

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Language and Society

In a social context, the study of language tells about how people organize their social relationship within a particular community. According to Wardhaugh (2006: 10), there are some possible relationships between language and society. First, the social structures may either influence or determine linguistic structure and/or behaviour. Second is the opposite of the first, that is, linguistic structure and/or behaviour may either influence or determine social structure. Third is that language and society may influence each other. The next is to assume that there is no relationship at all between linguistic structure and social structure and that each variable is independent of the other. Social structure itself is maybe measured by reference to such factors as social class and educational background. Verbal behaviour and performance are maybe related to these factors.

Coulmas (2003: 267) states that in Marxist social theory, class is defined as a term of possession of means of production whose unequal distribution which is seen as the chief reason of social conflict (social struggle). In the concept of a stratified social system, each individual is located in an continuum of hierarchically ordered class grouping. Social structure is a composite variable that is calculated by reference to a number of indicators such as income, profession, and educational level.

2. Sociolinguistics

According to Holmes (1995), sociolinguistics is the study about the relationship between language and society. It is interesting to explain why people speak differently in different social context, and also concerned with identifying the social functions of language and the ways it is used to convey social meaning. Chaika (1982) states that human society depends on language and also shapes language, thus it is impossible to understand society and language separately. Further, Chaika says that sociolinguistics is concerned with investigating the relationships between language and society with the goal of being a better understanding of the structure of language and how languages function in communication. The equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language, e.g. how certain linguistic features serve to characterize particular social arrangement. In other words, in sociolinguistics people study language and society in order to find out as much as they can about what kind of thing language is, and in the sociolinguistics they reverse the direction of their interest. Added to this, sociolinguistics is the empirical study of how language is used in society (Coulmas, 2003: 563). It is an interdisciplinary field of research which attaches a great significance both to the variability of language and to multiplicity of languages and language forms in a given society.

Hudson (1980: 1) defines sociolinguistics as the study of language in relation to society, implying that sociolinguistics is a part of the study of language. It means that sociolinguistics agrees that language is closely related to

the users, in society. Thus, language and society are closely tied to each other. There is no society that does not depend on language and vice versa because society is a place and a process where language is produced. Hudson says that sociolinguistics is the study of how language serves and it is shaped by the social nature of human beings. In its broadest conception, sociolinguistics analyzes the many and diverse ways the relationship between language and society. This study requires and combines a number of disciplines, including linguistics, sociology, psychology, and anthropology. He also adds that the basic notion underlying sociolinguistics is quite simple, that is, language symbolically represents fundamental dimension of social behaviour and human interaction. In other words, sociolinguistics examines the interplay of language and society, with language as the starting points.

3. Address Forms

In British culture, the address forms include the use of first names; the addition of title such as *Mr, Ms, Mrs, Sir*, and special honorifics like *Your majesty, Your highness, and My lady*. There are some factors that determine the choice of using the appropriate address forms for someone. It is clearly illustrated in Figure 1.

