.

> (4.17) Mother: Could you pick your sister up after school?
> Iwan: Sorry, I can't, **mum**. I'm going to Tigor's place after school.
>
> (T/VIII/U5/101a)

The above example is a conversation between Iwan and his mother which takes place in their house. It is seen that Iwan's mother wants Iwan to pick his sister up after school. However, Iwan cannot do it, because he has already had an appointment with Tigor after school, so he apologizes to his mother Here, Iwan addresses his mother by using KT to show respect to his mother as he apologizes for not being able to help her. The choice of KT chosen by Iwan is because of the family relation factor existing between Iwan and his mother. In other words, the use of KT by Iwan functions to show respect to his mother, and family relation is the social factor behind the choice of KT.

The use of KT 'mum' here is appropriate form to use, because 'mum' is a form of KT which is a result of an unwritten agreement in his family that the children should call the mother by using 'Mum'. The kinds of KT are varied based on the agreement within the family. To call a mother can be different from one family to another. In Indonesia, for example, there are families who call the mother as '*Mama*', '*Ibu*', '*Emak*', '*Bunda*', and so on.

Those different KT have the same meaning, and the choice of it based on the concern of each speaker.

> (4.18) Father: Will you turn off the lights when you leave the room? We have to save the electricity.
> Butet: OK, **Dad**.
> <div align="right">(T/VIII/U5/101b)</div>

The conversation takes place in a house between a father and his son named Butet. The father asks his son to turn the light off to save the energy. Here, the son uses KT 'dad' to address his father. KT here is used as function to show respect from a son to his father by obeying the father's order. KT is also used here as a result of family relation factor which influences the son to use such KT. The use of KT is the above data has already been appropriate based on the addressing system concept.

> (4.19) Girl A: Hello.
> Girl B: Hello, this is Dona. Could I speak to Nurul, please?
> Girl A: Hi, Dona. Just a moment please. **Mom**, where is Nurul?.
> <div align="right">(F/VIII/U8/184a)</div>

The last example is a conversation between two girls via phone. The girl B, Dona, wants to speak with her friend named Nurul, but the one who picks the phone is Nurul's sister. Nurul's sister then asks Dona to wait for a moment, then the girl A asks her mother where Nurul is. Nurul's sister asks her mother by using KT 'mom'. The use of KT here functions to show intimacy between a daughter to her mother. The intimacy between them can be seen

from the way Nurul's sister asks her mother about Nurul, in which she asks her mother about Nurul while she is still on the phone which can be said that she asks by shouting, since the mother is far away from her. In fact, shouting is not polite to do moreover to the parents or the older people, but since they are close and intimate to each other, it is acceptable to do so. The use of KT 'mom' here is also a result of a family relation that exists between Nurul and her mother. KT in the conversation is already used in an appropriate way. It is inline with the concept of address terms which states that a family relation factor can be indicated through the use of KT.

In conclusion, all kinship terms or KT found in the data are appropriate to be in the speaking materials of the textbooks All of the kinship terms found have fulfilled the concept of using KT in addressing terms as well as they are inline with the English address system in terms of the process of writing the terms.

Besides the types, functions and social factors found in the data findings, this research will also reveal the reasons why several types and factors of address terms are not found in the speaking materials of *English on Sky*.

a.   Last Name (LN)

The use of LN in daily conversation indicates inequality power between speaker and addressee. As clearly seen in Table 4, this type of address term never appears. It is because the settings mostly taken in Indonesian schools where the culture of using LN

is low. Although school is a place where LN should exist due to the politeness and respect, it does not appear in the most of Indonesian textbooks, including in *English on Sky*.

b. Special Nickname (SN)

This type of address terms is used in communication between a speaker and an addressee that has an intimate relationship such as between close friends. It is used as a sign of intimacy. As clearly seen in Table 4, this type of address term never appears, since the scenes of the conversation are mostly taken in school. Besides, this type does not appear, since textbooks always uphold the idea of formality of language, while the use of SN is a kind of informal language that usually used by people in the non-formal situations.

c. Pet Name (PN)

PN is a type of address terms that is rarely used in formal situations like in a school. The use of PN indicates a rebuke or very closes relationship. As seen in the table, this type does not appear. The use of PN is usually appearing in the conversation in which the participants are family member or a couple who have their own nickname to the one they love, like sweetie or sweetheart. In *English on Sky*, those kinds of nickname do not appear, since the contexts of the conversations mostly take place in school. Even if

there are several conversations taken place in a family, this type is also not applied in the textbooks.

Besides there are several types that are not found in the data findings, there are also several social factors that are not appear, as follows:

a.   Particular Occasion (PO)

People tend to address a certain person differently in different place where they communicate. For example, an aunt who becomes the principal of a school where her niece schools there will use formal language at school. The niece should not address her as his aunt, but he should address her as his school principal. He should address her by using TLN or T inside the school, but will address differently when they meet in a family gathering for example. This is because they are in the different context or occasion with the different the degree of formality that will impact the way of speaking, including the way to address. In school, they are involved in an institutional setting that requires formality and respect to the other. Meanwhile in a family gathering, they are there as an aunt and a niece who can address each other by using KT.

As seen in the previous table, this kind of PO factor is not found to appear in the data. It is caused by the contexts of the conversations that mostly are in school. This PO will be difficult to find, since the participants do not involve in any particular

occasion which demands the participant to use the different address terms.

b.   Occupational Hierarchy (OH)

As seen in the table 6, there were no data found in the conversations that have this social function. It is because the settings or the contexts of the conversations are not in the work place where people have an occupational hierarchy to be upheld. Even if the characters used T or TLN, those are only because of the respect and politeness that should be paid off as students to their teachers or as the younger to the elder.

c.   Transactional status (TS)

Like OH above, there were no TS functions found in the data. This is because TS is a status achieved in a certain field of work, so other people will follow her/his instruction. TS can be seen in doctor-patient and priest-penitent relationship. The conversations mostly take place in school or within the family in which no one achieve a certain specialization in the work field.

In conclusion, there are four types of address terms which appear in the speaking materials. Most of them are written appropriately, except TLN, based on the concept of the using address terms which is based on the English address terms. However, the other three types do not appear, since the contexts of the conversation are mostly taken place inside the school area in which LN, PN, and SN are rarely used. Even if there are several contexts of a family where PN and

SN might be found, the materials do not provide it. Besides the types, there are also several social factors that are not found in the data, those are PO, TS, and OH. Those factors do not appear because of the contexts of the conversation as well. Meanwhile, all of the functions of address terms are found in the data.

2. The Appropriateness of the Speaking Materials Seen from the Authenticity of Address Terms

As mention in the previous chapter, a good language textbook is a textbook which provides materials that can cope the students' needs upon a language. The needs of the students are related to the use of language in the daily activities, not only the school activities but also including the other activities within the society. A textbook should be able to prepare the students to be able to interact appropriately in the society, since a textbook is the students' primary and main source of language learning.

To deal with those needs, a textbook, then, should contain authentic materials. Authenticity of an English textbook can be seen from two aspects. First, the materials should be inline with the real English system used by the native of English. It is important, because the students need to understand English as real communication tool used in the real English communities, so that the students will be able to master English and can use English in a correct and appropriate way. Second, the materials provided in the textbook should contain materials which are useful to the students' real interactions in the society, which have various contexts of interaction, for example how the use of language in the church will be different

from the use of language in a market. That is why, in order to fulfill those needs, an English textbook should provide materials, especially speaking materials, which are authentic in order to support the students' learning process in mastering a language.

This discussion, then, will reveal whether the speaking materials in *English on Sky* are appropriate or not seen from two points of authenticity evaluation adapted from the four evaluation criteria proposed by Cunningsworth upon address terms appearing there. The two evaluation points are as follows:

a. Speaking materials in textbooks should correspond to the students' needs

As mentioned in the chapter two, the speaking materials should match the aims and objectives of the language program including the use of address terms. The students' aim in English class is to enable them to use English as a tool of communication. It means that students should be able to use English as what the native speakers use English to communication in order to be able to use English appropriately. That is why the use of authentic English is essential in the English materials, especially the speaking materials.

In the data findings and discussion above, it is seen that many types of address terms are found, those are FN, TLN, L, and KT. Here, the discussion will evaluate whether the address terms found are appropriately used and relevant to the English address system or not. If all of the address terms found to be appropriate and relevant to the

addressing system in terms of the concept as well as the application, the address terms, then, will be categorized as authentic, and the opposite. If it is found that there are several address terms which are used and written in the speaking materials are not authentic, then, the speaking materials will be determined as inappropriate.

1) First Name (FN)

As discussed in the previous discussion, all FNs found in the data are used appropriately. Appropriate here means that all participants of the conversation apply FN in a proper way, seen from the concept and also the application. Most participants in the data employ FN for two functions; to show intimacy and or to show power difference. Since the contexts are mostly taken place in the school area, the ones who use FN to show intimacy are the classmates or friends who are close to each other already. Meanwhile, the ones who use FN as a tool to show power difference are the teachers who address their students. The teacher might receive TLN or T from the students, but the teacher can only use FN to address back, since FN is a symbol of superiority had by the teachers. When teachers address the students by using FN, it means that the teachers want to be seen as powerful and should be respected.

Both concept and application of FN are already appropriate based on the English address system. The uses of FN in the data are inline with the contexts of the conversation as well, in which FN can be used in both formal and informal situation. Thus, it can be concluded that FN in the data are authentic, since it is used based on the rules of address system which is used by the natives of English.

2) Title plus last name (TLN)

As seen in above discussion, the uses of TLN in the data are problematic. Although the concept of using TLN is used correctly, the TLN in the data do not inline with the rules of English addressing system. In the previous chapter, it is clear that TLN rule proposed by Tillit and Brunder is TLN with pattern of Title plus Last Name or family name, as the English natives always have first name and last name. However, the pattern of TLN appeared in the data mostly changes from title plus last name to title plus first name, as in Miss Inna to address Inna Damayanti. Although the concept is applied appropriately, in which the participants use TLN to address people who are older and or have higher social status rather than

them, the application of the authentic TLN is still important to be concerned.

These facts prove that the material developers of the textbooks do not follow the authentic English address system correctly. They apply the wrong concept of TLN in teaching English for the students. This wrong conception is likely caused by the paradigm that it is acceptable to use the kind of TLN in Indonesian context, since in Indonesia the idea of first and last name is rarely found within the society. Thus, it is believed that it is still acceptable is making some changes that relevant to Indonesian context. Even if so, textbooks are still not proper to give the wrong concept to the students who have just learnt a new language, because at the end the students will apply the wrong terms which they believe to be correct. It will make the students will not able to master English as tool of communication, as what the English textbooks aim to do. Thus, it can be concluded that the mostly TLNs appear in the data are not authentic TLN as the addressing system has been ruled.

3) Title only (T)

The uses of all Ts in the data have already been appropriate, since the uses of T are always followed by the factor of social status and have function to show respect as what the address system rules. Ts are mostly used by the person with lower social status to address people with higher social status in order to respect them. In the speaking materials, Ts are mostly in the form of 'ma'am', 'sir', and 'madam', since the contexts of the conversations are mostly in the school area, in which the students should address their teachers by using those form in order to maintain respect as well as politeness. This is inline with the authentic English address system which says that T should be used to address people with higher rank in the society or community, and it is usually used in the formal situation. Although, in fact, the forms of T are various, such as professor, doctor, and so on, the forms appeared in the data are still representing the concept of T. Thus, it can be concluded that Ts in the data are authentic.

