

## CHAPTER III

### PRESENTATION AND ANALYSIS OF THE DATA

#### III. 1. PRESENTATION OF THE DATA

In this section, the writer would like to present the data from elicitations. The data consist of pronouns, terms of address, titles and names. According to Brown and Gilman, a norm for the pronominal and verbal expression of power compels a continuing coding of power, whereas a norm for titles and names permits power to go uncoded in most discourses. The writer would like to use the data from elicitations which compel a continuing coding of power for the section of Major Patterns of Symmetrical and Asymmetrical Relation analysis. Those are such as pronoun of address : kamu, sampeyan, so on and terms of address : bapak, pak, ibu, bu, saudara. The rest of the data which permit power to go uncoded will be discussed in the section of Dynamic Variations in Terms of Address Usage.

##### III.1.1. THE USAGE OF ADDRESS TERMS BY STUDENTS

Awareness of power as a potential factor in terms of address usage was revealed by our participants special attitudes toward the saying V to an old addressee both in informal situation and formal situation. The writer finds

that all of our participants address lecturers by using *bapak*, *ibu*, with its variants of usage namely *pak*, *pak + name*, *bapak + name*, both in informal and formal situations. The students are more prone to use *pak* or *pak + name* abbreviated from *bapak* for male lecturer and *bu* or *bu + name* abbreviated from *ibu* for female lecturers, both in and outside of class. The following tables describe the above explanation ;

Table III.1.1.1. The usage of address terms by students to lecturers in formal situation

Male lecturer	%	Female lecturer	%
Bapak	19,8	Ibu	19,8
Bapak + name	6,6	Ibu + name	3,3
Pak + name	33	Bu + name	26,4
Pak	39,6	Bu	49,5

Table III.1.1.2. The usage of address terms by students to lecturers in informal situation

Male Lecturer	%	Female Lecturer	%
Bapak	9,9	Ibu	6,6
Bapak + name	6,6	Ibu + name	3,3
Pak + name	29,7	Bu + name	36,3
Pak	39,6	Bu	39,6
Mas	9,9	mbak	6,6
Mas + name	3,3	mbak + name	6,6

According to the participants, the reason for using *bapak/ibu* and its variations by students to their lecturers

both in formal and informal situations is that they feel it is a must for them to respect older people in all situations. The exception is the new young female lecturers who usually receive Javanese kin term *mbak*, and *mas* for male lecturers in informal situation. They are even sometimes addressed by their names if the students are of the same age with them and used to be classmates.

Among students they are prone to use *anda* or *saudara* in formal situation. For female student, there is another variant of *saudara* : *saudari* which is modified by changing the final vowel with phoneme /i/. In informal situation, among students tend to use *kamu* taken from Bahasa Indonesia, *kon*, the Javanese second person pronoun, and proper name. Intimacy, in this system, refers to close ties of friendship, which can occur with others of widely varying age and is quite distinct from solidarity. The influence of Javanese terms of address obviously shows in informal situation. For a very close friendship, the choice of *kon* with literal meaning *you*, is in high percentage. Senior female students usually address the junior female students by using *dik*, *dik* + name, but these rarely occur for male students. Female students, from collected data, are more prone to use Javanese kinterms namely *dik*, *mas*, *mbak* than male students. Among some female students, the Javanese pronoun *sampeyan* is commonly used to express their feelings

of affection and delicacy of manners both for female or male students. In the particular context some variants of address terms are used such as *rek*, *coek*, *non*, *you* which will be discussed in the next section. The following tables make clear the above description :

Table III.1.1.3. The usage of address terms among students in formal situation

Male Student	%	Female Student	%
Saudara	23,1	Saudara	26,4
Saudara +name	13,2	Saudari	3,3
Name	13,2	Name	19,8
Anda	46,2	Anda	49,5
Kamu	3,3	Kamu	-

Table III.1.1.4. The usage of address terms among students in informal situation.

Male Student	%	Female Student	%
Awakmu	3,3	Awakmu	6,6
Kowe	3,3	Kowe	3,3
Sampeyan	6,6	Sampeyan	6,6
Kamu	29,7	Kamu	26,4
Name	26,4	Name	19,8
Kon	16,5	Kon	16,5
Mas	3,3	Mbak	6,6
Rek	6,6	Rek	3,3
-	-	Dik	3,3
-	-	Dik + name	3,3
Mas + name	3,3	Mbak + name	3,3

The address terms of T of solidarity can be produced by frequency of contact as well as the objective similarities. However, frequent contact does not necessarily lead to the mutual T, it depends on whether contact results in discovery or creation of the like-mindedness that seems to be the core of solidarity semantic.

The following tables describe the usage of address terms by students to administrative staff members. According to them, it is difficult to determine whether the situation is formal or informal when they address an administrative staff member. Most students make interaction with them outside the class and the topic is about academic affairs. In their cognition, they are familiar with 'out-side class' as informal situation and academic affairs as formality which explain why ambiguity emerges. Thus, they answer the same address terms for both situations without making significant distinction. For this reason the writer writes down the data of the address terms used by students for administrative staff members outside class.

Table III.1.1.5. The usage of address terms by students to administrative staff members out-side class/ formal or informal situation

Male Adm. Staff Member	%	Female Adm. Staff Member	%
Pak	59,4	Bu	52,8
Mas	39,6	Mbak	46,2

The students are prone to use *mbak* and *mas* if the administrative staff member is still young. There is a case of the usage of Javanese dialect address term *cak* used by particular students who have known them well and have close relation with certain administrative staff members. This is one variety of the usage of address terms for administrative staff members.