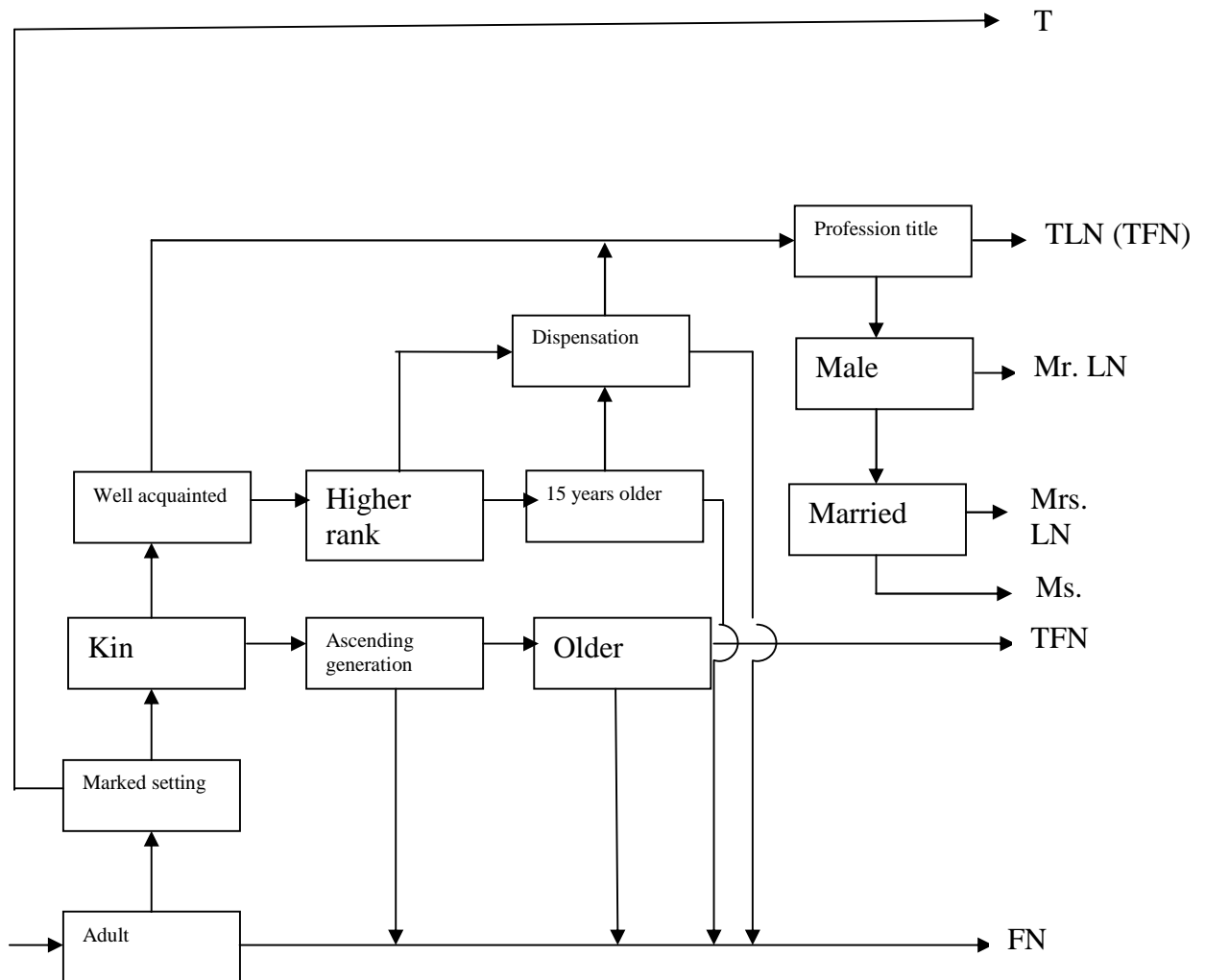


Figure 1: Factors Constraining the Polite Choice of Address Forms in British English (Reproduced from Laver 1981: 297)

The diagram shows two types of politeness. When the Boss asks the subordinates to call her or him with his or her FN, it reflects a positive politeness as it expresses solidarity and minimizes status difference. On the other hand, negative politeness involves expressing oneself appropriately in terms of social distance and respecting status differences. The example of negative politeness is

shown by the use of TLN to the superiors and to older people that someone does not know well.

Kasper (1990) states the reason why choosing the address system used by a person is one of the strategies of politeness. The choice of a specific address form is defined as “social indexing”, which depends upon the relationship between the participants; this is opposed to “strategic politeness”, where choices are made dependent upon situational variables and intentions. Thus, politeness and address are viewed as essentially independent systems. Nevertheless, power relations which determine “social indexing” may also influence “strategic politeness”, but the latter is usually dependent on more factors (degree of imposition etc.). He also adds that in social context, the study of language tells us about how people organize their relationship within a particular community. The purpose of their talk will also affect its form. Language is not only used to convey referential information but also to express information about social relationship.

Chaika (1982: 47) states that the rules of addressing in a society are as complex as the society itself. Address is used almost for power and solidarity. It is also used to reinforce the relative intimacy and power between people. Holmes (2001: 268) states that a polite person makes others feel comfortable. Being linguistically polite involves people appropriately speaking to other based on their relationship. There are two different types of politeness, negative and positive politeness. Positive politeness is more solidarity oriented. In positive politeness, people usually use FN to express solidarity and to minimize status differences. On

the other hand, negative politeness involves expressing oneself appropriately in terms of social distance and status differences.

Most studies on address terms concentrate on whether or not FN is used on title like *'Mr'*, *'Mrs'*, *'Prof.'* plus last name. TLN generally indicates social distance. In general, people use TLN upwards to superiors, and FN downwards to subordinates.

Besides the classification of address forms based on type, purpose, and factor above, the other classification is how the address terms are uttered. It is about whether the speaker addresses the addressee directly or indirectly. The direct address means that the addressee is present in the time of speaking. This is the example of Ervin-Tripp in her writing (1972: 227) calling it as face-to-face address.