4) Kinship Terms (KT)

Kinship terms found in the data are not that various due to the limited contexts of the conversations that happen within a family. Even if so, the kinship terms appearing in the data are all categorized as authentic, because the participants use kinship terms only for addressing their family member, like father and mother. They use KT as a symbol to show respect as well as intimacy to their family. This is inline with the addressing system which rules that KT is term to address the family member only. Although the forms of KT in the data are not various, the existences of KT in the data can still be categorized as authentic due to its correct concept and application in every conversations.

In conclusion, based on the analysis above, almost all of the address terms types appeared in the data are categorized as authentic, except the uses of most TLN which need more concern regarding the application of the authentic pattern.

b. **Speaking materials in textbooks should reflect the uses different situational use of language in real life**

According to the findings and discussion above, it is found that three textbooks namely *English on Sky,* which are widely used by Junior High School students, do not provide the complete types as well

as social factors influencing the uses of address terms yet. In other words, the books do not provide authentic address terms in the speaking materials, since the numbers of address terms existing in the materials cannot cope all the students' needs upon a language in their daily life within the society. Based on the theory, the types of address terms that are mostly used by the society are FN, TLN, T, LN, SN, PN, and KT, and the social factors behind the choice of each types are PO, RO, A, FR, OH, TS, and DI. Meanwhile, the speaking materials in all of the three *English on Sky* textbooks do not provide all of them. In case of the types of address terms, only four types of address terms found. It is the same number with the social factors point in which only four social factors found. Those numbers cannot yet represent the needs of the students in their daily interactions within the society, as the real interactions in the society is more complex and varies. In real life, students should face so many different situations which demand them to meet various people with different status. In order to maintain the social relationship, indeed, students need to be polite to them. One of the ways is by addressing those people appropriately based on their status in society. Thus, the address terms taught through the textbooks should be able to represent the students' needs in the society.

Beside the amount of the types which are not complete, the forms of each types of address terms found in the data are also not complex. Take for example is the use of T in the data. Mostly Ts in the

data are only in the form of 'ma'am' and 'sir'. Whereas, the forms of T are not limited to those forms. There are still many forms of T which are usually found in the society, for example doctor, father to call priest, and so on. Another example is also the use of KT forms. The forms of KT are not limited to address father and mother only, but KT can also be used to address other family members like aunt, uncle, grandfather, and so on.

The reason why the address terms in the data are not complex as the needs in the society is the contexts of the conversations mostly used in the speaking materials are only the contexts of a school life. Even if there are family life contexts or another context, the number is just a few. The use of one type of context causes the language variety not various, including the use of address terms. Since the contexts are mostly in school, address terms that are used are only FN, T, and or TLN, because the participants are only among teachers and students and school is the place where politeness and respect are highly upheld. Meanwhile, students' life is not only at school, but also in a society where there are many people and many contexts of interactions that they should face. Students also need to understand the other address terms as well as the social factors behind the usages in order to be able to create a proper communication in their society. Thus, from the point of complexity of address terms, the speaking materials can be determined as inauthentic.

In conclusion, because of those two evaluating points, the speaking materials in *English on Sky* are determined as inauthentic materials and are not appropriate to be used to teach the students whom just learn a language. To be authentic, at the end, language textbooks should contain various contexts in their speaking materials, like the conversations in the markets, mosque, church, parks, parties, and other public places, because various contexts mean that there will be various people there with different status that should be addressed properly. By having such contexts, the number of address terms will also be more varied, and more social factors will be understood, because the students will learn from the materials about how to address people and how to be polite ones in every occasion they will meet in their daily life. At the end, then, the students will be able to speak properly and politely within the society, as what textbooks are aimed to be.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As the research employs three point of objectives; to describe the types, functions, and social factors of address terms appeared in the speaking materials, to reveal whether the address terms appeared have been used appropriately or not, and to reveal whether the speaking materials in *English on Sky* textbooks are appropriate to be used seen from the authenticity of the address terms, two main conclusions can be drawn based on the research findings and discussions. The first conclusion is concerned with the types, functions and social factors of address terms appearing in the data, and the second conclusion is related to the result of the evaluation of the speaking materials in *English on Sky*.

1. There are four types of address terms appearing in the data, they are First Name (FN), Title plus Last Name (TLN), Title only (T), and Kinship Term (KT). The total data found is 100 data. The most frequent types of address term occurring is FN with 49 times of occurrences, because the contexts of the conversations are mostly in school where FN is mostly used by both students and teachers; to reach intimacy among the students as well as indicating power difference between teacher and student. The second frequent phenomenon is T with 25 occurrences, and then followed by TLN with 21. The two

types get almost similar numbers of data occurrences, since the school is a place that uses formal language as well as the place where politeness is highly upheld so T and TLN are used. The last is KT with 5 occurrences, as several conversations take place in a family's house, so the interactions among the family members by using KT are performed.

In the point of functions of address terms, 97 data were found. The frequent appearing function is to show respect (R) with 39 times, since the context of the dialogues mostly take place in school where respect, especially from students to the teachers, is highly maintained in order to keep politeness. To respect other people in a school can be through using formal language indicating by the use of T and TLN. The second function is to show intimacy (I) with 35 times of occurrences, because the participants of the conversations are mostly depicted as school friends that have been close to each other, and they do not need to maintain respect to each other that can be indicated through using FN. The least function appearing is to show power difference (PD) with 23 times of occurrences, which is indicated by the use of FN from superior ones to inferior ones, since in the context of school teachers are superior, so they do not need to pay respect to their students, thus they can use FN to address the students.

For the social factors of address terms, there are only four social factors appearing; Rank of Others or Social Status (RO), Age (A),

Degree of Intimacy (DI), and Family Relationship (FR) with 102 data were found. The frequent occurring phenomenon is RO with 40 occurrences, since the settings of the conversations mostly take place in school which affects the participants of the dialogues, especially students, to employ formal language including in using address terms to address their teacher whom have higher social status in the school system. The second factor is A with 35 appearing times, since many conversations happen between students who are at the same age, thus they tend to use FN to address each other. A is also indicated by the use of TLN that is employed by the children to address the older ones that they do not close to. The third frequent factor is DI with 22 times of occurrences, because the conversations depict the students who are friends and close to each other. The least frequent factor is FR with 5 occurrences that is caused by the least conversations that takes place in the family's house or depicts the family relations among the participants. Meanwhile, PO, OH, and TS become the less appearing phenomenon with zero data since the textbooks do not provide contexts which make these factors appear.

2. In terms of appropriateness of address terms applications in the speaking materials, three types of address terms; FN, T, and KT are applied appropriately based on the English addressing system in which the concept of using the types are appropriate with the contexts of the conversations. Besides, the writing rules of address terms are also

employed well. However, TLN is not used appropriately in almost all of its occurrences. Although the concept of using TLN is already correct and based on the contexts, the uses of TLN in the materials are not inline with the English addressing system. Most of TLN appeared in the data apply a pattern of Title plus First Name instead of Title plus Last Name which is ruled on the addressing system.

3. Appropriateness of the speaking materials are measured through two points of authenticity evaluation upon address terms; speaking materials in textbooks should correspond to the students' needs of authentic English based on the English addressing system, and speaking materials in textbooks should reflect the uses different situational use of language in real life.

In the first evaluation point, there is one type of address terms which is not authentic, since it is not inline with the authentic addressing rules used by the natives of English which is ruled in the English addressing system. This type is TLN, which is used in the materials with the changing pattern by adapting the Indonesian society which rarely has last name in their names. Based on this point, the materials are inauthentic. Second, the address terms appearing in the data are not as complex as the address terms used in the society. The speaking materials only provide four types of address terms out of seven terms that are usually found in the society. Besides, the variety of address forms for each type is not various. This is caused by the lack of

contexts provided in the materials. The contexts are mostly only depict the life of school, thus the uses of various address forms are also limited, whereas the students do not only live at school but also in society with various places and people to face which will also influence the way of speaking, including to use address terms properly. This proves that the speaking materials are not authentic, since the materials do not provide authentic address terms which are complex and needed by the students to interact within the society.

Based on those two points of evaluation, thus, the speaking materials in *English on Sky* are categorized as inappropriate materials, because the materials do not provide authentic address terms which are complex and important to be understood in order to maintain the politeness and appropriateness in every different context in the real daily communications.

B. Suggestions and Recommendations

From the analysis of the research above, some suggestions and recommendations can be given to the following parties:

1. To Material Developers

It is essential to always pay attention to the existences of address terms in dialogues in the speaking materials, since address terms are useful language items for the students in order to speak properly and politely within the society. It is also important to always look at the authentic

English system before deciding to write a certain address terms in the materials, and follow all the systems that are ruled there in order to create authentic materials for the students. Without authentic materials, the students who are not English natives, will be difficult to master English as a language and use it as the real tool of communication.

Besides, material developers should also add more contexts that are relevant to the students' needs upon a language, because various contexts will provide various situations with various people and degree of formality which will influence the way of addressing. By providing various contexts, students will be able to learn how to speak and communicate properly in the society through the textbook as their main source of learning.

2. . To Linguistics Students

It is important to give advanced studies on the use of address terms in a certain community, especially in the English community. It is because English is broadly used in all parts of the world, so the understanding of English is needed. The problem will arise if people who do not belong to a certain community try to understand the language. They will try to understand every part of English in order to be able to master it as a tool of communication, including the use of proper address terms.

2. To Other Researchers

The writer's limited capability and source to conduct further study on the address terms may be countered by having other researchers to conduct other deeper investigations in the similar field, especially the investigation of address terms that usually appear in the English textbooks. The future researchers might have deeper analysis in evaluating the use of address terms in other materials, like in reading or listening materials existing in the textbooks to find out whether the English materials used in Indonesia are authentic and appropriate or not. This research is only a preliminary study for any other advanced analysis in the future.

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APPENDICES

Appendix A. The Form of Data Sheet for Types of Address Terms in the Speaking Materials in *English on Sky*

No	code	data	Type of address terms							Context
			FN	TLN	T	LN	SN	PN	KT	
1	T/VII/U 1/3a	Student A: Hi, my name's Riko. Student B: Hello, I'm Shanti. Student A: Nice to meet you, **Shanti**.	√							**Participant**: two new students **Setting** : at school **Topic** : introducing oneself **Function** : They introduce themselves to make friends, since they are still new students who do not know anyone yet.
2	T/VII/U 1/3b	Teacher: Hello class, I'm your English teacher. My name's is Ina Damayanti but you can call me **Miss Ina.**		√						**Participant**: an English teacher and the students **Setting** : in a classroom **Topic** : introducing oneself **Function** : the teacher wants to introduce herself to her new students
3	T/VII/U 1/3c	Student A: Hello, my name's Nurul. Student B: Hi, Nurul, my name's Iwan. Student A: Nice to see you, **Iwan.** Student B: Nice to see you too, **Nurul.**	√							**Participant** : two new students **Setting** : at school **Topic** : introducing oneself **Function** : They want to make friends with their classmates by introducing themselves to each other.
4	T/VII/U 1/3d	Student A: Hi, my name's Butet. Student B: Hello Butet, my name's Tigor. Student A: Nice to see you, **Tigor.** Student B: Nice to meet you too, **Butet,**	√							**Participant** : two new students **Setting** : at school **Topic** : introducing oneself **Function** : They introduce themselves to make friends, since they are still new students who do not know anyone yet.
5	T/VII/U	Miss Ina: Hello,		√						**Participant** : a teacher and a