### III.1.2. THE USAGE OF ADDRESS TERMS BY ADMINISTRATIVE STAFF MEMBERS

Most administrative staff members choose address terms of *V* for lecturers both in formal and informal situations. The influence of Javanese appears in informal situation in the cases of the usage of *mas*, *mbak*, *panjenengan*, *sampeyan* for lecturers. A young lecturer usually receives *mas* (for male) and *mbak* (for female). Javanese administrative staff members sometimes will use Javanese pronouns of address to Javanese lecturers whom they known well. The following tables show the usage of address terms by administrative staff members to lecturers in formal and informal situations.

Table III.1.2.1. The usage of address terms by administrative staff members to lecturers in formal situation.

Male Lecturer	%	Female Lecturer	%
Pak + name	15	Bu + name	15
Bapak (+name)	25	Ibu (+name)	25
Pak	45	Bu	55
Anda	5	Anda	5
Saudara	10	Saudara/i	-

Table III.1.2.2. The usage of address terms by adm. staff members to lecturers in informal situation

Male Lecturer	%	Female Lecturer	%
Pak + name	20	Bu + name	15
Bapak	10	Ibu	5
Pak	55	Bu	55
Mas (+name)	10	Mbak (+name)	10
Anda	-	Anda	5
Panjenengan	-	Panjenengan	5
Sampeyan	5	Sampeyan	5

Most administrative staff members have tendency of choosing address terms of TMV to address students in formal situation. Pronoun anda has the highest percentage to use for both male and female students. The relation between administrative staff members and students in usage of address terms is asymmetry which means that administrative staff members say TMV to students and receive V in return. The following table is the detail data of the above explanation ;

**Table III.1.2.3. The usage address terms by adm. staff members to students in formal situation**

Male student	%	Female student	%
Mas	20	Mbak	25
Kamu	15	Kamu	10
Dik	-	Dik	5
Saudara	10	Saudara/i	10
Anda	55	Anda	50

The asymmetrical relation in usage of address terms between administrative staff members and students also occurs in informal situation. Students use the address term of V and receive T from administrative staffs. The pronoun of address kamu is in high percentage in usage. The following table is the usage of address terms by adm. staff members to students in informal situation :

**Table III.1.2.4. The usage address terms by adm. staff members to student in informal situation**

Male student	%	Female student	%
Mas	30	Mbak	30
Kamu	50	Kamu	45
Dik	5	Dik	10
Saudara	-	Saudara/i	5
Anda	15	Anda	10

Reciprocal relation of address terms usage among adm. staff members occurs both in formal and informal situations. In formal situation, reciprocal relation occurs if both speaker and addressee choose address terms of V or TMV.



In informal situation, the choice of the same address terms of T or V among administrative staff members makes reciprocal relation. However, nonreciprocal relation could occur if they do not use the same address terms. The detail data are written down in the following tables :

Table III.1.2.5. The usage of address terms among Adm. Staff members in formal situation

Male Adm. Staff Member	%	Female Adm. Staff Member	%
Anda	35	Anda	30
Bapak	5	Ibu	5
Pak (+name)	35	Bu (+name)	40
Name	5	name	-
Dik (+name)	-	Dik (+name)	5
Mas (+name)	10	Mbak (+name)	15
Kamu	5	Kamu	-
Saudara	5	saudara/i	5

Table III.1.2.6. The usage of address terms among Adm. Staff members in informal situation

Male Adm. Staff Member	%	Female Adm. Staff Member	%
Mas (+name)	15	Mbak (+name)	20
Kon	10	Kon	5
Awakmu	15	Awakmu	5
Kamu	10	Kamu	5
Anda	5	Anda	5
Dik (+name)	5	Dik (+name)	15
Name	10	Name	10
Sampeyan	5	Sampeyan	15
Pak (+name)	25	Bu (+name)	20

### III.1.3. THE USAGE OF ADDRESS TERMS BY LECTURERS

The Lecturers are prone to use *saudara* and *anda* for their male - female students in formal situation. Kin terms such as *mas* and *mbak* appear in formal situation in small percentage. The following tables are the data of address terms utilized by lectures.

Table III.1.3.1 The usage of address terms by lecturers to students in formal situation

Male Student	%	Female Student	%
Anda	45	Anda	55
Saudara	25	Saudara	20
Kamu	15	Kamu	10
Nane	10	Name	10
Mas	5	Mbak	5

From above table, the lecturers frequently use *anda* with the sense TMV in the formal situation.

Table III.1.3.2. The usage of address terms by lecturers to students in informal situation

Male Student	%	Female Student	%
Kamu	55	Kamu	45
Nane	10	Name	15
Mas	25	Mbak	25
Anda	10	Anda	15

The above table shows that the lecturers frequently use T by choosing *kamu* in high percentage for their female - male

students in informal situation.

The following table is the data of the usage of address terms among lecturers in formal situation :

Table III.1.3.3 The usage of address terms among lecturers in formal situation

Male lecturer	%	Female lecturer	%
Saudara	10	Saudara	10
Bapak (+name)	10	Ibu (+name)	15
Pak + name	30	Bu + name	25
Pak	20	Bu	25
Anda	30	Anda	25

The writer finds an interesting data described in the above table. The frequency of the use of V and TMV in formal situation among lecturers is almost the same although the usage of terms of address with semantic sense V still is more frequent than that <sup>of</sup> TMV. The following table is the usage of address terms among lecturers in informal situation :

Table III.1.3.4. The usage of address terms among lecturers in informal situation

Male lecturer	%	Female lecturer	%
Bapak	10	Ibu	10
Pak +name	50	Bu + name	35
Pak	25	Bu	20
Sanpeyan	5	Sampeyan	10
Panjenengan	-	Panjenengan	5
Mas (+name)	10	Mbak (+name)	10
Dik (+name)	-	Dik (+name)	10

The lecturers prefer to use V when communicating with each other in informal situation. It seems that they are really respect each other. Beside that the same social statuses make possible for choosing terms of address with semantic meaning V. Even they use Javanese pronoun *panjenengan* or *sampeyan* for emphasizing delicateness, expressing the affection of their feelings or their respects.