“The first selector checks whether the addressee is a child or not. **In face-to-face address**, if the addressee is a child, all of the other distinctions can be ignored.” She also called it as ‘direct address’ (1927: 225). “**If a title is normally used in direct address** and there are several members of the kin category, a first name may also be given (e.g *Aunt Louise*).

However, Thomas (1995: 154) states that when the addressee is present in the time of speaking, it is called as terms of address, while if the addressee is not present, it is called as terms of references. Based on those two theories, the researcher tends to use Ervin-Tripp’s theory about the kinds of address forms.

Holmes (2001: 1) states that the address forms in this research are divided into those two kinds of utterances since one person might be addressed by different address forms based on the situation of the speaking. In her book, Holmes illustrated a boy named Ray came late from his school since his teacher

kept him again. He spoke with her mother and addressed his teacher by ‘bastard sootbucket’. When his mother said that his grandmother was there, he was sorry because he realized that his grandmother would like to hear him addressing his teacher by those words. If he knew that his grandmother was there, then his description of his teacher would have been expressed differently.

In the next example, Holmes (2001: 2) illustrates that after leaving the school, Ray had run into the school principal. When he was asked by the principal what he was doing, he answered that his teacher kept him again. In this conversation, Ray addressed his teacher as “Mr. Sutton.” From the explanation above, it can be concluded that the same message may be expressed very differently to different people. People use different styles in different social context.

a. Types of Address Forms

In the daily activities, someone meets different kinds of people. When they communicate with others, they use language differently. This depends on the situation whether it is formal or informal. Holmes (2001: 2) states that when people communicate with others, unconsciously they also indicate aspects of their social identity through the way they talk. Language provides a variety of ways of saying the same thing such as addressing and greeting others, describing things, paying compliments, and so on. Most people greet friends and family differently from those they do not know well, and from those who are in a superior relationship to them, often nicknames or endearments are used between people who know each other well.

They can signal the same message of what Brown and Gilman (1960) called as power and solidarity. In a greeting, address can be divided stylistically in two ways. First, address is used almost solely for power and solidarity. Between two people, it remains constant throughout a relationship unless that relationship changes. An example is an older person's saying, '*oh call me Jessica*', when previously she was called "Mrs Simpson". She is signalling that she wishes more solidarity. Greeting may be varying between two people. The variety depends on their mood. Two people, who address each other the same way each time they meet, may vary their greeting.

Second, address can be repeated constantly through a conversation to reinforce the relative intimacy and power between people. As stated before, the actual rules of addressing in a society are as complex as the society itself. Most studies of address concentrate on whether or not FN is used or Title like '*Mr*', '*Mrs*', '*Miss*', '*Prof.*' etc plus Last Name . Address also involves nicknaming the use of '*Sir*', or '*Ma'am*', *man*, *boy*, as well as *Your Honour*, *Your Eminence*, even *Aunt* and *Uncle* (Chaika, 1982: 47). There are so many types of address forms. People can choose them to address others. According to Chaika (1982: 47-50), the types of address forms are FN, TLN, KT, and respectful term. Special nicknames are also often used among closed friends.

Holmes (2001: 268-273) argues that the types of addressing forms are FN, TLN, Occupational Title. Some people, mainly male, mutual LN is the norm and there is also a non-reciprocal patter, Occupational Title. In addition, between some people, mainly male, mutual LN is the norm and there is also a non-

reciprocal pattern involving *Madam/Sir* upwards and LN downwards to subordinate. According to Wardhaugh (1986: 258-264), the types of address forms are FN, TLN, PN, T, Kinship Term, and LN. People should note that in such a classification, titles like *Sir* or *Madam* are generalized variants of the title category, i.e. generic title.

In this paper, the researcher discusses the types of address forms used by the characters in the movie *Hamlet*. The researcher classifies the types of address forms into six. They are T, FN, KT, OT, TLN, and TFN.

b. Purpose of Addressing

As mentioned above, most people address their friends and family differently from those they do not know well, and from those who are in superior relationship to them. Addressing person 'Mr', 'Mrs', 'Miss', or by First Name (FN) is not about simple vocabulary choice, but about the relationship of social position of the speaker and the addressee. The choice of a certain type of address forms involves by central values and norms of politeness, deferences, and status.