No	Code									
	1/4a	what's your name? Riko: Hello, **Miss Ina**, my name's Riko.									student **Setting** : at school **Topic** : introduction **Function** : the teacher wants to know her student's name.
6	T/VII/U 1/4b	Nurul: Hi, my name's Nurul. What's your name? Shanti: Hi **Nurul**, I'm Shanti.	√								**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : they introduce themselves to know each other, since they are new in the school and do not know each other yet.
7	T/VII/U 1/4c	Student A: Excuse me, are you Tigor? Student B: Yes, I am. Student A: Hello, **Tigor**, I'm Riko. Student B: Hi **Riko**, nice to meet you.	√								**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : one of the students wants to make sure whether the one he speaks to is Tigor or not, then they end up with introducing themselves to know each other.
8	T/VII/U 1/5a	Student A: **Tigor**, please meet my friend Nurul. **Nurul**, this is Tigor. Student B: Hello **Tigor**, pleased to meet you. Student C: Pleased to meet you too, **Nurul**.	√								**Participant** : three students **Setting** : at school **Topic** : introducing other **Function** : One of the students wants to introduce her friend to her another friend in order to make those know each other.
9	T/VII/U 1/5b	Student A: Excuse me, **miss Ina**, I'd like you to meet Shanti, my classmate. **Shanti**, this is **Miss Ina**. Student B: Hello **Miss Ina**, nice to meet you too. Teacher: Hello **Shanti**, nice to meet you too.	√	√							**Participant** : a teacher and two students **Setting** : at school **Topic** : introducing other **Function** : a student wants to introduce her friend to her teacher.
10	T/VII/U	Miss Ina: Good			√						**Participant** : a teacher and her

No	Code	Data									Context
	1/7a	morning, students. Students: Good morning, **ma'am**.									students **Setting** : in a classroom **Topic** : greeting **Function** : the teacher greets her students to start the lesson.
11	T/VII/U 1/7b	Made: Hi, **Andy**. How are you? Andy: Fine, thanks. And you?	√								**Participant** : two students **Setting** : at school **Topic** : greeting **Function** : a student asks his friend whether he is fine or not.
12	T/VII/U 1/8a	Tigor: Sorry, **Nurul**. I've got to go now. Nurul: Alright, **Tigor**. Goodbye, see you tomorrow. Tigor: Bye, **Nurul**. See you soon.	√								**Participant** : two students **Setting** : at school **Topic** : apologizing **Function** : the student apologizes to his friend that he has to go home first.
13	T/VII/U 1/8b	Miss Ina: Well, students, time is over. That's all for now. Students: Yes, **ma'am**. Miss Ina: Good bye and see you. Students: Thank you, **ma'am**.			√						**Participant** : a teacher and her students **Setting** : in a classroom **Topic** : saying goodbye **Function** : the teacher says goodbye to end the class, since the time is over.
14	T/VII/U 1/10	Student A: What's your name? Student B: Made Suwartana. Student A: What should I call you? Student B: You can call me Made. Student A: Are you from Bali, **Made**?	√								**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : a student wants to know his new friend, so he asks his name and his hometown.
15	T/VII/U 1/14	Andy: Hi, I'm Andy. I am a new student here. Putri: Hello, **Andy**. How do you do?	√								**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : a new student introduces himself to his new friend who is already the member of the class.

No	Code	Dialogue								Context
16	T/VII/U 2/29a	Student A: Excuse me, **Made**. What's this in English? Student B: Oh, it's a marker.	√							**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student does not know the English name of a marker, so he asks his friend.
17	T/VII/U 2/29b	Student: **Miss Ani**, what's that? Wow, it's a thick book. Miss Ani: It's a dictionary.		√						**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking about things **Function** : the student asks her teacher about the name of a book that her teacher brings.
18	T/VII/U 2/32a	Student A: **Butet**, do you see my pencils? Student B: They're over there. Under the table.	√							**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student looses his pencil and he asks his friend whether he knows where his pencils are.
19	T/VII/U 2/32b	Teacher: **Tigor**, where is the garbage can? Student: It's over there, **ma'am**, next to cupboard.	√		√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher wants to throw her trash away, but she does not know where the trash can is, so she asks her student.
20	T/VII/U 2/34a	Student; Excuse me, I want to see **Miss Ina**. Officer: **Miss Ina** the English teacher? OK, just a minute.		√						**Participant** : a student and a school officer **Setting** : at school **Topic** : asking for things **Function** : the students asks the officer whether he can see his teacher or not.
21	T/VII/U 2/34b	Miss Ina: Hi, **Butet**. What can I do for you? Butet: Hello, **Miss Ina**. I want to borrow dictionary.	√	√	√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for things **Function** : the student wants to borrow her teacher's

				√	√					dictionary, because she does not bring hers.
		Miss Ina: Here you are. Keep it clean and give it back to me after school. Butet: OK, **ma'am**. Thank you.								
22	T/VII/U 2/36	Student: I'm sorry **Miss Ina**, I'm late. Teacher: Well, alright, but don't be late next time, OK? Student: OK, **ma'am**. Thank you.		√	√					**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : apologizing **Function** : the student apologizes to her teacher for being late to be able to join the class.
23	T/VII/U 2/40a	Student A: Hi, **Made**. Where do you go to school? Student B: SMP Swastiastu.	√							**Participant** : two students **Setting** : outside the school **Topic** : asking about things **Function** : a student wants to know in what school where the student he meets goes to.
24	T/VII/U 2/40b	Student A: **Dona**, where do you go to school? Student B: I go to SMP Padang Bulan.	√							**Participant** : two students **Setting** : outside the school **Topic** : asking about things **Function** : a student wants to know in what school where the student he meets goes to.
25	T/VII/U 2/42	Student A: Hello, **Nuru**l. You're early. What time do you usually go to school? Student B: At 6.30. My house is not far from here.	√							**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student wonders why her friend always comes early, so she asks her what time she always goes to school.
26	T/VII/U 3/53a	Student: Excuse me, **ma'am**. Are you **Miss Komala**, the Indonesian teacher? Teacher: Yes, I am.		√	√					**Participant** : a student and a teacher **Setting** : in a teacher's room **Topic** : asking about people **Function** : a student looks for a teacher, but he does not know the teacher yet, so he

No	Code	Dialogue								Description
										asks a teacher whether she is the teacher he wants to meet or not.
27	T/VII/U 3/53b	Student: Excuse me, **sir**. Are you **Mr. Ashadi**, the Math teacher? Teacher: No, I'm not.		√	√					**Participant** : a student and a teacher **Setting** : in a teacher's room **Topic** : asking about people **Function** : a student looks for a teacher, but she does not know the teacher yet, so she asks a teacher whether he is the teacher she wants to meet or not.
28	T/VII/U 4/87a	Student A: Who is she? Student B: She's **Ms Renata.** Student A: What does she do? Student B: A civil servant, I think.		√						**Participant** : two students **Setting** : outside the school **Topic** : asking about people **Function** : a student is curious of a woman they meet, so he asks his friend about her name and her job.
29	T/VII/U 4/87b	Student A: Who are they? Student B: They're **Mr Sarjito and Mr Waluya.** Student A: What do they do? Student B: They are security guards, I think.		√						**Participant** : two students **Setting** : outside the school **Topic** : asking about people **Function** : a student is curious of the two men they meet, so he asks his friend about their name and theirjob.
30	T/VII/U 5/124	Miss Ina: **Sugeng**, can you help me please? Sugeng: Yes, **ma'am**. What is it?	√		√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for help **Function** : a teacher wants her student to help her.
31	T/VII/U 6/159	Teacher: What is **Dita** wearing? Iwan: Dita? eerr, she's wearing a green skirt and a light green T-shirt. Teacher: That's not	√		√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher tests her student about clothes by

No	Code	Dialogue							Description
		T-shirt, **Iwan**. It's a blouse. Iwan: Yes, **ma'am**.							asking the clothes that another student wears.
32	T/VII/U 6/163	Parent: Good afternoon, **sir.** Police: Good afternoon, **Madam**. How may I help you?			√				**Participant** : parent and a police officer **Setting** : in a police station **Topic** : greeting and asking for help **Function** : the parent goes to the police station to report her lost child.
33	T/VII/U 7/176	Shanti: Hi, **Malik**. What are you doing? Malik: Hello. I'm working on my assignment.	√						**Participant** : two children **Setting** : phone **Topic** : asking about things **Function** : Shanti asks her friend about his current activity by phone.
34	T/VII/U 7/179	Miss Ina: I can't read your handwriting. Write clearly please. Andi: OK, **ma'am.**			√				**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : ordering **Function** : the teacher wants her student to change his handwriting to make it clear to read.
35	T/VII/U 7/180a	Mr. Ahmad: Are you ready? Students: Yes, **sir.** Mr. Ahmad: Run quickly.			√				**Participant** : a sport teacher and students **Setting** : in a sport field **Topic** : checking readiness **Function** : the teacher checks whether the students are ready to run or not.
36	T/VII/U 7/180b	Miss Ina: Walk slowly. The floor is still wet. Students: Yes, **ma'am**.			√				**Participant** : a teacher and a student **Setting** : at school **Topic** : ordering **Function** : the teacher wants the student to be careful
37	T/VII/U 7/180c	Ms Ina: **Sugeng**, can you help me? Sugeng: Yes, **ma'am**. What would you like?	√		√				**Participant** : a teacher and a student **Setting** : at school **Topic** : asking for help **Function** : the teacher wants

No	Code	Dialogue									Description
											the student to help her
38	T/VII/U 7/180e	Dona: **Shanti**, I need your help. Shanti: Sure.	√								**Participant** : two students **Setting** : at school **Topic** : asking for help **Function** : the student wants her friend to help her.
39	T/VII/U 7/185	Ms Ina: Do you have the paper with you? Students: Yes, **ma'am**.			√						**Participant** : a teacher and students **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher asks to check whether the students are ready with the paper
40	T/VIII/ U1/4a	Student A: Is **Mr Gabra** playing soccer? Student B: No, he isn't. He's playing tennis.		√							**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : one student asks checks whether their teacher plays soccer or not
41	T/VIII/ U1/4b	Girl A: Is **Jenny** cooking? Girl B: Yes, she is.	√								**Participant** : two girls **Setting** : at home **Topic** : asking about things **Function** : the girl wants to make sure whether their friend cooks
42	T/VIII/ U2/30	Student A: Hi **Sandra**. Do you think singing is good? Student B: Hmm, I think singing is good, it makes us happy.	√								**Participant** : two students **Setting** : at school **Topic** : asking for opinion **Function** : a student wants to know her friend's opinion about singing
43	T/VIII/ U3/42	Miss Ratna: Hi, **Shanti**. Where were you yesterday morning? Shanti: Yesterday morning? Oh, I was at the National Museum. Miss Ratna: Do you enjoy your visit to	√	√							**Participant** : a teacher and a student **Setting** : at school **Topic** : asking about things **Function** : the teacher asks her student about the student's visit in a museum

No	Code	Dialogue								Description
		the museum? Shanti: Yes, very much. Miss Ratna: Maybe we can go together sometime. Shanti: Sure, **Miss Ratna**.								
44	T/VIII/U3/43	Student A: **Butet**, let's go to the canteen. Student B: Sorry, I can't. I have to go to the Teacher's Room right away.	√							**Participant** : two students **Setting** : at school **Topic** : apologizing **Function** : a student apologizes to his friend for not being able to go to canteen together
45	T/VIII/U3/46a	Student A: Was **Riko** tired? Student B: Yes, he was.	√							**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : a student wonders whether his friend is tired or not by asking to his another friend
46	T/VIII/U3/46b	Student A: Were **Made** and **Putri** diligent students? Student B: No, they weren't.	√							**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : a student want to know whether their friends are diligent or not
47	T/VIII/U3/51	Teacher: Now, **Dona**. Can you tell us about your activity last Sunday? Student: Last Sunday evening, **ma'am**?	√		√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : telling past event **Function** : the teacher wants to know the activity done by her student on Sunday
48	T/VIII/U4/69	Made: Hi, **Shanti**. Wow, look at you. That's a pretty dress. It's white, right? Shanti: Yes, it is.	√							**Participant** : two children **Setting** : at home **Topic** : complimenting **Function** : a child compliments his sister about her appearance in her new dress
49	T/VIII/	Boy A: Happy	√							**Participant** : two boys