In formal situation, lecturers also have tendency of using address terms of V and TMV to administrative staff members which is the same as among lecturers. The relation among lecturers in formal situation is symmetrical or reciprocal. However, the relation between lecturers and administrative staff members is either asymmetrical or symmetrical. The lecturers say V or TMV and receive V from administrative staff members. Reciprocal or symmetrical relation occurs if both lecturer and administrative staff member receive the same address term of V and non reciprocal or asymmetrical relation occurs if lecturers say TMV for addressing administrative staff members and receive V. The following tables are the data of address terms used by lecturers to administrative staff members in formal and informal situation :

Table III.1.3.5 The usage of address terms by lecturers to administrative staff members in formal situation

Male Adm. Staff Member	%	Female Adm. Staff Member	%
Saudara	5	Saudara/i	5
Pak + name	10	Bu + name	15
Pak	45	Bu	35
Anda	40	Anda	45

Table III.1.3.6. The usage of address terms by lecturers to administrative staff members in informal situation

Male Adm. Staff Member	%	Female Adm. Staff Member	%
Pak + name	10	Bu + name	5
Pak	30	Bu	30
Sampeyan	5	Sampeyan	10
Mas (+name)	10	Mbak (+name)	20
Dik (+name)	10	Dik (+name)	10
Kamu	10	Kamu	10
Awakke(mu)	15	Awakke(mu)	10
Anda	10	Anda	10

The tendency of choosing address terms of V, TMV and T by lecturers to administrative staff members occurs in informal situation. The young administrative staff member usually receive Javanese title such as *mas*, *dik*, *mbak* from lecturers. The relation between lecturers and administrative staff members in this informal situation is either

symmetrical or asymmetrical. If lecturer says V to an administrative staff member and receives V, the relation is reciprocal. It become nonreciproal if lecturers use TMV or T to administrative staff members and receive V.

### III. 2. ANALYSIS OF THE DATA

#### III.2.1. MAJOR PATTERNS OF RECIPROCAL AND NONRECIPROCAL RELATIONS

In this section, the terms of address will be explored in the kinds of relation between persons. There are many asymmetrical or nonreciprocal relations variously compounded of respect, adulation, patronage and politeness respectively or combination of any two of them. The power semantic of address terms, like power relationship, is asymmetrical or nonreciprocal. A person has power over another person's behavior. This relationship is nonreciprocal or asymmetrical because two people cannot have power over each other in the same area. In face to face interaction, this is largely achieved verbally, with choice of address terms playing a major part.

There are also many symmetrical or reciprocal linguistic forms. Since not all differences between people are connected with power, a second semantic, the solidarity semantic, developed. Two people of the same profession who are respected both can be equally powerful in the social order although they are of different families, coming from different parts of the country. Solidarity implies a sharing between people, a degree of closeness and intimacy. If solidarity increases between two people as they get to know

each other better, it might sooner or later become appropriate to shift from mutual V to mutual T. And this relationship must, of course, be one that exists by virtue of the contextually relevant groups to which the participants in the conversations belong.

The writer discovers that formal - informal situations are greatly important for choosing address terms taken by the participants. The solidarity has won over the power only in the formal situation. There is an interesting residual power relation in the contemporary notion that the right to initiate using address terms with semantic meaning TMV and the reciprocal V belongs to the member of the dyad in formal situation. The lecturers in this situation tend to use symmetry or reciprocal address terms of V to their students. The students receive anda (TMV) and saudara (V) from their lecturers in the formal situation, such as in class, seminar discussion. The detail frequency of previous description can be seen in the table III.1.3.1. The suggestion that solidarity can be recognized comes more gracefully from the elder than the young, the higher status than the lower status, the greater authority than the lesser one, in short, from superior to inferior. This phenomenon also occurs in the relation between administrative staff members and students. Administrative staff members, according to power semantic, has power over



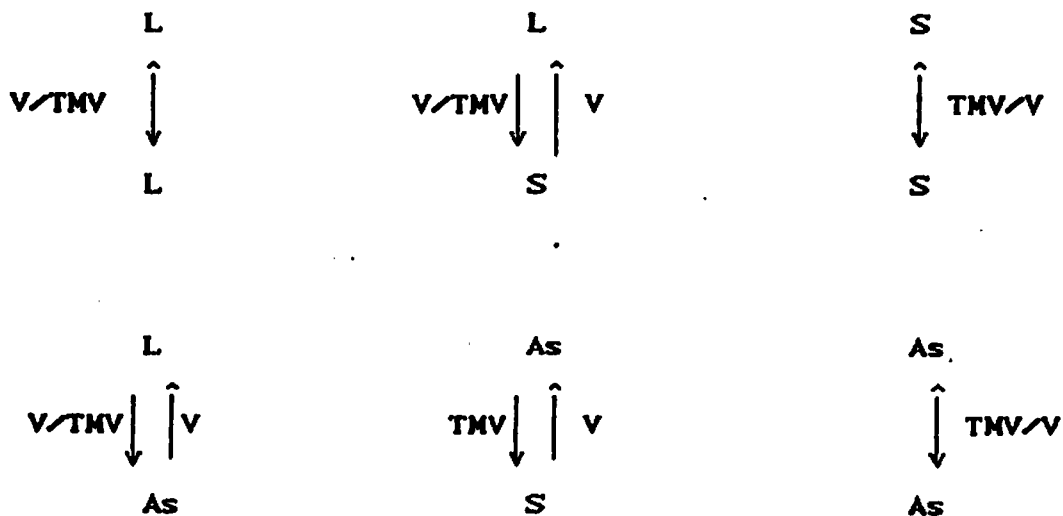
the students because of age ( most of them are older than students), status - profession, right and obligation. The interesting thing is administrative staff members tend to use the pronoun *anda* with the sense of TMV representing their solidarity more than the pronoun with the sense V. Compare with the relation between lecturers and students, lecturers are more solidary than administrative staff members by frequently choosing V for students ( see table III.1.2.3. in the previous section). The tendency of solidarity also comes from lecturers to administrative staff members.