According to Chaika (1982), most studies of addressee concentrate on whether or not FN is used or title like 'Mr', 'Mrs', 'Miss', 'Dr.', 'Prof.', etc. plus Last Name. TLN generally indicates social distance. Superiors to those they outrank but who are, nevertheless, of relatively high status may also use it. In general, people use TLN upwards to superior, and FN downwards to subordinate. When people want to keep someone inferior, they are subordinated by their first name. In some society, inferiority is understood by last-naming alone. Today, mutual last naming by peers is a sign of intimacy or affection.

It is quite usual in many societies to find the same address forms being used both to keep inferior in their place and as sign of intimacy. Beside first name, people also use nickname to address others. Special nicknames are often used among close friends to sign intimacy. Some people use TLN to show their respect to another. Younger people usually command 'Mr', 'Mrs', or 'Miss' to an elder people, because age is one of clear determinant use of the TLN form.

According to Holmes (2001), address forms can be used to show politeness. There are two kinds of politeness, positive politeness and negative politeness. Positive politeness is solidarity oriented. When the superior suggests that a subordinate should use FN, this shows positive politeness. This is positive politeness move, expressing solidarity and minimising status differences.

In contrast, negative politeness pays people respect and avoids intruding on them. Negative politeness involves expressing oneself appropriately in terms of social distance and status differences. Not all superiors wish to maintain distance, or at least not so overtly as using formal TLN. When superiors wish more solidarity, they insist their subordinate to address them by their FN (s). An example is a superior saying, "*Dr. Adam is far too formal. Please call me Patch.*" when previously his subordinate called him by his TLN.

The use of TLN is also usual between upperworking class neighbours who lives close each other, but who are not friends and do not see each other socially. Some people also use TLN to show politeness. People never realize when they try to be polite to another person by addressing him or her with TLN politeness indicates formality, and formality indicates social distance. According to

Wardhaugh (1986), the asymmetric use of TLN, and FN, indicates inequality in power. However, mutual TLN indicates inequality and unfamiliarity, while mutual FN, indicates equality and familiarity.

The switch from mutual TLN to FN is also usually initiated by the more powerful member of the relationship. There are also other options of addressing others. Those options are T and LN. Address by T is the least intimate form of address which designate ranks or occupation. Meanwhile, address by FN is, of course, a sign of considerable intimacy or at least of a desire for such intimacy. When someone uses FN alone in addressing others, they may feel an occasion that the person is presuming an intimacy. They do not recognize or, alternatively, is trying to assert some power over them.

One additional peculiarity of systems of naming and addressing is that people sometimes give names to and address, non-human as well as human. It calls as pet name. Using nickname or pet name shows greater intimacy between the speaker and the addressee. It is different in North America. The use of a person's name in North America does not necessarily indicate friendship or respect. First names are required among people who work closely together, even though they may not like each other at all. First name may even be used to refer to public figures, but contemptuously as well as admiringly.

In this research, the research discusses the function of address forms used by the characters in the movie *Hamlet*. The researcher classifies the purposes of address forms into six categories. They are to show inferiority, solidarity, intimacy, politeness, to maintain social status, and formality.

c. Factor of Rules of Addressing

As discussed above, people address different people in different way. They address people based on the context whether they are in formal or informal context. When they address someone, there are some factors which will affect the choice of addressing rules. Chaika (1982) proposes that the factors (which will affect addressing rules) are social distance, age, and social status. People can see some of the possible dangers in cross-cultural communication when they learn the terms of address system of another language but fail to appropriate how they are related to the other. It means that custom and culture are also the factors which affect the address rules. One factor which contributes to the assessment of social distance, and hence to the appropriate way of being polite is the type of relationship involved. The other factor, which seems to override the address rules, is relative age.

The asymmetric use of names and address forms is often a clear indication of a power difference. The students are addressed by their FN (s), and the teachers are addressed by their TLN (s). Long time ago, whites usually used naming and addressing practices to put blacks in their place. White people addressed Blacks by their first names in situation, which required them to use T, or TLN. From the explanation, people can see that there was a clear racial distinction in the practice of address rules. It shows the social status factor in society where the address rules exists. As their age and their family relationship change, issue of naming and address may arise. Some languages actually employ what they regard as kinship terms for people as address forms. The kinship system itself is generation and age-

oriented with terms for both the paternal and maternal sides. Addressing someone by their FN (s) also indicates a sign of considerable intimacy or at least of a desire for such intimacy.