	U4/70a	birthday, **Tigor**. Boy B: Thanks.								**Setting** : in a birthday party **Topic** : congratulating **Function** : a boy congratulates his friend on his birthday
50	T/VIII/ U4/70b	Girl A: Happy birthday, **Rahma**. Wow, you are one year older now. Congratulations. Girl B: Thank you.	√							**Participant** : two girls **Setting** : in a birthday party **Topic** : congratulating **Function** : a girl congratulates her friend on her birthday
51	T/VIII/ U4/72	Dona: Hello, **Mrs Arlin**. Mrs Arlin: Oh, hello **Dona**, **Made**. Come in please.	√	√						**Participant** : two student and a school officer **Setting** : at school **Topic** : greeting **Function** : the students come to the office and greet the officer there to start the conversation
52	T/VIII/ U4/74	Student A: Hi, **Dona**. Are you OK? You look worried. Student B: Oh, hello **Sugeng**. I woke up late this morning.	√							**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student worries about her friend's condition for not looking so well
53	T/VIII/ U4/78	Shanti: It was a good event yesterday, **Butet**. Butet: Yes, a science day.	√							**Participant** : two students **Setting** : at school **Topic** : complimenting **Function** : a student compliments her friend's event
54	T/VIII/ U4/79	Miss Ina: Now, **Tigor**. Tell us about your project please. Tigor: Actually it wasn't only my project, **ma'am**. I did it with Butet.	√		√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : presenting idea **Function** : the teacher wants her student to present his project idea in front of the class
55	T/VIII/ U5/101a	Mother: Could you pick your sister up after school? Iwan: Sorry, I can't,							√	**Participant** : a mother and a son **Setting** : at home **Topic** : asking for help,

No	Code	Dialogue								Description
		Mum. I'm going to Tigor's place after school.								apologizing **Function** : the son apologizes to his mother for not being able to help her to pick his sister up
56	T/VIII/ U5/101b	Father: Will you turn off the lights when you leave the room? We have to save the electricity. Butet: OK, **Dad**.							√	**Participant** : a father and a daughter **Setting** : at home **Topic** : ordering **Function** : the father orders his daughter to save electricity by turning the lights off
57	T/VIII/ U5/101c	Father: Don't forget to shut down the computer after you're done. Last time you forgot. Kurnia: Don't worry, **Dad**. I won't forget this time.							√	**Participant** : a father and a daughter **Setting** : at home **Topic** : ordering **Function** : the father orders his daughter to save shut the computer down
58	T/VIII/ U5/101e	Teacher: Please clean up the classroom after you're done with your painting. Students: yes, **sir**.			√					**Participant** : a teacher and students **Setting** : in a drawing classroom **Topic** : ordering **Function** : the teacher orders his students to clean the classroom up after finishing painting
59	T/VIII/ U7/152	Shanti: Today, in Famous People program, Butet and I are going to talk about another famous person in our country. So, **Butet**, tomorrow is a special day. Butet: Yes, it's Kartini Day, isn't in?	√							**Participant** : two students **Setting** : at school radio **Topic** : talking about a special day **Function** : a student, as the radio announcer, and a student talk about a special day of a famous person in Indonesia
60	T/VIII/ U7/156	Student: Excuse me, **ma'am**. May I ask you something? Teacher: Sure, **Tigor**.	√		√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for permission

No	Code	Dialogue								Description
										Function : the student wants to ask something to his teacher
61	T/VIII/ U7/160a	Student A: Have you done the homework? Student B: What homework? Student A: Yesterday **Miss Ina** asked us to write a biography.		√						Participant: two students Setting: at school Topic: asking about things Function: two students talk about a homework their teacher gave them
62	T/VIII/ U7/160b	Miss Ina: OK, class. What's a biography? Yes, **Tigor**. Tigor: It's story about people. Miss Ina: Yes, that's right. What about you **Nurul**? Do you have the same idea? Nurul; I think it's not only a story of someone's life, **ma'am**.	√		√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for opinion **Function** : the teacher wants to know her students' opinion about the definition of a biography
63	T/VIII/ U8/183	Mr. Simbolon; Hello, SMP Nusantara, Simbolon speaking. Tigor: Good morning **Mr. Simbolon**. Could I speak to **Miss Ina**, please? Mr. Simbolon: And who's this? Tigor: Ups sorry, it's me Tigor. Mr. Simbolon: Oh, hi **Tigor**. Hold on. Miss Ina: Ina's speaking. Tigor: Hello, **Miss Ina**. This is Tigor. Miss Ina: Hello	√	√	√					**Participant** : a school officer, a student, and a teacher **Setting** : phone, at school **Topic** : asking for permission **Function** : the student want to ask his teacher's permission for not being able to go to the school by phone picked by a school officer

No	Code	Dialogue								Description
		Tigor, how are you? Tigor, I'm not sure, **ma'am**.								
64	T/VIII/ U8/184a	Girl A: Hello. Girl B: Hello, this is Dona. Could I speak to **Nurul**, please? Girl A: Hi, **Dona**. Just a moment please. **Mom**, where is Nurul?	√						√	**Participant** : two girls **Setting** : phone, at home **Topic** : asking for things **Function** : a girl wants to speak with her friend through phone
65	T/VIII/ U8/184b	Mr. Toni: Toni's speaking. Nurul: Hello, **Mr. Toni**. This is Nurul. Could I speak to **Dona**, please? Mr. Toni: Hi, **Nurul**. Mmmm let me see. Oh, Dona's taking a nap.	√	√						**Participant** : a man and a girl **Setting** : phone, at home **Topic** : asking for things **Function** : a girl wants to speak to her friend via phone, and she asks for it to her friend's father who picks the phone up
66	T/VIII/ U8/186	Nurul: Hello, Nurul's speaking. Dona: Hi, **Nurul**, it's Dona. Nurul: Hi, **Dona**.	√							**Participant** : two girls **Setting** : phone, at home **Topic** : greeting, phone starting conversation **Function** : a girl call her friend and she starts her phone conversation by greeting
67	T/VIII/ U8/187	Made: Hello. Iwan: Hello. Could I speak to Made please? Made: speaking. Iwan: Hi, **Made**. It's Iwan. Made: Oh, hi **Iwan**. What's up?	√							**Participant** : two boys **Setting** : phone, at home **Topic** : asking about things **Function** : a boy wonders why his friend calls him
68	T/VIII/ U8/189	Mother: What's your English name? **Miss Ani**? Nurul: No, **mom**. It's Ina. Mother: Right, **Miss ina**.		√					√	**Participant** : a mother and a daughter **Setting** : at home **Topic** : asking about people **Function** : the mother asks her daughter about her

No	Code	Dialogue								Context
										daughter's English teacher's name
69	T/VIII/U8/191	Nurul: You see, a funny thing happened in my class yesterday. Dona: When was it? Nurul: Yesterday, during the English lesson. Dona: with **Miss Ina**?		√						**Participant** : two students **Setting** : at school **Topic** : telling funny story **Function** : a student wants to tell her friend about a funny story in her English class
70	T/VIII/U8/192	Dona: **Miss Ina**, have you ever had a funny experience in your class? Miss Ina: Well, I have a lot of funny experiences.		√						**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : telling funny story **Function** : a student wants to know whether her teacher has funny story in her class or not
71	T/IX/U1/11	Student A: **Miss Ina** is absent today. Student B: Are you sure? Student A: I'm positive.		√						**Participant** : two students **Setting** : at school **Topic** : asking for certainty **Function** : a student makes sure to her friend whether her teacher is really absent or not
72	T/IX/U1/31	Student A: Does **Tigor** have any bananas on the table? Student B: Yes, but he has only one banana on the table.	√							**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student wants to know whether his friend has bananas or not
73	T/IX/U4/113a	Student: Excuse me, **ma'am**. Teacher: Yes, **Nurul**, what is it?	√		√					**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking for permission **Function** : a student excuses herself to ask for her teacher's permission
74	T/IX/U4/113b	Student: Excuse me, **ma'am.**	√		√					**Participant** : a student and a teacher

					√					
		Teacher: Sure, **Tigor**.								**Setting** : in a classroom **Topic** : asking for permission **Function** : a student excuses himself to ask for his teacher's permission for interrupting the teacher
75	T/IX/U4 /114	Nurul: Excuse me, where is the nearest post office? Police officer: It's over there, on the right. Nurul: thank you, **sir**.			√					**Participant** : a student and a police officer **Setting** : on the road **Topic** : asking for directions **Function** : a student wants to go to the post office but she does not know where it is, so she asks the police officer she meets
76	T/IX/U4 /115a	Student: Excuse me, **ma'am**. Do you think it's okay if I go home early today? Teacher: Why? Student: My mom's hospitalized and I want to visit her.			√					**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for permission **Function** : the student wants to go home early, so she asks for her teacher's permission
77	T/IX/U4 /115b	Mrs. Ade: Well, students, today we're going to talk about river. A river is a very important aspect in lifes. Why is it important? Yes, **Seto**? Seto: I think a river is very important because it provides water.	√							**Participant** : a teacher and students **Setting** : in a classroom **Topic** : asking for opinion **Function** : the teacher wants to know her students' opinion about the importance of river
	TOTAL		49	21	25	-	-	-	5	

Appendix B. The Form of Data Sheet for Functions of Address Terms in the Speaking Materials in *English on Sky*

No	code	Data	Function of address terms			Context
			I	PD	R	
1	F/VII/U1/3a	Student A: Hi, my name's Riko. Student B: Hello, I'm Shanti. Student A: Nice to meet you, **Shanti**.	√			**Participant**: two new students **Setting** : at school **Topic** : introducing oneself **Function** : They introduce themselves to make friends, since they are still new students who do not know anyone yet.
2	F/VII/U1/3b	Teacher: Hello class, I'm your English teacher. My name's is Ina Damayanti but you can call me **Miss Ina.**		√		**Participant**: an English teacher and the students **Setting** : in a classroom **Topic** : introducing oneself **Function** : the teacher wants to introduce herself to her new students
3	F/VII/U1/3c	Student A: Hello, my name's Nurul. Student B: Hi, Nurul, my name's Iwan. Student A: Nice to see you, **Iwan.** Student B: Nice to see you too, **Nurul.**	√			**Participant** : two new students **Setting** : at school **Topic** : introducing oneself **Function** : They want to make friends with their classmates by introducing themselves to each other.
4	F/VII/U1/3d	Student A: Hi, my name's Butet. Student B: Hello Butet, my name's Tigor. Student A: Nice to see you, **Tigor.** Student B: Nice to meet you too, **Butet,**	√			**Participant** : two new students **Setting** : at school **Topic** : introducing oneself **Function** : They introduce themselves to make friends, since they are still new students who do not know anyone yet.
5	F/VII/U1/4a	Miss Ina: Hello, what's your name? Riko: Hello, **Miss Ina**, my name's Riko.			√	**Participant** : a teacher and a student **Setting** : at school **Topic** : introduction **Function** : the teacher wants to know her student's name.
6	F/VII/U1/4b	Nurul: Hi, my name's Nurul. What's your name?	√			**Participant** : two students **Setting** : at school **Topic** : introduction