The direction of change is also increased in the number of relations defined as solidarity enough to merit for a mutual TMV among lecturers to regard any sort of camaraderie. Lecturers tend to use TMV *anda* as another alternative for choosing more solidary address terms beside V *saudara* or *bapak/ibu*, *pak/bu* in formal situation such as in formal meeting in the campus. From table III.1.3.3. it shows that the usage of *anda* among lecturers in formal situation is more than 25 % for male and 25 % for female lecturers. As explained in the previous paragraph, two people can have the same profession and be equally respected, although they come from different families. Thus, relationship was inherently reciprocal if you are close to someone, in the most natural state of affairs. Wherever there is

solidarity, the same address terms are used by both addresser and addressee. Solidarity includes a sharing between people, a degree of closeness and intimacy. The notion of solidarity is quite general, but not all intimate groups are solidary. For instance, a nuclear family is not solidary, since child-parent is usually a status relation and thus become asymmetrical relation. The previous explanation is shown in the following figure.

Figure III.2.1.1. Major patterns of reciprocal-nonreciprocal relations in formal situation

Formal situation



Notation of abbreviation :

L = Lecturers, S = Students, As = Administrative Staffs

Based on the collected data and observation, to signal the dyads T, TMV, V which are based on gender for addressee are less important. Indeed, there are differences in percentage of address terms chosen but the whole result is slightly the same. For this reason, the writer utilizes one figure to show the usage of address terms concerning both male and female addressee. In the object of this research, to describe major patterns of reciprocal-nonreciprocal relations, the need for a gender distinction is less important.

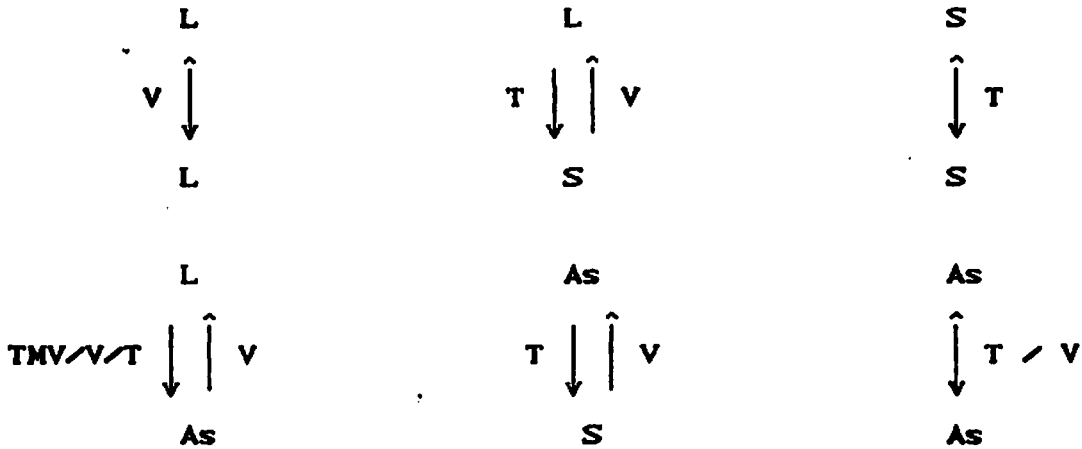
From the above figure we can see the unique relation among students in this formal situation. In the presentation of the data, the table III.1.1.3. describes in details the percentage of occurrences. The choosing of address terms among students is similar with that among lecturers. The mutual V or TMV relation are also occurred among students in formal discussion and in class. The writer would like to conclude that the semantic meaning of address terms with their senses of T, TMV, V used among lecturers are the same as those used among students and adm. staff members. The same setting or situational occasion which becomes the context of occurrences, make possible for students to use the same terms of address with the same sense as those used by the lecturers. Thus, there is considerable freedom to use the acceptable general pattern. Another assumption is that

semantic terms of V has sense of reverence or formality that makes V saudara more acceptable than kamu / kau used by students in formal situation.

On the contrary, the direction of change which is more solidary does not occur in informal situation. There is no 'residual power' (term taken from Brown and Gilman) coming gracefully from the lecturers to their students in this situation such as in the cafetaria, and parking area. Lecturers address their students with the sense of T and receive V. The percentages in details are described in table III.1.3.2. that kamu has the highest percentage. The relationship becomes asymmetric and nonreciprocal. The kind of asymmetrical relation also appears in the relation between administrative staff members and students which kamu in table III.1.2.4. is also in the highest percentage similar with that in table III.1.3.2. If a society is so finely stratified that each individual has an asymmetrical relationship, the power semantic would be sufficient or in other words, there are no power equals. The social dimension seems to be established in the informal situation of the campus that makes the usage of address terms between lecturers and students nonreciprocal. In this situation, respect is mostly displayed to addressee rather than speaker.

Figure III.2.1.2. Major patterns of reciprocal-nonreciprocal relations in informal situation

Informal Situation



Among lecturers, there is reciprocal V relationships, which shows in table III.1.3.4. for detail percentage. This would be, of course, between power equals. If two participants were equally powerful, but not solidary, they would exchange V because they did not share anything significant like family background or origin. The difference is that now mutual V would be used between nonsolidary equals. If power equals were solidary, they would exchange mutual T or tend to choose other alternatives of address terms with the neutral sense TMV, even if they were members of the higher classes. In fact, the writer finds that

lecturers exchanging mutual V are less solidary. Another reason for choosing the address terms of V among lecturers in informal situation is because there is a need of wanting to be polite and respectful. The setting is surely important in determining address terms which depend on situation or situational occasion, formal and informal situations.