4. Politeness Principles

Politeness is an aspect of pragmatics. The use of politeness in language is determined by some external contexts. One of the external contexts is the context of communication such as the social status of the participants. Holmes (2001: 267) states that a polite person makes other comfortable. Being linguistically polite involves speaking to people appropriately in the light of their relationship. She also adds being polite is a complicated business. It is difficult to learn because it involves understanding not just the language, but also the social and cultural values of the community.

Lakoff (in Coulmas, 2003: 579) states that politeness is how language is used to define interpersonal relationships in terms of formality, intimacy, solidarity, and deference. In support of it, Grundy (1995: 135) states that there are three determiner to use politeness strategies. They are distance, power, and imposition. Distance implies the evaluation of the other's place in the world, degree of familiarity, and solidarity towards the addressee, power is evaluated in terms of numerous factors such as position in society and age. Imposition covers every action which threatens the addressee's autonomy and freedom of action. Making decisions about what is or is not considered polite in any community therefore involves assessing social relationship along the dimensions of social distance or solidarity, and relative power or status.

These two dimensions also provide the basis for a distinction between two different types in politeness. Positive politeness is solidarity-oriented. Positive politeness involves expressing solidarity and minimizing status differences. By contrast, negative politeness pays people respect and avoids intruding on them. Negative politeness involves expressing oneself appropriately in terms of social distance and respecting status differences.

Leech (1983: 131) states that politeness concern a relationship between two participants called as *self* and *other*. In conversation, *self* is normally identified as *s*, and the others are typically identified with *h*; but a speaker also shows politeness to the third parties, who may or may not be present in the speech situation. The label *other*, may be therefore applied not only to the addressees but to people designated by third-person pronouns.

Leech (1983: 132) then proposes six maxims in politeness principles. They are presented as follows.

a. Tact maxim

Leech (1983) classifies the tact maxim which is only applicable in illocutionary functions as ‘impositive’ and ‘commissive’. In short, the concept of the tact maxim is to minimize the expression of beliefs which express or imply cost to other; maximize the expression of belief which express or imply benefit to other. The example of the maxim can be seen in the following example.

*‘You know, I really do think you ought to sell that old car. It is costing more and more money in repairs and it uses up far too much fuel. ’*The tact maxim is adhered by the speaker to minimize the ‘cost’ to the addressee by using two

discourse markers, one to appeal to solidarity '*you know*' and the other as a modifying hedge, '*really*'; one attitudinal predicate '*I do think*' and one modal verb, '*ought*'. On the other hand, the speaker maximizes the benefit to the addressee in the second part of the turn by indicating that s/he could save a lot of time and money by selling the car.

b. Generosity Maxim

The concept of the generosity maxim is to minimize the expression of beliefs which express or imply benefit to self and maximize the expression of belief which express or imply cost to self. The example of generosity maxim is presented in the following example.

'It's none of my business really, but you look so much nicer in the green hat than in the pink one. If I were you, I'd buy that one.' In the first part of the utterance, the speaker reduces any concern of hers to a minimum, but indicates in the second half that she would far prefer to see her friend in the green hat rather than the pink one.

c. Approbation Maxim

The concept of the approbation maxim is to minimize the expression of beliefs which express approval of other. The maxim is applicable in illocutionary functions classified by Leech (1983) as 'expressive' and 'assertive'. The example of the maxim is illustrated below.

'Wow! It is the greatest work that I've ever seen. You are true genius!'

d. Modesty Maxim

The main concept of the modesty maxim is to minimize the expression of praise of self and maximize the expression of praise of other. It is usually used inexpressive and assertive. Below is the example of modesty maxim.

‘Well done! What a wonderful performance! *I wish I could sing as well as that.*’ In the example, *S* shows his/her praising to the *H* and belittles his/her ability in order to highlight the addressee’s ability.

e. Agreement Maxim

The main concept of the agreement maxim is to minimize the expression of disagreement between *self* and *other*, and maximize the expression of agreement between *self* and *other*. It is usually applied in assertive as exemplified in the following example.

‘I know we haven’t always agreed in the past and I don’t want to claim that the government acted in any other way than we would have done in power, but people believe the affair was essentially mismanaged from the outset.’ In the example, the speaker and the addressee are engaged in a political debate. The speaker wishes to make a claim about his political party but to minimize the disagreement with the interlocutor s/he applies token agreement.

f. Sympathy Maxim

The main concept of the sympathy maxim is to minimize antipathy between *self* and *other*, and maximize sympathy between *self* and *other*. It is usually applied in assertive, for example, *‘I’m sorry to hear about your cat.’*

5. Social Factors and Dimensions

The variation of languages spoken in a community and the choice of what will be spoken to a person are interconnected with the social factors and dimensions (Holmes, 1995).

a. Social Factors

Social factors have been relevant in accounting for the particular variety used. Some relate to the user, the social setting, and function of the interaction. The setting or social context is generally relevant factor, too. Not all factors are relevant in any particular context but they can be grouped in ways which are helpful. In any situation linguistic choices generally reflect the influence of the following components.