No	Code	Dialogue				Notes
		Shanti: Hi **Nurul**, it's Shanti.				**Function** : they introduce themselves to know each other, since they are new in the school and do not know each other yet.
7	F/VII/U1/4c	Student A: Excuse me, are you Tigor? Student B: Yes, I am. Student A: Hello, **Tigor**, I'm Riko. Student B: Hi **Riko**, nice to meet you.	√			**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : one of the students wants to make sure whether the one he speaks to is Tigor or not, then they end up with introducing themselves to know each other.
8	F/VII/U1/5a	Student A: **Tigor**, please meet my friend Nurul. **Nurul**, this is Tigor. Student B: Hello **Tigor**, pleased to meet you. Student C: Pleased to meet you too, **Nurul**.	√			**Participant** : three students **Setting** : at school **Topic** : introducing other **Function** : One of the students wants to introduce her friend to her another friend in order to make those know each other.
9	F/VII/U1/5b	Student A: Excuse me, **miss Ina**, I'd like you to meet Shanti, my classmate. **Shanti**, this is **Miss Ina**. Student B: Hello **Miss Ina**, nice to meet you too. Teacher: Hello **Shanti**, nice to meet you too.		√	√	**Participant** : a teacher and two students **Setting** : at school **Topic** : introducing other **Function** : a student wants to introduce her friend to her teacher.
10	F/VII/U1/7a	Miss Ina: Good morning, students. Students: Good morning, **ma'am**.			√	**Participant** : a teacher and her students **Setting** : in a classroom **Topic** : greeting **Function** : the teacher greets her students to start the lesson.
11	F/VII/U1/7b	Made: Hi, **Andy**. How are you? Andy: Fine, thanks. And you?	√			**Participant** : two students **Setting** : at school **Topic** : greeting **Function** : a student asks his friend whether he is fine or not.
12	F/VII/U1/8a	Tigor: Sorry, **Nurul**. I've got to go now. Nurul: Alright, **Tigor**.	√			**Participant** : two students **Setting** : at school **Topic** : apologizing

		Goodbye, see you tomorrow. Tigor: Bye, **Nurul**. See you soon.				**Function** : the student apologizes to his friend that he has to go home first.
13	F/VII/U1/ 8b	Miss Ina: Well, students, time is over. That's all for now. Students: Yes, **ma'am**. Miss Ina: Good bye and see you. Students: Thank you, **ma'am**.			√	**Participant** : a teacher and her students **Setting** : in a classroom **Topic** : saying goodbye **Function** : the teacher says goodbye to end the class, since the time is over.
14	F/VII/U1/ 10	Student A: What's your name? Student B: Made Suwartana. Student A: What should I call you? Student B: You can call me Made. Student A: Are you from Bali, **Made**?	√			**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : a student wants to know his new friend, so he asks his name and his hometown.
15	F/VII/U1/ 14	Andy: Hi, I'm Andy. I am a new studenthere. Putri: Hello, **Andy**. How do you do?	√			**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : a new student introduces himself to his new friend who is already the member of the class.
16	F/VII/U2/ 29a	Student A: Excuse me, **Made**. What's this in English? Student B: Oh, it's a marker.	√			**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student does not know the English name of a marker, so he asks his friend.
17	F/VII/U2/ 29b	Student: **Miss Ani**, what's that? Wow, it's a thick book. Miss Ani: It's a dictionary.			√	**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking about things **Function** : the student asks her teacher about the name of a book that her teacher brings.
18	F/VII/U2/ 32a	Student A: **Butet**, do you see my pencils? Student B: They're	√			**Participant** : two students **Setting** : in a classroom **Topic** : asking about things

		over there. Under the table.		√	√	**Function** : a student looses his pencil and he asks his friend whether he knows where his pencils are.
19	F/VII/U2/32b	Teacher: **Tigor**, where is the garbage can? Student: It's over there, **ma'am**, next to cupboard.		√	√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher wants to throw her trash away, but she does not know where the trash can is, so she asks her student.
20	F/VII/U2/34a	Student; Excuse me, I want to see **Miss Ina**. Officer: **Miss Ina** the English teacher? OK, just a minute.		√	√	**Participant** : a student and a school officer **Setting** : at school **Topic** : asking for things **Function** : the students asks the officer whether he can see his teacher or not.
21	F/VII/U2/34b	Miss Ina: Hi, **Butet**. What can I do for you? Butet: Hello, **Miss Ina**. I want to borrow dictionary. Miss Ina: Here you are. Keep it clean and give it back to me after school. Butet: OK, **ma'am**. Thank you.		√	√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for things **Function** : the student wants to borrow her teacher's dictionary, because she does not bring hers.
22	F/VII/U2/36	Student: I'm sorry **Miss Ina**, I'm late. Teacher: Well, alright, but don't be late next time, OK? Student: OK, **ma'am**. Thank you.		√	√	**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : apologizing **Function** : the student apologizes to her teacher for being late to be able to join the class.
23	F/VII/U2/40a	Student A: Hi, **Made**. Where do you go to school? Student B: SMP Swastiastu.	√			**Participant** : two students **Setting** : outside the school **Topic** : asking about things **Function** : a student wants to know in what school where the student he meets goes to.
24	F/VII/U2/40b	Student A: **Dona**, where do you go to	√			**Participant** : two students **Setting** : outside the school

		school? Student B: I go to SMP Padang Bulan.				**Topic** : asking about things **Function** : a student wants to know in what school where the student he meets goes to.
25	F/VII/U2/42	Student A: Hello, **Nurul**. You're early. What time do you usually go to school? Student B: At 6.30. My house is not far from here.	√			**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student wonders why her friend always comes early, so she asks her what time she always goes to school.
26	F/VII/U3/53a	Student: Excuse me, **ma'am**. Are you **Miss Komala**, the Indonesian teacher? Teacher: Yes, I am.			√	**Participant** : a student and a teacher **Setting** : in a teacher's room **Topic** : asking about people **Function** : a student looks for a teacher, but he does not know the teacher yet, so he asks a teacher whether she is the teacher he wants to meet or not.
27	F/VII/U3/53b	Student: Excuse me, **sir**. Are you **Mr. Ashadi**, the Math teacher? Teacher: No, I'm not.			√	**Participant** : a student and a teacher **Setting** : in a teacher's room **Topic** : asking about people **Function** : a student looks for a teacher, but she does not know the teacher yet, so she asks a teacher whether he is the teacher she wants to meet or not.
28	F/VII/U4/87a	Student A: Who is she? Student B: She's **Ms Renata.** Student A: What does she do? Student B: A civil servant, I think.			√	**Participant** : two students **Setting** : outside the school **Topic** : asking about people **Function** : a student is curious of a woman they meet, so he asks his friend about her name and her job.
29	F/VII/U4/87b	Student A: Who are they? Student B: They're **Mr Sarjito and Mr Waluya.** Student A: What do they do? Student B: They are security guards, I think.			√	**Participant** : two students **Setting** : outside the school **Topic** : asking about people **Function** : a student is curious of the two men they meet, so he asks his friend about their name and theirjob.
30	F/VII/U5/	Miss Ina: **Sugeng**, can		√	√	**Participant** : a teacher and a

No	Code	Dialogue				Description
	124	you help me please? Sugeng: Yes, **ma'am**. What is it?				student **Setting** : in a classroom **Topic** : asking for help **Function** : a teacher wants her student to help her.
31	F/VII/U6/ 159	Teacher: What is **Dita** wearing? Iwan: Dita? eerr, she's wearing a green skirt and a light green T-shirt. Teacher: That's not T-shirt, **Iwan**. It's a blouse. Iwan: Yes, **ma'am**.		√	√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher tests her student about clothes by asking the clothes that another student wears.
32	F/VII/U6/ 163	Parent: Good afternoon, **sir.** Police: Good afternoon, **Madam**. How may I help you?			√	**Participant** : parent and a police officer **Setting** : in a police station **Topic** : greeting and asking for help **Function** : the parent goes to the police station to report her lost child.
33	F/VII/U7/ 176	Shanti: Hi, **Malik**. What are you doing? Malik: Hello. I'm working on my assignment.	√			**Participant** : two children **Setting** : phone **Topic** : asking about things **Function** : Shanti asks her friend about his current activity by phone.
34	F/VII/U7/ 179	Miss Ina: I can't read your handwriting. Write clearly please. Andi: OK, **ma'am.**		√		**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : ordering **Function** : the teacher wants her student to change his handwriting to make it clear to read.
35	F/VII/U7/ 180a	Mr. Ahmad: Are you ready? Students: Yes, **sir.** Mr. Ahmad: Run quickly.		√		**Participant** : a sport teacher and students **Setting** : in a sport field **Topic** : checking readiness **Function** : the teacher checks whether the students are ready to run or not.
36	F/VII/U7/	Miss Ina: Walk slowly.		√		**Participant** : a teacher and a

	180b	The floor is still wet. Students: Yes, **ma'am**.				student **Setting** : at school **Topic** : ordering **Function** : the teacher wants the student to be careful
37	F/VII/U7/ 180c	Ms Ina: **Sugeng**, can you help me? Sugeng: Yes, **ma'am**. What would you like?		√		**Participant** : a teacher and a student **Setting** : at school **Topic** : asking for help **Function** : the teacher wants the student to help her
38	F/VII/U7/ 180e	Dona: **Shanti**, I need your help. Shanti: Sure.	√			**Participant** : two students **Setting** : at school **Topic** : asking for help **Function** : the student wants her friend to help her.
39	F/VII/U7/ 185	Ms Ina: Do you have the paper with you/ Students: Yes, **ma'am**.			√	**Participant** : a teacher and students **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher asks to check whether the students are ready with the paper
40	F/VIII/U1/ 4a	Student A: Is **Mr Gabra** playing soccer? Student B: No, he isn't. He's playing tennis.			√	**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : one student asks checks whether their teacher plays soccer or not
41	F/VIII/U1/ 4b	Student A: Is **Jenny** cooking? Student B: Yes, she is.	√			**Participant** : two girls **Setting** : at home **Topic** : asking about things **Function** : the girl wants to make sure whether their friend cooks
42	F/VIII/U2/ 30	Kid A: Hi **Sandra**. Do you think singing is good? Kid B: Hmm, I think singing is good, it makes us happy.	√			**Participant** : two students **Setting** : at school **Topic** : asking for opinion **Function** : a student wants to know her friend's opinion about singing
43	F/VIII/U3/ 42	Miss Ratna: Hi, **Shanti**. Where were you yesterday morning? Shanti: Yesterday morning? Oh, I was at		√	√	**Participant** : a teacher and a student **Setting** : at school **Topic** : asking about things **Function** : the teacher asks

No	Code	Dialogue				Description
		the National Museum. Miss Ratna: Do you enjoy your visit to the museum? Shanti: Yes, very much. Miss Ratna: Maybe we can go together sometime. Shanti: Sure, **Miss Ratna**.				her student about the student's visit in a museum
44	F/VIII/U3/43	Student A: **Butet**, let's go to the canteen. Student B: Sorry, I can't. I have to go to the Teacher's Room right away.	√			**Participant** : two students **Setting** : at school **Topic** : apologizing **Function** : a student apologizes to his friend for not being able to go to canteen together
45	F/VIII/U3/46a	Student A: Was **Riko** tired? Student B: Yes, he was.	√			**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : a student wonders whether his friend is tired or not by asking to his another friend
46	F/VIII/U3/46b	Student A: Were **Made** and **Putri** diligent students? Student B: No, they weren't.	√			**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : a student want to know whether their friends are diligent or not
47	F/VIII/U3/51	Teacher: Now, **Dona**. Can you tell us about your activity last Sunday? Student: Last Sunday evening, **ma'am**?		√	√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : telling past event **Function** : the teacher wants to know the activity done by her student on Sunday
48	F/VIII/U4/69	Made: Hi, **Shanti**. Wow, look at you. That's a pretty dress. It's white, right? Shanti: Yes, it is.	√			**Participant** : two children **Setting** : at home **Topic** : complimenting **Function** : a child compliments his sister about her appearance in her new dress
49	F/VIII/U4/70a	Boy A: Happy birthday, **Tigor**.	√			**Participant** : two boys **Setting** : in a birthday party