However, most evidence consistently indicates that solidarity semantic gained supremacy in formal situation. The usage of mutual V in this situation increased with the fact that the reverential V is always introduced into a society at the top. Public perspective says that university or campus in Indonesia belongs to the top or particular society. According to Brown's and Gilman's explanation, in the Europe medieval period and for varying times beyonds, between equals pronominal address was reciprocal; an individual gave and received the same form. During that period, equals of upper classes exchanged the mutual V. In formal situation, the phenomenon is that the mutual V are used by the lecturers to students and vice versa. Recent development in Europe is that mutual V among upper classes change into T intimacy which governed with the dimension solidarity.

Referring to the table III.1.1.4. and III.1.2.6, the informal exchange of T has advance only amongs students and administrative staff members of young age. This choice

reveal intimacy, familiarity, shared-fate and more rarely condescension which governed with dimension of solidarity. Multiple name and pronoun *kamu* are used more frequently than the others. It is difficult to code the dimension of T or V for name in address, unlike the case in American English. However, name substitutes for pronoun will not help to reveal identity of the addressee unless the sender happens to know him already.

From the previous description, it is clear that formal and informal situations greatly determine patterns of reciprocal-nonreciprocal relations. The relations among participants encoded through address terms which situation as social factor, becomes specified and marked. Formality marked situations are settings, such as large faculty meetings, seminars and so forth, where status is clearly specified, speech style is rigidly prescribed. The form of address of each participant is derived from his social identity such as age, occupational rank and so on. There can be no doubt that the dimensions revealed by such data are genuinely functional in an ordinary life.

### III.2.1.1. The Components Underlying Address Terms of V, TMV and T

Some components serve to indicate the features necessary to account for the usage of address terms in this domain of research. The following components, at least, are required : social context include setting, informal-formal situations; characteristics of participants such as age, status, style, generation, sex, distance, relative authority, group membership ; topic of discourse such as public discourse, private discourse and so on; Emotional expression; and Language variety itself such as dialect.

**Social Context.** Context can determine the usage of address terms, especially social context and setting of formal and informal situations. Major patterns of reciprocal and non-reciprocal relations are greatly determined by these settings. In the setting of formal and informal, statuses and rank distance are clearly specified such as teacher with students, administrative staff members with students, and so on. Asymmetrical exchange are found where there is occupational rank difference. Formal situation may underlie the initiation of TMV alternation instead of V. From the previous figures, this tendency occurs only in formal situation. On the contrary, this tendency changes into V address terms in informal situation.

In formal situation, solidarity relation arises from



status, just as they do between equal colleagues. There is more familiar address TMV instead of V to signal intimacy within solidarity figures. Solidarity, in informal situation, implies to classmates, close friends, fellow students, intimate lecturers and administrative staff members. Other alternations may be only realized in other special context and situations. The previous explanation refers to figure III.2.1.1. and III.2.1.2.

**Characteristic of participants.** Two persons of unequal status may be conceived as two points on a generalized value scale of the sort used by Osgood and Tannenbaum (1955) for congruity which they have used to predict attitude change. The person of superior status has, of course, the greater value. Movements towards intimacy of address in terms of the congruity model are acts of association. This is in the case of unequal value to move towards one another; this means that the value of the inferior is enhanced by intimate association with a superior while the value of the superior is diminished. If a person of lesser value were to initiate associative acts, he would run the risk of rebuff, if one of higher value initiates, there is no such risk. The superior, then, must be the pacesetter in progression to intimacy.

Language changes related to participants' works may be known only to them. The reason is their works are related

with activities which involve certain objects, concepts and values they talked about. Another is they make selection of appropriate alternatives in speaking or even in writing, whatever there are solidary interacting work groups. Many terminology in particular communicative condition, group membership and so on must have the features of style related to occupation.

The choice of V, TMV, T are marginally influenced by sex and age. The choice of address terms with the sense of 'more polite' is expected to be occurred in the relation between opposite sex and age such as women to men or men to women, the young to the old. However, in the whole result of major patterns, there are no differences of choice T, TMV, V between male and female participants. The differences of percentages are found in detail occurrences. Addressees who are more than two years older and younger than the speaker are differentially addressed, so students are rigidly age graded except very intimate and close friends.

Relative authority depends on differences in the distribution of rights and obligation, for examples; the relation between administrative staff members with students and also for the case between young lecturers and students. Such relationship involves individual statuses. In other cases, the relative authority has to be backed by ability to exercise the raw power available.

Topics. When conversation have an explicit message with

informational content, they can be said to have a topic. In a formal lecture, in class, there is a constraint on continuity and relevance, just as there is in technical writing. Evidences of constraint are apologies for deviation; .....That reminds me ....'', '' Oh, by the way....., ''To get back to the question...''.

It can be argued that topic must be an important variable in interaction. Topic of conversation in serious matters requires V or TMV even occur in informal situation. Students holding formal meeting and talking about serious matters in and outside classes tend to choose TMV than T, but they will change immediately into T of address if the topic of conversation returns to nonserious and intimate matters. The same age, profession, status of two participants would choose their terms of mutual V, TMV or T terms of address depending on the content of their talks.

*Emotional Expression.* Rapid shifts between terms of address are characteristic of emotionally charged conversations among participants. Those mid - conversational changes from T to V, or V to TMV and TMV to T or vice versa indicate what Brown and Gilman called expressive shifts. For example, in the informal situation these matters frequently occur particularly in Javanese terms of address among students such as the change of *sampeyan* into *awakke* or *awakmu*, title, *kowe/kon* or vice versa. In formal situation,

the usage of *anda* is usually changed into *saudara*. The rapid shift of terms of address occurs because of the expression of some interpersonal attitude. It is also influenced by growing or declining emotional agitation.