1) The participants

The variation of language depends on the participants or the users of language. Who is talking to whom (e.g. teacher- student, boss- worker, parent- children) is an important factor. It points out that the position of the persons involved in a communication influences the variation of the language.

2) The setting

The setting or the social context of the interaction is also important. It relates to where the persons are making conversation for communication. The setting may be different, depending whether the conversation takes place in a formal setting or in an informal one.

3) The topic

The topic of the conversation also influences the choice. For example, a student uses a formal language to his teacher and calls her as “Ma’am”, or “Miss X” while in the different time, to the same person he just uses informal language. Miss X here is the neighbor of the student and also his mathematics teacher at school. The first conversation happens at school when talking about the lesson and the second one happens at home when talking everyday matters.

4) The function

The function here means the aim or purpose of the interaction or why such interaction is made.

b. Social dimensions

According to Holmes (1995), there are four different dimensions which should be considered for analysis which is related to the social factors mentioned previously. They are placed implicitly in the conversation, i.e. the social distance scale, the status scale, the formality scale, and the referential and affective function scale.

1) The social distance scale

Intimate	Distant
High solidarity	Low solidarity

Figure 2: **The Social Distance Scale (Holmes, 1995: 12)**

This scale is useful in emphasizing how well people know someone is a relevant factor in linguistic choice. It concerned with participant relationships.

2) The status scale

Superior	High status
Subordinate	Low status

Figure 3: **The Status Scale (Holmes, 1995: 13)**

This scale points to the relevance of relative status in some linguistic choice. It is the same as social distance scale concerning participants relationship.

3) The formality scale

Formal	High formality
Informal	Low formality

Figure 4: **The Formality Scale (Holmes, 1995: 13)**

This scale is useful in assessing the influence of the social setting or type of interaction in language choice. It is related to the setting or type of interaction.

4) The referential and affective function scales

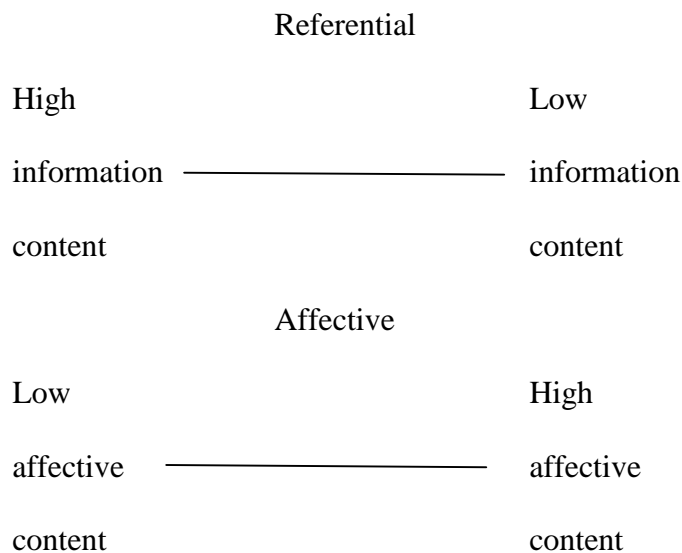


Figure 5: **The Referential and Affective Function Scale (Holmes, 1995: 14)**

Language serves many functions. The two identified in these scale are particularly pervasive and basic. Language can convey objective information of a referential kind. It can also express how someone is feeling.

6. Social Dialect

Holmes (1992: 144) states that dialects are simply linguistic varieties which are distinguishable in vocabulary, grammar, and pronunciation; the speech of people from different social, as well as regional, groups may differ in these ways. The term “dialect” can be used to describe differences in speech associated with various social groups or class. An immediate problem is that of defining social group or class, of giving the proper weight to the various factors that can be used to determine social position, e.g. occupation, place of residence, education, new, versus, old, income, racial, cultural background, etc. Social dialects originate

among social groups and are related to variety of factors, the principal ones apparently being social class, religion, and ethnicity.

The dialect people grace with the name standard English is spoken with many different accent. In social terms, linguistics forms which are not part of standard English are by definition non-standard because the standard dialect is always the first to be codified. It is difficult to avoid defining other dialects without contrasting them with the standard.