No	Code	Dialogue				Description
		Boy B: Thanks.				**Topic** : congratulating **Function** : a boy congratulates his friend on his birthday
50	F/VIII/U4/70b	Girl A: Happy birthday, **Rahma**. Wow, you are one year older now. Congratulations. Girl B: Thank you.	√			**Participant** : two girls **Setting** : in a birthday party **Topic** : congratulating **Function** : a girl congratulates her friend on her birthday
51	F/VIII/U4/72	Dona: Hello, **Mrs Arlin**. Mrs Arlin: Oh, hello **Dona**, **Made**. Come in please.		√	√	**Participant** : two student and a school officer **Setting** : at school **Topic** : greeting **Function** : the students come to the office and greet the officer there to start the conversation
52	F/VIII/U4/74	Student A: Hi, **Dona**. Are you OK? You look worried. Student B: Oh, hello **Sugeng**. I woke up late this morning.	√			**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student worries about her friend's condition for not looking so well
53	F/VIII/U4/78	Shanti: It was a good event yesterday, **Butet**. Butet: Yes, a science day.	√			**Participant** : two students **Setting** : at school **Topic** : complimenting **Function** : a student compliments her friend's event
54	F/VIII/U4/79	Miss Ina: Now, **Tigor**. Tell us about your project please. Tigor: Actually it wasn't only my project, **ma'am**. I did it with Butet.		√	√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : presenting idea **Function** : the teacher wants her student to present his project idea in front of the class
55	F/VIII/U5/101a	Mother: Could you pick your sister up after school? Iwan: Sorry, I can't, **Mum**. I'm going to Tigor's place after school.			√	**Participant** : a mother and a son **Setting** : at home **Topic** : asking for help, apologizing **Function** : the son apologizes to his mother for not being able to help her to pick his sister up
56	F/VIII/U5/101b	Father: Will you turn off the lights when you leave the room? We have to save the	√		√	**Participant** : a father and a daughter **Setting** : at home **Topic** : ordering

No	Code	Dialogue				Notes
		electricity. Butet: OK, **Dad**.				**Function** : the father orders his daughter to save electricity by turning the lights off
57	F/VIII/U5/101c	Father: Don't forget to shut down the computer after you're done. Last time you forgot. Kurnia: Don't worry, **Dad**. I won't forget this time.	√		√	**Participant** : a father and a daughter **Setting** : at home **Topic** : ordering **Function** : the father orders his daughter to save shut the computer down
58	F/VIII/U5/101e	Teacher: Please clean up the classroom after you're done with your painting. Students: yes, **sir**.		√		**Participant** : a teacher and students **Setting** : in a drawing classroom **Topic** : ordering **Function** : the teacher orders his students to clean the classroom up after finishing painting
59	F/VIII/U7/152	Shanti: Today, in Famous People program, Butet and I are going to talk about another famous person in our country. So, **Butet**, tomorrow is a special day. Butet: Yes, it's Kartini Day, isn't in?	√			**Participant** : two students **Setting** : at school radio **Topic** : talking about a special day **Function** : a student, as the radio announcer, and a student talk about a special day of a famous person in Indonesia
60	F/VIII/U7/156	Student: Excuse me, **ma'am**. May I ask you something? Teacher: Sure, **Tigor**.		√	√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for permission **Function** : the student wants to ask something to his teacher
61	F/VIII/U7/160a	Student A: Have you done the homework? Student B: What homework? Student A: Yesterday **Miss Ina** asked us to write a biography.			√	Participant: two students Setting: at school Topic: asking about things Function: two students talk about a homework their teacher gave them
62	F/VIII/U7/160b	Miss Ina: OK, class. What's a biography?		√	√	**Participant** : a teacher and a student

No	Code	Dialogue				Description
		Yes, **Tigor**. Tigor: It's story about people. Miss Ina: Yes, that's right. What about you **Nurul**? Do you have the same idea? Nurul; I think it's not only a story of someone's lefe, **ma'am**.				**Setting** : in a classroom **Topic** : asking for opinion **Function** : the teacher wants to know her students' opinion about the definition of a biography
63	F/VIII/U8/ 183	Mr. Simbolon; Hello, SMP Nusantara, Simbolon speaking. Tigor: Good morning **Mr. Simbolon**. Could I speak to **Miss Ina**, please? Mr. Simbolon: And who's this? Tigor: Ups sorry, it's me Tigor. Mr. Simbolon: Oh, hi **Tigor**. Hold on. Miss Ina: Ina's speaking. Tigor: Hello, **Miss Ina**. This is Tigor. Miss Ina: Hello **Tigor**, how are you? Tigor, I'm not sure, **ma'am**.		√	√	**Participant** : a school officer, a student, and a teacher **Setting** : phone, at school **Topic** : asking for permission **Function** : the student want to ask his teacher's permission for not being able to go to the school by phone picked by a school officer
64	F/VIII/U8/ 184a	Girl A: Hello. Girl B: Hello, this is Dona. Could I speak to **Nurul**, please? Girl A: Hi, **Dona**. Just a moment please. **Mom**, where is Nurul?	√		√	**Participant** : two girls **Setting** : phone, at home **Topic** : asking for things **Function** : a girl wants to speak with her friend through phone
65	F/VIII/U8/ 184b	Mr. Toni: Toni's speaking. Nurul: Hello, **Mr. Toni**. This is Nurul. Could I speak to **Dona**, please? Mr. Toni: Hi, **Nurul**.			√	**Participant** : a man and a girl **Setting** : phone, at home **Topic** : asking for things **Function** : a girl wants to speak to her friend via phone, and she asks for it to her friend's father who picks the phone up

			√			
		Mmmm let me see. Oh, Dona's taking a nap.				
66	F/VIII/U8/186	Nurul: Hello, Nurul's speaking. Dona: Hi, **Nurul**, it's Dona. Nurul: Hi, **Dona**.	√			**Participant** : two girls **Setting** : phone, at home **Topic** : greeting, phone starting conversation **Function** : a girl call her friend and she starts her phone conversation by greeting
67	F/VIII/U8/187	Made: Hello. Iwan: Hello. Could I speak to Made please? Made: speaking. Iwan: Hi, **Made**. It's Iwan. Made: Oh, hi **Iwan**. What's up?	√			**Participant** : two boys **Setting** : phone, at home **Topic** : asking about things **Function** : a boy wonders why his friend calls him
68	F/VIII/U8/189	Mother: What's your English name? **Miss Ani**? Nurul: No, **mom**. It's Ina. Mother: Right, **Miss ina**.	√		√	**Participant** : a mother and a daughter **Setting** : at home **Topic** : asking about people **Function** : the mother asks her daughter about her daughter's English teacher's name
69	F/VIII/U8/191	Nurul: You see, a funny thing happened in my class yesterday. Dona: When was it? Nurul: Yesterday, during the English lesson. Dona: with **Miss Ina**?			√	**Participant** : two students **Setting** : at school **Topic** : telling funny story **Function** : a student wants to tell her friend about a funny story in her English class
70	F/VIII/U8/192	Dona: **Miss Ina**, have you ever had a funny experience in your class? Miss Ina: Well, I have a lot of funny experiences.			√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : telling funny story **Function** : a student wants to know whether her teacher has funny story in her class or not
71	F/IX/U1/11	Student A: **Miss Ina** is absen today. Student B: Are you sure? Student A: I'm			√	**Participant** : two students **Setting** : at school **Topic** : asking for certainty **Function** : a student makes sure to her friend whether her

		possitive.				teacher is really absent or not
72	F/IX/U1/3 1	Student A: Does **Tigor** have any bananas on the table? Student B: Yes, but he has only one banana on the table.	√			**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student wants to know whether his friend has bananas or not
73	F/IX/U4/1 13a	Student: Excuse me, **ma'am**. Teacher: Yes, **Nurul**, what is it?		√	√	**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking for permission **Function** : a student excuses herself to ask for her teacher's permission
74	F/IX/U4/1 13b	Student: Excuse me, **ma'am.** Teacher: Sure, **Tigor**.		√	√	**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking for permission **Function** : a student excuses himself to ask for his teacher's permission for interrupting the teacher
75	F/IX/U4/1 14	Nurul: Excuse me, where is the nearest post office? Police officer: It's over there, on the right. Nurul: thank you, **sir**.			√	**Participant** : a student and a police officer **Setting** : on the road **Topic** : asking for directions **Function** : a student wants to go to the post office but she does not know where it is, so she asks the police officer she meets
76	F/IX/U4/1 15a	Student: Excuse me, **ma'am**. Do you think it's okay if I go home early today? Teacher: Why? Student: My mom's hospitalized and I want to visit her.			√	**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for permission **Function** : the student wants to go home early, so she asks for her teacher's permission
77	F/IX/U4/1 15b	Mrs Ade: Well, students, today we're going to talk about river. A river is a very important aspect in		√		**Participant** : a teacher and students **Setting** : in a classroom **Topic** : asking for opinion **Function** : the teacher wants

		lifes. Why is it important? Yes, **Seto**? Seto: I think a river is very important because it provides water.				to know her students' opinion about the importance of river
		TOTAL	**35**	**23**	**39**	

Appendix C. The Form of Data Sheet for Social Factors of Address Terms in the Speaking Materials in *English on Sky*

No	code	data	Social Factor of address terms							context
			PO	**RO**	**A**	**FR**	**OH**	**TS**	**DI**	
1	SF/VII /U1/3a	Student A: Hi, my name's Riko. Student B: Hello, I'm Shanti. Student A: Nice to meet you, **Shanti**.			√					**Participant**: two new students **Setting** : at school **Topic** : introducing oneself **Function** : They introduce themselves to make friends, since they are still new students who do not know anyone yet.
2	SF/VII /U1/3b	Teacher: Hello class, I'm your English teacher. My name's is Ina Damayanti but you can call me **Miss Ina.**		√						**Participant**: an English teacher and the students **Setting** : in a classroom **Topic** : introducing oneself **Function** : the teacher wants to introduce herself to her new students
3	SF/VII /U1/3c	Student A: Hello, my name's Nurul. Student B: Hi, Nurul, my name's Iwan. Student A: Nice to see you, **Iwan.** Student B: Nice to see you too, **Nurul.**			√					**Participant** : two new students **Setting** : at school **Topic** : introducing oneself **Function** : They want to make friends with their classmates by introducing themselves to each other.
4	SF/VII /U1/3d	Student A: Hi, my name's Butet. Student B: Hello Butet, my name's Tigor. Student A: Nice to see you, **Tigor.** Student B: Nice to meet you too,			√					**Participant** : two new students **Setting** : at school **Topic** : introducing oneself **Function** : They introduce themselves to make friends, since they are still new students who do not know anyone yet.