### III.2.2. DYNAMIC VARIATIONS IN ADDRESS TERMS USAGE

In any case, the task of determining the structure implicitly in people's knowledge of what forms of address are possible and appropriate is clearly distinct from the task of studying how people, in real situation and time, make choices. The criteria and methods of the two kinds of study are quite different. Just as two individuals who share the same grammar might not share the same performance rules, so two individuals might have different decision or interpretation procedures for sociolinguistic alternatives, but still might have an identical logical structure to their behavior. The previous discussion has tended to focus on a normative grammatical phenomenon rather than on the moment-by-moment significance of address terms usage and particularly of address terms choice from a given word set. The next discussion concerns the usage of address terms in the expression of various social relations and matters.

#### III.2.2.1. Pseudo - Kinship and Title of Address

Roles shift from person to person like charges move

from place to place. People change their roles just as spatial locations can play host to different charges from time to time. According to Peter Muhlhausler and Rom Harré (1990) the moral order of rights, duties and obligations of speakers change with changing roles, even in the most traditional societies there are redistributions of roles as the generations change. This phenomenon can explain the case of young lecturers receiving address terms from students. The new young lecturers in formal situation receive pseudo - parental *bapak / ibu* and its variants. However it commonly changes towards *mbak / mas* in informal situation. They even, sometimes, receive multiple name if the students are the same age with them. The idea of system of rights, duties and obligations can be a moral order for students to address young lecturers with terms of *V* in formal situation for the sake of respect, formality and status-profession. The asymmetrical relation in formal situation, particularly in class, strongly displays power owing to the distant of a hierarchy to ranked statuses teacher and students.

From the collected data, Javanese terms of address are frequently used by participants in informal situation. It is understood, that location and population of the research enable this phenomenon to happen. In Javanese recognizing speech levels, terms of address are a crucial element, as

they can be used as callipers to measure the distance between the speaker and addressee in terms of respect and social status. Beside Javanese second pronouns, genuine kinship terms are taken as alternative choice word set of address terms. Genuine kinship terms are used for addressing real relative, whereas pseudo-kinship terms for non-relatives whom the speaker adopts for the sake of phatic communion in the dyadic interaction. The assumption is such an attitude indicates that the speaker is willing to accept the addressee as a member of his in-group, even only temporally. The pseudo-kinship terms frequently used in this category are *pak* (father) *bu* (mother) *mas* (elder brother) *mbak* (elder sister) *dik* (younger brother/sister). *Pak* plus name or for women, *bu* plus name or her husband's name, *mas*, *dik*, *mbak* are used like the English *Mr.* and *Mrs.* and *Miss.* plus name. Title are terms such as *Mr.*, *Mrs.*, *Miss* which appear before proper names, for example, *mas* 'elder brother' in *mas Arief* 'Mr. Arief'. Most of the titles are originally kinterms but they extended to those who are unrelated addressees. The use of these address terms is to express respect, condescension as well as emotional closeness of different age. For example, in the following sentences in autographic spelling :

a. *Wes, Mas.* ' Good bye, friend '

b. *Wes, Mas Arief* ' Good bye, Mr. Arief '

either ' Good bye, ....Arief '

( depends on how close the relation between addresser and addressee )

c. *Wes, Rief* 'Good bye, Rief '

The use of these terms has very much influence on Bahasa Indonesia today and become vocabularies of it's word set.

The most frequent pseudo-parental terms used by participants are *bapak* or *pak*, literally means father and *ibu* or *bu* means mother. These pseudo-parental terms in certain cases are used to replace feudal terms such as *nDara*. To a certain extent, this phenomenon is a result of marriage between Western Socialism and democracy, gained after Indonesian Independence (1945), and Javanese linguistic etiquette ( E. Sadtono , 1975, p. 34 ). Socialism and democracy require that everybody be equal, therefore noble titles should be disposed of as terms of address, but Javanese linguistic ethos does not seem to be willing to accept the idea completely, as it has become a part of the Javanese culture. As a compromise then, pseudo-parental which are felt to provide some 'title' which the Javanese cherish, are used to replace the feudal titles as terms of address. For example, during the Dutch colonial period the term of address for a district head was *nDara Bupati*. However, the number of occupational titles accompanying

the pseudo - parental terms is as many as there are occupations in modern Indonesian society. Relating to the previous explanation, some examples are taken from the location of research ; Pak Dosen, Bapak/ Pak Rektor and so on.

Some participants even differentiate the uses of bapak and pak. To them, bapak is more formal and has a more polite connotation than pak. This gives rise to resentment in certain circles of society, particularly the younger generation, as it returns to neo feudalism. The KNPI ( The Indonesian National Youth Committee) has just re-awakened the use of bung (brother)- a form of address used during the revolutionary period 1945-50 - to replace bapak or pak to avoid the return of feudalism.

The system of terms of address and titles operates independently of the speech levels and honorific systems and add a meaning component which is otherwise not expressed. For example, two lecturers who have known each other for a long time and are close friends do not use address terms from speech level ngoko, but they indicate their recognition of each other's position by addressing each other as panjenengan or sampeyan 'you' with semantic meaning of V. The region where the speaker comes from influences the choosing either panjenengan or sampeyan.

Other marked case is found among particular students who know each other well and have intimate relation.



Sometimes they use *pak* or *bapak* to address their close friends (male) by adding the sense of humour, such as in the following sentence ;

a. *Wis sue nggak ketemu, nang di ae Pak*

( It has been such along time since I saw you, where have you been ? )

On the contrary, this can express the feeling of anger or dislike of someone's attitude such as the following sentence :

a. *Ojo ngono Pak* ( don't be like that, ....)

Most of these cases usually occur in informal interactions. They rarely occur in female students interactions. This phenomenon become specific or marked because address terms in general have the sense of V but change toward T in specific occurrences.