A person's dialect reflects their social background. It is easier to see the evidence for social dialects in places such as England and Indonesia. In these countries, there are strict social rules governing the kind of behaviour appropriate to each group. The rules cover such as the kind of jobs a person can have, who they can marry, how they should dress, what they should eat, and how they should behave in a range of social situations.

The terms of social class is used as a shorthand term for the differences between people which are associated with differences in social prestige, wealth, and education. Social dialect research in many different countries has revealed a consistent relationship between social class and language patterns. People from different social classes speak differently.

7. Hamlet

Hamlet is a film by Scott Renshaw. It is based on the play by William Shakespeare. This film was directed by Kenneth Branagh. The main characters are Hamlet (Kenneth Branagh), Polonius (Richard Briers), Gertrude (Julie Christie), Claudius (Derek Jacobi), and Ophelia (Kate Winslet).

The setting is dominated by a large, mirrored hall with a black-and-white checkerboard floor. It fills the screen with light, figuratively and literally, breaking from the conventional gloom that so often defines staging of *Hamlet*.

The story centers on Hamlet, a thirty-year old Prince of Denmark during the twelfth century, who is mourning the death of his beloved father and the untimely (and, according to custom, unseemly) wedding of his mother, Gertrude, to his uncle, Claudius. Hamlet sees his mother's sudden re-marriage as a betrayal of her union with his father.

Hamlet, the prince of Denmark, his uncle Claudius has married his mother Gertrude. Hamlet receives news that the guards of the palace have seen his father's ghost. The father's ghost appears to Hamlet, telling him how Claudius killed him by pouring poison in his ear while he slept. Hamlet attempts to find the truth of this and stages an elaborate ruse to determine if Claudius is the murderer. All around him, people begin to wonder if Hamlet has not gone mad.

B. Previous Research

Shalihah conducted research of A Pragmatic Analysis on the Rules of Addressing Used by the Main Character in Jane Austen's *Emma*. The objectives of this research are to describe (1) the types of addressing form used by the main character in Jane Austen's *Emma*, (2) the purpose of the use of certain kind of addressing terms by the main character, and (3) the factors underlying the main character's choice in using the address form.

The result of this research revealed that there are eight types of addressing terms which are Title + Last Name, First Name, Full Name, Pet Name, Kinship Term, Title + First name, Occupational Term, and Title Only. The most frequently used address form is Title + Last name and the least used address form is title only. In answering the second problem formulation, there are six purposes; underlying the choice of certain address form. They are to perform intimacy, to show social status, to show inferiority, to show friendship, and to maintain solidarity.

Aditia Kusuma conducted research of The Analysis of Second Personal Address Forms in the Film Entitled *Notting Hill: A Sociolinguistics Approach* (2010). He used sociolinguistics approach and also manipulates some other supporting theories related to the matter discussed, namely domain of language use, social dimension of investigation and rule of address. The researcher used a descriptive method in this research. The data being analyzed are all the dialogues containing address forms of the film '*Notting Hill*'. In analyzing the data, the researcher did not take all the data, because there are some data which have

similar interpretation. Thus, the researcher only analyzes some sample data which have different interpretation including the representative data having similar interpretation. This research concluded that there are five terms of address used in the six domains of the dialogues of the film. The terms of address above are T, TLN, LN, FN, and MN. While the domains discovered in the film are home, employment, hotel, eatery, entertainment, and public place. The occurrence of the terms of address above was in the dimensions of power, solidarity, formality, and function. Those uses of address terms by the characters of the film reflect the choice of people in English society in determining the address used which are represented in the film '*Notting Hill*'.

There are two differences of both research thesis with this current research. First, the data source in the first research by Miftahul Shalihah is novel, while this research used movie to be the source of the data and has the same data source with the second previous research. Second, the first previous research classifies eight types of addressing forms and the second previous research classifies six types of addressing forms. This research classifies the types of addressing forms into six. They are T, FN, KT, OT, TLN, and TFN.

C. Conceptual Framework and Analytical Construct

1. The conceptual framework

Firstly, the movie *Hamlet* as the main source of data in the research analyzed through sociolinguistic approach. This research uses Sociolinguistic analysis because it discusses the language connected to the users in which how

they use language in their communication as determined by the condition of society.

Based on the focus of the research, the topic that is studied here is the address forms used by the characters of the movie. Therefore, the address forms features are decided to be the subject of the research. Further, related to the focus of the research, the objectives of the research are the address forms used by the characters of *Hamlet*.