No	Code	Data							Description
		Butet,							
5	SF/VII /U1/4a	Miss Ina: Hello, what's your name? Riko: Hello, **Miss Ina**, my name's Riko.		√					**Participant** : a teacher and a student **Setting** : at school **Topic** : introduction **Function** : the teacher wants to know her student's name.
6	SF/VII /U1/4b	Nurul: Hi, my name's Nurul. What's your name? Shanti: Hi **Nurul**, it's Shanti.			√				**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : they introduce themselves to know each other, since they are new in the school and do not know each other yet.
7	SF/VII /U1/4c	Student A: Excuse me, are you Tigor? Student B: Yes, I am. Student A: Hello, **Tigor**, I'm Riko. Student B: Hi **Riko**, nice to meet you.			√				**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : one of the students wants to make sure whether the one he speaks to is Tigor or not, then they end up with introducing themselves to know each other.
8	SF/VII /U1/5a	Student A: **Tigor**, please meet my friend Nurul. **Nurul**, this is Tigor. Student B: Hello **Tigor**, pleased to meet you. Student C: Pleased to meet you too, **Nurul**.		√					**Participant** : three students **Setting** : at school **Topic** : introducing other **Function** : One of the students wants to introduce her friend to her another friend in order to make those know each other.
9	SF/VII /U1/5b	Student A: Excuse me, **miss Ina**, I'd like you to meet Shanti, my classmate. **Shanti**, this is **Miss Ina**.		√					**Participant** : a teacher and two students **Setting** : at school **Topic** : introducing other **Function** : a student wants to introduce her friend to her teacher.

No	Code	Data								Description
		Student B: Hello **Miss Ina**, nice to meet you too. Teacher: Hello **Shanti**, nice to meet you too.								
10	SF/VII /U1/7a	Miss Ina: Good morning, students. Students: Good morning, **ma'am**.	√							**Participant** : a teacher and her students **Setting** : in a classroom **Topic** : greeting **Function** : the teacher greets her students to start the lesson.
11	SF/VII /U1/7b	Made: Hi, **Andy**. How are you? Andy: Fine, thanks. And you?			√				√	**Participant** : two students **Setting** : at school **Topic** : greeting **Function** : a student asks his friend whether he is fine or not.
12	SF/VII /U1/8a	Tigor: Sorry, **Nurul**. I've got to go now. Nurul: Alright, **Tigor**. Goodbye, see you tomorrow. Tigor: Bye, **Nurul**. See you soon.			√				√	**Participant** : two students **Setting** : at school **Topic** : apologizing **Function** : the student apologizes to his friend that he has to go home first.
13	SF/VII /U1/8b	Miss Ina: Well, students, time is over. That's all for now. Students: Yes, **ma'am**. Miss Ina: Good bye and see you. Students: Thank you, **ma'am**.	√							**Participant** : a teacher and her students **Setting** : in a classroom **Topic** : saying goodbye **Function** : the teacher says goodbye to end the class, since the time is over.
14	SF/VII /U1/10	Student A: What's your name? Student B: Made Suwartana.			√					**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : a student wants to know his new friend, so he asks his name and his hometown.

No	Code	Conversation							Description
		Student A: What should I call you? Student B: You can call me Made. Student A: Are you from Bali, **Made**?							
15	SF/VII/U1/14	Andy: Hi, I'm Andy. I am a new studenthere. Putri: Hello, **Andy**. How do you do?		√					**Participant** : two students **Setting** : at school **Topic** : introduction **Function** : a new student introduces himself to his new friend who is already the member of the class.
16	SF/VII/U2/29a	Student A: Excuse me, **Made**. What's this in English? Student B: Oh, it's a marker.		√				√	**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student does not know the English name of a marker, so he asks his friend.
17	SF/VII/U2/29b	Student: **Miss Ani**, what's that? Wow, it's a thick book. Miss Ani: It's a dictionary.	√						**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking about things **Function** : the student asks her teacher about the name of a book that her teacher brings.
18	SF/VII/U2/32a	Student A: **Butet**, do you see my pencils? Student B: They're over there. Under the table.		√				√	**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student looses his pencil and he asks his friend whether he knows where his pencils are.
19	SF/VII/U2/32b	Teacher: **Tigor**, where is the garbage can? Student: It's over there, **ma'am**, next to cupboard.	√						**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher wants to throw her trash away, but she does not know where the trash can is, so she asks her student.
20	SF/VII/U2/34a	Student; Excuse me, I want to see **Miss Ina**.	√						**Participant** : a student and a school officer **Setting** : at school

No	Code	Dialogue								Description
		Officer: **Miss Ina** the English teacher? OK, just a minute.								**Topic** : asking for things **Function** : the students asks the officer whether he can see his teacher or not.
21	SF/VII /U2/34 b	Miss Ina: Hi, **Butet**. What can I do for you? Butet: Hello, **Miss Ina**. I want to borrow dictionary. Miss Ina: Here you are. Keep it clean and give it back to me after school. Butet: OK, **ma'am**. Thank you.		√						**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for things **Function** : the student wants to borrow her teacher's dictionary, because she does not bring hers.
22	SF/VII /U2/36	Student: I'm sorry **Miss Ina**, I'm late. Teacher: Well, alright, but don't be late next time, OK? Student: OK, **ma'am**. Thank you.		√						**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : apologizing **Function** : the student apologizes to her teacher for being late to be able to join the class.
23	SF/VII /U2/40 a	Student A: Hi, **Made**. Where do you go to school? Student B: SMP Swastiastu.			√					**Participant** : two students **Setting** : outside the school **Topic** : asking about things **Function** : a student wants to know in what school where the student he meets goes to.
24	SF/VII /U2/40 b	Student A: **Dona**, where do you go to school? Student B: I go to SMP Padang Bulan.			√					**Participant** : two students **Setting** : outside the school **Topic** : asking about things **Function** : a student wants to know in what school where the student he meets goes to.
25	SF/VII /U2/42	Student A: Hello, **Nuru**l. You're early.			√				√	**Participant** : two students **Setting** : in a classroom **Topic** : asking about things

No	Code	Dialogue								Description
		What time do you usually go to school? Student B: At 6.30. My house is not far from here.								**Function** : a student wonders why her friend always comes early, so she asks her what time she always goes to school.
26	SF/VII /U3/53 a	Student: Excuse me, **ma'am**. Are you **Miss Komala**, the Indonesian teacher? Teacher: Yes, I am.		√						**Participant** : a student and a teacher **Setting** : in a teacher's room **Topic** : asking about people **Function** : a student looks for a teacher, but he does not know the teacher yet, so he asks a teacher whether she is the teacher he wants to meet or not.
27	SF/VII /U3/53 b	Student: Excuse me, **sir**. Are you **Mr. Ashadi**, the Math teacher? Teacher: No, I'm not.		√						**Participant** : a student and a teacher **Setting** : in a teacher's room **Topic** : asking about people **Function** : a student looks for a teacher, but she does not know the teacher yet, so she asks a teacher whether he is the teacher she wants to meet or not.
28	SF/VII /U4/87 a	Student A: Who is she? Student B: She's **Ms Renata.** Student A: What does she do? Student B: A civil servant, I think.			√				√	**Participant** : two students **Setting** : outside the school **Topic** : asking about people **Function** : a student is curious of a woman they meet, so he asks his friend about her name and her job.
29	SF/VII /U4/87 b	Student A: Who are they? Student B: They're **Mr Sarjito and Mr Waluya.** Student A: What do they do? Student B: They are security guards, I think.			√				√	**Participant** : two students **Setting** : outside the school **Topic** : asking about people **Function** : a student is curious of the two men they meet, so he asks his friend about their name and theirjob.

No	Code	Data								Description
30	SF/VII/U5/124	Miss Ina: **Sugeng**, can you help me please? Sugeng: Yes, **ma'am**. What is it?	√							**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for help **Function** : a teacher wants her student to help her.
31	SF/VII/U6/159	Teacher: What is **Dita** wearing? Iwan: Dita? eerr, she's wearing a green skirt and a light green T-shirt. Teacher: That's not T-shirt, **Iwan**. It's a blouse. Iwan: Yes, **ma'am**.	√							**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher tests her student about clothes by asking the clothes that another student wears.
32	SF/VII/U6/163	Woman: Good afternoon, **sir.** Police: Good afternoon, **Madam**. How may I help you?	√						√	**Participant** : parent and a police officer **Setting** : in a police station **Topic** : greeting and asking for help **Function** : the parent goes to the police station to report her lost child.
33	SF/VII/U7/176	Shanti: Hi, **Malik**. What are you doing? Malik: Hello. I'm working on my assignment.			√				√	**Participant** : two children **Setting** : phone **Topic** : asking about things **Function** : Shanti asks her friend about his current activity by phone.
34	SF/VII/U7/179	Miss Ina: I can't read your handwriting. Write clearly please. Andi: OK, **ma'am.**	√							**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : ordering **Function** : the teacher wants her student to change his handwriting to make it clear to read.
35	SF/VII/U7/180a	Mr. Ahmad: Are you ready? Students: Yes, **sir.** Mr. Ahmad:	√							**Participant** : a sport teacher and students **Setting** : in a sport field **Topic** : checking readiness **Function** : the teacher checks

No	Code	Utterance							Description
		Run quickly.							whether the students are ready to run or not.
36	SF/VII /U7/18 0b	Miss Ina: Walk slowly. The floor is still wet. Students: Yes, **ma'am**.		√					**Participant** : a teacher and a student **Setting** : at school **Topic** : ordering **Function** : the teacher wants the student to be careful
37	SF/VII /U7/18 0c	Ms Ina: **Sugeng**, can you help me? Sugeng: Yes, **ma'am**. What would you like?		√					**Participant** : a teacher and a student **Setting** : at school **Topic** : asking for help **Function** : the teacher wants the student to help her
38	SF/VII /U7/18 0e	Dona: **Shanti**, I need your help. Shanti: Sure.			√			√	**Participant** : two students **Setting** : at school **Topic** : asking for help **Function** : the student wants her friend to help her.
39	SF/VII /U7/18 5	Ms Ina: Do you have the paper with you/ Students: Yes, **ma'am**.		√					**Participant** : a teacher and students **Setting** : in a classroom **Topic** : asking about things **Function** : the teacher asks to check whether the students are ready with the paper
40	SF/VII I/U1/4 a	Student A: Is **Mr Gabra** playing soccer? Student B: No, he isn't. He's playing tennis.		√					**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : one student asks checks whether their teacher plays soccer or not
41	SF/VII I/U1/4 b	Student A: Is **Jenny** cooking? Student B: Yes, she is.			√				**Participant** : two girls **Setting** : at home **Topic** : asking about things **Function** : the girl wants to make sure whether their friend cooks
42	SF/VII I/U2/3 0	Kid A: Hi **Sandra**. Do you think singing is good? Kid B: Hmm, I think singing is good, it makes us happy.			√			√	**Participant** : two students **Setting** : at school **Topic** : asking for opinion **Function** : a student wants to know her friend's opinion about singing
43	SF/VII I/U3/4	Miss Ratna: Hi, **Shanti**. Where		√					**Participant** : a teacher and a student **Setting** : at school

No	Code	Dialogue								Description
	2	were you yesterday morning? Shanti: Yesterday morning? Oh, I was at the National Museum. Miss Ratna: Do you enjoy your visit to the museum? Shanti: Yes, very much. Miss Ratna: Maybe we can go together sometime. Shanti: Sure, **Miss Ratna**.								**Topic** : asking about things **Function** : the teacher asks her student about the student's visit in a museum
44	SF/VIII/U3/43	Student A: **Butet**, let's go to the canteen. Student B: Sorry, I can't. I have to go to the Teacher's Room right away.			√				√	**Participant** : two students **Setting** : at school **Topic** : apologizing **Function** : a student apologizes to his friend for not being able to go to canteen together
45	SF/VIII/U3/46a	Student A: Was **Riko** tired? Student B: Yes, he was.			√					**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : a student wonders whether his friend is tired or not by asking to his another friend
46	SF/VIII/U3/46b	Student A: Were **Made** and **Putri** diligent students? Student B: No, they weren't.			√					**Participant** : two students **Setting** : at school **Topic** : asking about things **Function** : a student want to know whether their friends are diligent or not
47	SF/VIII/U3/51	Teacher: Now, **Dona**. Can you tell us about your activity		√						**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : telling past event **Function** : the teacher wants to