#### III.2.2.2. Regional Dialect

Regional dialects are also frequently utilized by participants, such as *non* derives from the word *none*, *rek* from the word *arek* (Surabaya dialect). The use of above terms with the sense T are not plainly to be accounted for by their roles as address terms either of solidarity or condescension. Sometimes regional taboo word can be used to address very intimate friend to reveal strong emotion such as the following sentences ;

- a. Yak opo khabare, *Rek*
- b. Yak opo khabare, *Cuk*.

Both the above sentences have literal meaning of 'How are you'. *Rek* and *Cuk* are regional dialects used as address terms instead of 'you'. The sentence 'Yak opo khabare' also implies pronoun 'you' in the word 'khabare'. It is substituted with 'e' indicating possessive for third person instead of second person. This analysis will be discussed in the Avoidance Pattern point.

Most of those cases occur in informal situation and usually occur among male students interaction. Female students rarely use such addresses.

#### III.2.2.3. Multiple Names

A participant may use more than one form of proper name for the same addressee, sometimes saying title plus name (TN), full name, sometimes nicknames, sometimes creating phonetic variants of either full name or nickname. The case of multiple names is the case in which two or more versions of proper name are used in free variation with one another. Many participants reported that they sometimes playfully addressed a good friend by title plus name (TN). Others use playful, and usually pejorative, phonetic variations such as *Noplah* for *Nova*, *Opiq* for *Novi*. Both students' names of the faculty, *Nova* and *Novi*, are proper names.

The tendency to proliferate proper names in intimacy is

an interesting thing. It was suggested by Brown and Ford that one of the meanings of intimacy is a relatively complete and honest disclosure of the personality. For language communities the degree of lexical differentiation of a referent field increases with the importance of that field to the community. To cite a fresh example of this kind of thing, Javanese has some varieties of rice which is their principal food, such as *beras*, *pari*, *gabah* and so on. They are little concerned in naming such as wheat which combine numerous botanical variants under one term. On the contrary, they differentiate so finely a single term of rice into numerous botanical variants. Within a language community, Brown (1958) has pointed out that a speaker more concerned with a given referent field will make finer lexical distinction than a speaker less concerned with that field. In the referent field, it has been seen that where contact and concern are minimal and distance greater, titles alone are likely to be used in address. To call someone *mas* or *mbak* as title meaning mister or miss is to address the person on categorial level which does not establish the addressee's individual identity. The proper name constitutes individual as a unique organism. Beyond the single proper name, however, where interest is still greater, the individual is fragmented into a variety of names. This differentiation beyond individuality can be expressed in

various manifestations or ways of regarding someone who is close.

#### III.2.2.4. The Avoidance Pattern

Sometimes, in the vast majority of conversation, the usage of address terms is completely eliminated in the surface structure, even if the notion probably may still exist in the surface structure and become zero or implied terms of address. The zero forms imply that often no address form is available to follow routines like 'pardon me', 'thank you'. It is usually possible to frame a sentence in such a way that the word for you is omitted. From the context it is usually clear who is being referred to. For example in a sentence such as heard in the following conversations of two Javanese lecturers. There is no word you used but it is clear that the talk is about the addressee's children.

- Putrane raq loro to / You have two children, don't you ?  
The word you in above Javanese sentence is eliminated in such a way. It is substituted with 'ne' possessive pronoun for third person instead of second person. To the Javanese participants it sounds more polite than that for second person.

A commonly used greeting is the following, where it is clear that the verb 'go' must refer to the addressee :

- Yak opo khabare ( Javanese ) / Bagaimana khabarnya

(Indonesian) or Apa khabar ?/ (lit.) How are you?

- Arep nyang endi? (Javanese Ngoko or low level)/ Ajeng teng pundi (Javanese Madya or middle level)/ Bade tindak pundi ? (Javanese Krama or high level)/ Mau kemana ? (Indonesian)/ (lit.) Where are you going ?

- Séka endi ?/ Saka endi ?/ teka endi ? (Javanese)/ Darimana ? (Indonesian)/ (lit.) Where are you coming from ?/ where have you been?

In speech which uses the avoidance pattern, the form kono (Javanese) and situ (Indonesian), both are literally translated into there, is used as terms for you where the construction requires a term for the second person. E.g , in the following sequence a word for you cannot be avoided, so kono or situ is used in order to avoid you which perhaps would be too impolite.

- ' ' Sopo kondho ? ' ' - ' ' Kono ' ' (Jv.) / ' ' Siapa yang mengatakannya ? ' '- ' ' Situ ' ' (Ind.)/ ' 'Who said so ? ' '  
- ' ' You did ' '

The words kono and situ are used instead of 'you'. These avoidance patterns, in particular context, usually occur in the vast interaction of conversation among equals of participants. It commonly occurs among students, lecturers and administrative staff members conversations in informal situations. When a superior speaks to inferior this tendency of using it also occurs. This case indicates the phenomenon

that a superior's degree of solidarity increases by choosing avoidance pattern instead of direct T which sounds impolite.

#### III.2.2.5. Cases of Borrowings, Code-Mixing and Switching

Bahasa Indonesia, like many other languages, has forms which indicate respect, distance, recognition, but these are not as complete and wide ranged as the Javanese forms. A Javanese participant must learn the local hierarchies of respect and condescension, politeness where he or she belongs. Those who have been so conditioned by these ideas, must use Indonesian in their daily activities particularly related with their occupations. They feel a need to express these complex ideas of Javanese system of address in Indonesian. The existing Indonesian vocabulary words are not enough. Therefore, some Javanese words of address terms have been adopted into Indonesian such as genuine kinship which have been discussed in the previous point.