The steps to analyze the use of address forms used by the characters in *Hamlet* are presented in the chart on the following page.

2. Analytical Construct

The literature review shows that the sociolinguistic analysis considers the form of the language studied which in this case is the address form. The address forms used then are classified into four categories such as title alone, first name, title plus first name and title plus last name. The analytical construct for this study is illustrated in Figure 6.

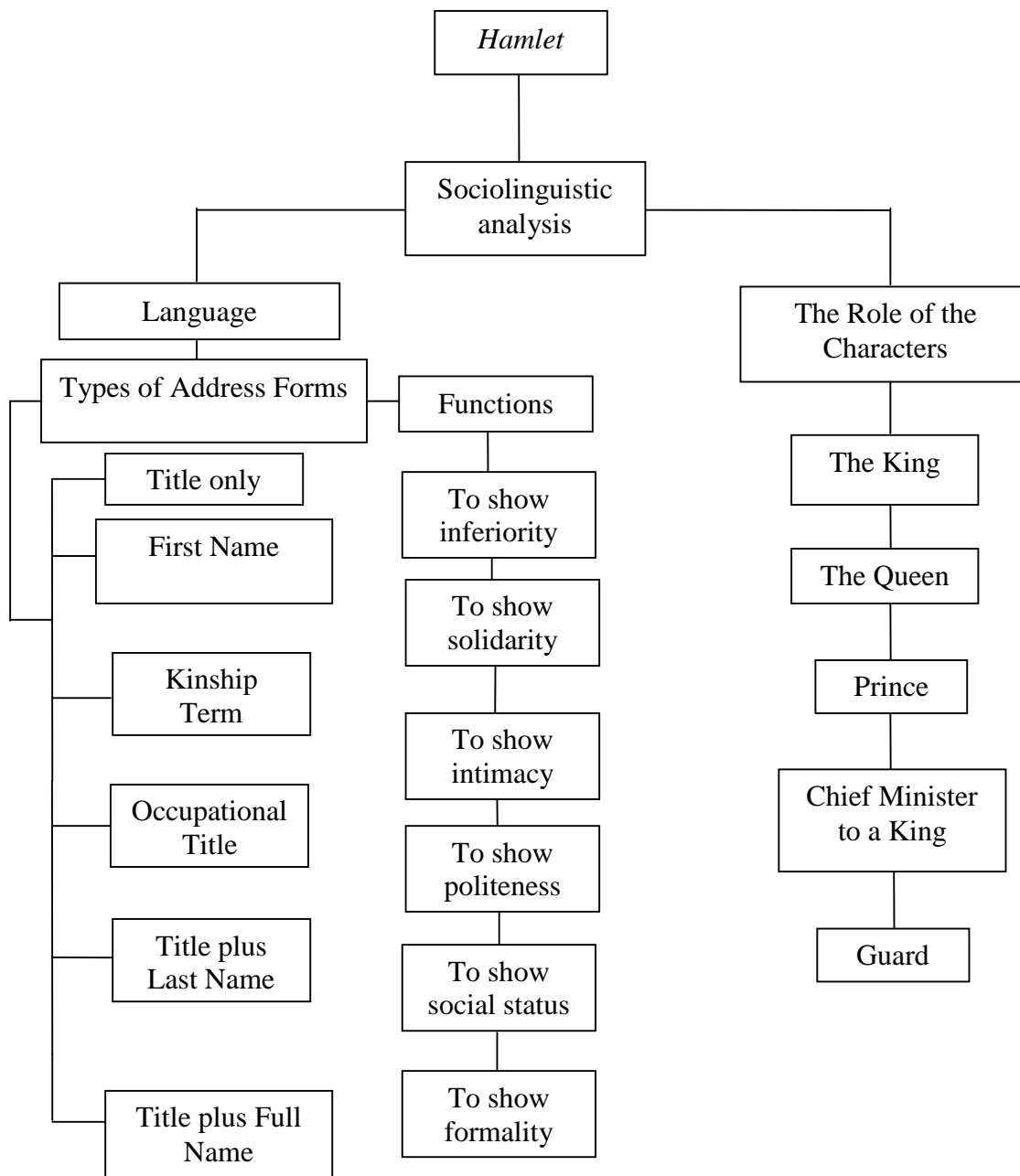


Figure 6: **Analytical Construct of Sociolinguistic Analysis of Addressing Forms in the Movie *Hamlet***