No	Code	Dialogue							Description
		last Sunday? Student: Last Sunday evening, **ma'am**?							know the activity done by her student on Sunday
48	SF/VIII/U4/69	Made: Hi, **Shanti**. Wow, look at you. That's a pretty dress. It's white, right? Shanti: Yes, it is.			√			√	**Participant** : two children **Setting** : at home **Topic** : complimenting **Function** : a child compliments his sister about her appearance in her new dress
49	SF/VIII/U4/70a	Boy A: Happy birthday, **Tigor**. Boy B: Thanks.			√			√	**Participant** : two boys **Setting** : in a birthday party **Topic** : congratulating **Function** : a boy congratulates his friend on his birthday
50	SF/VIII/U4/70b	Girl A: Happy birthday, **Rahma**. Wow, you are one year older now. Congratulations. Girl B: Thank you.			√			√	**Participant** : two girls **Setting** : in a birthday party **Topic** : congratulating **Function** : a girl congratulates her friend on her birthday
51	SF/VIII/U4/72	Dona: Hello, **Mrs Arlin**. Mrs Arlin: Oh, hello **Dona**, **Made**. Come in please.		√	√				**Participant** : two student and a school officer **Setting** : at school **Topic** : greeting **Function** : the students come to the office and greet the officer there to start the conversation
52	SF/VIII/U4/74	Student A: Hi, **Dona**. Are you OK? You look worried. Student B: Oh, hello **Sugeng**. I woke up late this morning.			√			√	**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student worries about her friend's condition for not looking so well
53	SF/VIII/U4/78	Shanti: It was a good event yesterday, **Butet**.			√			√	**Participant** : two students **Setting** : at school **Topic** : complimenting **Function** : a student compliments

No	Code	Utterance								Description
		Butet: Yes, a science day.								her friend's event
54	SF/VIII/U4/79	Miss Ina: Now, **Tigor**. Tell us about your project please. Tigor: Actually it wasn't only my project, **ma'am**. I did it with Butet.	√							**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : presenting idea **Function** : the teacher wants her student to present his project idea in front of the class
55	SF/VIII/U5/101a	Mother: Could you pick your sister up after school? Iwan: Sorry, I can't, **Mum**. I'm going to Tigor's place after school.				√				**Participant** : a mother and a son **Setting** : at home **Topic** : asking for help, apologizing **Function** : the son apologizes to his mother for not being able to help her to pick his sister up
56	SF/VIII/U5/101b	Father: Will you turn off the lights when you leave the room? We have to save the electricity. Butet: OK, **Dad**.				√				**Participant** : a father and a daughter **Setting** : at home **Topic** : ordering **Function** : the father orders his daughter to save electricity by turning the lights off
57	SF/VIII/U5/101c	Father: Don't forget to shut down the computer after you're done. Last time you forgot. Kurnia: Don't worry, **Dad**. I won't forget this time.				√				**Participant** : a father and a daughter **Setting** : at home **Topic** : ordering **Function** : the father orders his daughter to save shut the computer down
58	SF/VIII/U5/101e	Teacher: Please clean up the classroom after you're done with your painting.	√							**Participant** : a teacher and students **Setting** : in a drawing classroom **Topic** : ordering **Function** : the teacher orders his students to clean the classroom up after finishing painting

No	Code	Data								Context
		Students: yes, **sir**.								
59	SF/VIII/U7/1 52	Shanti: Today, in Famous People program, Butet and I are going to talk about another famous person in our country. So, **Butet**, tomorrow is a special day. Butet: Yes, it's Kartini Day, isn't in?			√				√	**Participant** : two students **Setting** : at school radio **Topic** : talking about a special day **Function** : a student, as the radio announcer, and a student talk about a special day of a famous person in Indonesia
60	SF/VIII/U7/1 56	Student: Excuse me, **ma'am**. May I ask you something? Teacher: Sure, **Tigor**.		√						**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for permission **Function** : the student wants to ask something to his teacher
61	SF/VIII/U7/1 60a	Student A: Have you done the homework? Student B: What homework? Student A: Yesterday **Miss Ina** asked us to write a biography.		√						Participant: two students Setting: at school Topic: asking about things Function: two students talk about a homework their teacher gave them
62	SF/VIII/U7/1 60b	Miss Ina: OK, class. What's a biography? Yes, **Tigor**. Tigor: It's story about people. Miss Ina: Yes, that's right. What about you **Nurul**? Do you have the same		√						**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for opinion **Function** : the teacher wants to know her students' opinion about the definition of a biography

No	Code	Dialogue								Context
		idea? Nurul; I think it's not only a story of someone's lefe, **ma'am**.								
63	SF/VIII/U8/183	Mr. Simbolon; Hello, SMP Nusantara, Simbolon speaking. Tigor: Good morning **Mr. Simbolon**. Could I speak to **Miss Ina**, please? Mr. Simbolon: And who's this? Tigor: Ups sorry, it's me Tigor. Mr. Simbolon: Oh, hi **Tigor**. Hold on. Miss Ina: Ina's speaking. Tigor: Hello, **Miss Ina**. This is Tigor. Miss Ina: Hello **Tigor**, how are you? Tigor, I'm not sure, **ma'am**.		√						**Participant** : a school officer, a student, and a teacher **Setting** : phone, at school **Topic** : asking for permission **Function** : the student want to ask his teacher's permission for not being able to go to the school by phone picked by a school officer
64	SF/VIII/U8/184a	Girl A: Hello. Girl B: Hello, this is Dona. Could I speak to **Nurul**, please? Girl A: Hi, **Dona**. Just a moment please. **Mom**, where is Nurul?			√	√			√	**Participant** : two girls **Setting** : phone, at home **Topic** : asking for things **Function** : a girl wants to speak with her friend through phone

No	Code	Utterance									Description
65	SF/VIII/U8/184b	Mr. Toni: Toni's speaking. Nurul: Hello, **Mr. Toni**. This is Nurul. Could I speak to **Dona**, please? Mr. Toni: Hi, **Nurul**. Mmmm let me see. Oh, Dona's taking a nap.			√						**Participant** : a man and a girl **Setting** : phone, at home **Topic** : asking for things **Function** : a girl wants to speak to her friend via phone, and she asks for it to her friend's father who picks the phone up
66	SF/VIII/U8/186	Nurul: Hello, Nurul's speaking. Dona: Hi, **Nurul**, it's Dona. Nurul: Hi, **Dona**.			√					√	**Participant** : two girls **Setting** : phone, at home **Topic** : greeting, phone starting conversation **Function** : a girl call her friend and she starts her phone conversation by greeting
67	SF/VIII/U8/187	Made: Hello. Iwan: Hello. Could I speak to Made please? Made: speaking. Iwan: Hi, **Made**. It's Iwan. Made: Oh, hi **Iwan**. What's up?			√					√	**Participant** : two boys **Setting** : phone, at home **Topic** : asking about things **Function** : a boy wonders why his friend calls him
68	SF/VIII/U8/189	Mother: What's your English name? **Miss Ani**? Nurul: No, **mom**. It's Ina. Mother: Right, **Miss ina**.	√		√					√	**Participant** : a mother and a daughter **Setting** : at home **Topic** : asking about people **Function** : the mother asks her daughter about her daughter's English teacher's name
69	SF/VIII/U8/191	Nurul: You see, a funny thing happened in my class yesterday. Dona: When	√								**Participant** : two students **Setting** : at school **Topic** : telling funny story **Function** : a student wants to tell her friend about a funny story in her

No	Code	Dialogue								Description
		was it? Nurul: Yesterday, during the English lesson. Dona: with **Miss Ina**?								English class
70	SF/VIII/U8/192	Dona: **Miss Ina**, have you ever had a funny experience in your class? Miss Ina: Well, I have a lot of funny experiences.	√							**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : telling funny story **Function** : a student wants to know whether her teacher has funny story in her class or not
71	SF/IX/U1/11	Student A: **Miss Ina** is absen today. Student B: Are you sure? Student A: I'm possitive.	√							**Participant** : two students **Setting** : at school **Topic** : asking for certainty **Function** : a student makes sure to her friend whether her teacher is really absent or not
72	SF/IX/U1/31	Student A: Does **Tigor** have any bananas on the table? Student B: Yes, but he has only one banana on the table.		√						**Participant** : two students **Setting** : in a classroom **Topic** : asking about things **Function** : a student wants to know whether his friend has bananas or not
73	SF/IX/U4/113a	Student: Excuse me, **ma'am**. Teacher: Yes, **Nurul**, what is it?	√							**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking for permission **Function** : a student excuses herself to ask for her teacher's permission
74	SF/IX/U4/113b	Student: Excuse me, **ma'am.** Teacher: Sure, **Tigor**.	√							**Participant** : a student and a teacher **Setting** : in a classroom **Topic** : asking for permission **Function** : a student excuses himself to ask for his teacher's permission for interrupting the teacher

75	SF/IX/U4/11 4	Nurul: Excuse me, where is the nearest post office? Police officer: It's over there, on the right. Nurul: thank you, **sir**.		√						**Participant** : a student and a police officer **Setting** : on the road **Topic** : asking for directions **Function** : a student wants to go to the post office but she does not know where it is, so she asks the police officer she meets
76	SF/IX/U4/11 5a	Student: Excuse me, **ma'am**. Do you think it's okay if I go home early today? Teacher: Why? Student: My mom's hospitalized and I want to visit her.		√						**Participant** : a teacher and a student **Setting** : in a classroom **Topic** : asking for permission **Function** : the student wants to go home early, so she asks for her teacher's permission
77	SF/IX/U4/11 5b	Mrs Ade: Well, students, today we're going to talk about river. A river is a very important aspect in lifes. Why is it important? Yes, **Seto**? Seto: I think a river is very important because it provides water.		√						**Participant** : a teacher and students **Setting** : in a classroom **Topic** : asking for opinion **Function** : the teacher wants to know her students' opinion about the importance of river
	TOTAL			40	35	5	-	-	22	

Appendix D. Surat Pernyataan Triangulasi Data
SURAT PERNYATAAN TRIANGULASI
Yang bertanda tangan di bawah ini saya,

Nama   : Tika Destiratri Setiawan

Pekerjaan   : Mahasiswa

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama   : Astika Nurwidyawati

NIM   : 11202241043

Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Bahasa dan Seni

Judul   : A SOCIO-PRAGMATICS ANALYSIS ON ADDRESS TERMS EMPLOYED IN THE SPEAKING MATERIALS IN *ENGLISH ON SKY* TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta,   September 2015

Triangulator

Tika Destiratri Setiawan.

SURAT PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini saya,

Nama   : Danar Khoirunnisa
Pekerjaan   : Mahasiswa

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama   : Astika Nurwidyawati
NIM   : 11202241043
Prodi   : Pendidikan Bahasa Inggris
Fakultas   : Bahasa dan Seni
Judul   : A SOCIO-PRAGMATICS ANALYSIS ON ADDRESS TERMS EMPLOYED IN THE SPEAKING MATERIALS IN *ENGLISH ON SKY* TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta,   September 2015

Triangulator

Danar Khoirunnisa