Historical linguists, for instance, have argued that pronouns tend not to be borrowed across language, and those in the business of facing the origins of language have taken pronoun forms to be less susceptible to change than almost any other aspects of language. However, the belief implied in such practices, that pronouns are a particularly natural area of human grammars, has not been born out by the evidence. That is why, Javanese pronouns such as *kon*, *kowe*, *sampeyan*, *panjenengan* and so on are not borrowed in Bahasa

Indonesia, not like kin terms such as *bapak*, *ibu*, *mas*, *dik*, *mbak* as terms of address.

A person who speaks two or more kinds of language choice has to deal with what is sometimes called code switching. (Laosa 1975, Greenfield 1972, Herman 1968, Rubin 1968, Sankof 1980). More subtle than this is code mixing, where 'pieces' taken from another language are often words, but they can also be phrases or larger units (Gumperz, 1977; Parasher, 1980; Hill and Hill 1980). It is often the case that these three kinds of choice cannot be clearly separated from each other. The three kinds of choice are best viewed as points on a continuum from relatively large-scale to relatively small scale choices. The writer should follow the criteria proposed by Labov (1971, 457) to distinguish between code mixing and switch. It is worth for further analysis in accordance to the cases of this research.

One criterion that is sometimes offered to distinguish switching from mixing is that the grammar of the clause determines the language. By this criterion, if a person uses a word or phrase from another language, he has mixed, not switched. But if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another, a switch has occurred. One interesting case is if a student or lecturer uses a foreign word or phrase

in Indonesian sentence, it might be said that he has mixed a word from the other language with his Indonesian, such as ;

- ''Kita tunggu you di perpustakaan ''/ '' We are waiting for you in the library''.

The above case is about a matter of Indonesian sentences which have been mixed with the English you. It occurs both in formal and informal situations or out-side and inside class. These are some assumptions underlying the choice such as pronouns. One assumption is the speaker wants to raise his prestige or attract the attention of the addressee. However, words from one language that are repeatedly used in another language eventually become indistinguishable from the native vocabulary. This explanation can be understood if one has studied overseas for along time and get used to use certain word such as you. Some students and lecturers from the English Departement have higher tendency in mixing pronoun you than other departements. Other assumption is one may try to make intimate pronounciation with certain word of other language.

Cases of switching frequently occur among Javanese participants who usually switch from Javanese to Indonesian or vice versa. When two Javanese participants are having a chat, then comes some other participants who cannot speak Javanese, they will directly switch into Indonesian, if they want to involve them in their conversation. A speaker may



want to be seen as a member of a group or may want to dissociate himself from that group.

### III.2.3. VARIABILITY AND UNIVERSALITY

Marvin Harris (1968) once posed a question: if there are rules for the management of any aspect of social life, why is there so much variability? This question does not pose a simple problem, a mystifying phenomenon to be explained. Rules serve people by helping them define what is correct, what counts as the doing of this or that action. People use rules in various ways. People use rules, rules do not use people. Uncertainty or disagreement among native speaking as to whether a choice of address term is correct, acceptable or appropriate, etc. may not disclose a variability phenomenon at all. Rules are used in the management of action and correctness is not only motivation for choosing among the options, while the exact historical or social conditions of speaking moment, the full context, or other elements may be determinative of choice. Language is a resource and its uses are tactical and strategic. The social goals of speakers are hanging moment by moment, and it is only in relation to a momentary goal that correctness or appropriateness can be assessed (Peter Muhlhausler and Rom Harré, 1990).

A case of variability is when some participants do not

have the same interpretation of particular normative distinction. This type was recorded because some of the participants apparently did not realize that there are normatives rule for tripolar distinctions of address terms T, TMV and V. Their choices of address terms are based on their knowledge or competence of those usage. Sometimes, the usage of the term of TMV anda referring to either T and V. To determine which address term is used, anda or saudara, is sometimes rather confusing in formal situation. The participants thought that anda and saudara have the same sense and suitable to use in this condition. Rosihan Anwar noted (1977) that the word anda was introduced for the first time by an Airforce Captain AURI Sabirin in the daily Pedoman. That word is taken from Kamus Modern Bahasa Indonesia, compiled by Sutan Mohamad Zain. It was invented for equalizing the democratic you, as in English. This term of address is neutral, lacking of rank gradation of the user and has the sense between T - V. The term TMV is proposed by the writer. Because anda is a new word, some participants of this research are not used to address with this pronoun. It is also influenced by the feudal thought that they are guilty, afraid, ashamed or other feelings when they use the neutral pronoun which is less respectful. Owing to this reason, anda is frequently used to address the inferior addressee. The simplest explanation is that the participants

are not very familiar with refinement of usage in a culturally ambiguous situation.

Other variability apparently is that there may be disagreement at the metalevel of what the rule is. Some participants have objections to use Bapak/ Ibu as title such as Bapak Sunjaya ( Mr.Sunjaya) and Ibu Subagyo (Mrs Subagyo). The simplest reason which can be written down is Bapak Sunjaya and Ibu Subagyo can have other meanings such as Sunjaya's father and Subagyo's mother accordance to the original meaning in Bahasa Indonesia. They are more prone to use saudara instead of Bapak/Ibu.

Two cardinal premises of contemporary sociolinguistic, power and solidarity dimensions, are that language normally and naturally varied with speech situations. Speakers and addressees exchange a multiplicity of social and interpersonal information. Speakers' language competence naturally requires and reflects the use of extralinguistic knowledge, so that they can frame a message that is not merely meaningful, grammatical and stylistically appropriate, but is well formulated in terms of the social structures. In complex societies, the universality of social hierarchy and the many degrees of formality - informality, respect - intimacy and so on can be illustrated in the usage of address terms by participants. It is accordance to

Brown's and Gilman's explanation about social power structure realized in power dimension and second development of solidarity dimension implying in the domain of the field of research. Brown and Gilman 's pioneering work is of great importance in opening up this whole field as universal social semantic.

