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## HOW TO SAY “HELLO” IN INDONESIAN LANGUAGE (Teaching Indonesian Address Term)

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### Abstract

This article aims to explain how is the address terms (how to say hello) in Indonesian language, and how to explain its use for students in schools. The use of address term is very important subject to discuss, due to the fact that many students' errors are still found in the use of address terms in schools ranging from elementary to college.

The data used in this article are address terms in Indonesian language (there are some address terms in Indonesian language). The analysis was done by describing the address terms in a dialogue, both in the planned meeting and unplanned. The uses of address terms are described in a context (the use of address terms may depend on the status of a person: age, social status, etc.). This description is expected to be a reference when the teacher explains the address terms in Indonesian language teaching. To achieve the maximum teaching Indonesian language, one that can be taken is to teach the intensive use of address terms in Indonesian sentences by using the mthode 'role play' and the media 'audio visual'. Educating the student with address terms in schools, not only will create students who have the ability to speak Indonesian, but also create their attitudes to behave in the social life politely.

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## **1. INTRODUCTION**

How important language for human is not to be doubted. This can not only be proved by pointing to the use of language in everyday life, but also by pointing to the high attention of scientists and practitioners to the language. Similarly, their attention to the matters related to the shape and forms of addressing. It means that the value and function of the use of the address terms in Indonesian language are those that needs to get attention. It needs to be understood by teachers in formal education. The students' understanding of the address term and its use in preparing Indonesian sentence are very important because they have a function within the framework of Indonesian grammar and social functions.

As stated by Edward Sapir (1884), that language is not only to determine the pattern of culture, but also to determine the manner and the way of the human mind. In relation with their statement, the Indonesian language is considered a major effect on culture and decisive thinking of individuals, and a great influence on culture and determining beings of culture. Cultural attitudes are closely related to language attitudes. The language attitudes will be reflected in cultural attitudes. Thus it can be said that the attitudes and behavior of Indonesia people, as well as the manner of address will appear in the address term being used. Based on this fact, I am interesting to discuss more about the form and the function of addressing in Indonesian language and how the students learn the address terms in Indonesian language teaching. .

## **2. FORM AND FUNCTION OF ADDRESS TERMS**

Kridalaksana (2008), stated that address term is a word utterances used to address someone, address others as interlocutors. He say that address terms that the speakers use to designate the person they are talking to while they are talking to them. Addressing someone in a community depends on the relationship between them and it reflects the socio-cultural system which is based on indigenous communities.

In terms of function, Kramsch (1998) says that the address term is a way of referring to someone in linguistic interaction done directly. Forms of address analyzed by different speakers in different situations, as well as its maxims to explain the selection of terms made by speakers, such as the use of first name, title, the familiar (intimate). The forms of address used in a community are depending on the local cultural community, the term is known as address terms. In a society, when we are faced to a hierarchical structure, there are other forms of address that need to be understood. Each member of a group hierarchy uses certain address, such as a group at the bottom of the hierarchy prefers the term indicating familiarity, whereas the upper group prefers the use of formal terms. Someone who is at the bottom of the hierarchy will reduce the difference in status of those who are above, but people who are at the top of the hierarchy would keep enlarging the difference. This needs to be understood and explained to the Indonesian learners.

There is a specific rule in expressing address terms. Rule of addressing by Ervin Tripp (1972) is relating to the rules and principles of co-occurrences alternation. Alternation rule is about how to address relates to the selection of lexical elements that are tailored to the characteristics of the person addressed; the characteristics mark the relationship between the speaker and the nature of the underlying situation. This rule is paradigmatic. Alternation rule is used as a tool to determine the choices addressing used in verbal communication; it is also used to control the selection of the linguistic elements of the whole speech. The use of the rule of alternation in choosing addressing by vertical kinship, is a way to see the lineage from bottom to top. Co-occurrences rules relating to the eligibility form addressing with other forms. The use of certain words adapted to the situation and status of the person addressed. This rule is syntagmatic. Alternation rule consists of a number of social conditions such as situations characterized by status, rank, and the identity of the situation i.e. a state court, a faculty meeting or congress, etc. In the institution of army, for example, the situation is characterized by rank, while the identity refers to honors such as doctors, judges, professors,

and so on (Keraf, 1997).

### 3. TEACHING THE ADDRESS TERMS

Creative teacher would always use a variety of teaching technics that correspond to the teaching objectives. Similarly, in the Indonesian language learning which includes materials related to the address terms, one of teaching technic that can be used effectively is a role play. This technic can be used after the teacher show the subject that be taught in a video. By a role-play technic, the students are expected to develop skills and a good language attitude, be able to practice the forms of address terms in Indonesian according to the context of user. Teachers' role is to motivate, to facilitate, and to guide students in the activity of a role play in the dialogue materials which contains the address terms.

What we can do with the role play is as follows.

#### 3.1 *Participation of The Student In Determining The Situation of The Role Play.*

On this occasion, the student can chose and determine the situation of role play, like the role play that will be held between the teacher and student, doctor and patient, or an older person and a younger person. Thus the forms of address terms must also be adjusted. The general classification of the types of addressing include proper names, pronouns, kinship, title, rank and position (Wijana :1991, Kridalaksana: 1982) Teacher and student can chose the diction of the address terms, for example the use of 'kinship', as shown in the following discourse.

Ani : *Jalan-jalan pagi Pak ?*  
 (Go for a walk sir?)  
 Pak Ali : *iya (nak)*  
 (Yes I do)

Forms of addressing 'pak' (father) spoken by Ani is addressed to Mr. Ali, suggesting

that Ani is unrelated. This address term is undertaken by Ani because Ani meets Mr. Ali and she knows Mr. Ali. Ani uses the address term 'sir', because Ani is younger than Mr. Ali and Mr. Ali are married (and has children). Or it could be also Ali is a teacher or someone who has a position. Similarly, the use of the address term 'nak' (kids) used by Mr. Ali, Mr. Ali shows he is older than Ani, or the age of Ani is the same with Ali's child.

The other address terms that the student can use is the proper name i.e. the name of the person addressed. The form indicates that the address term addressed to the younger person or a person with an equal age with the speaker. As shown in the following speech.

- Bu Nanik : *Teruru buru Nadia*  
(Are you in a hurry, Nadia?)  
Nadia : *Iya bu, terlambat ....., sudah jam 7 pagi*  
(Yes Mrs. Nanik, I am late, it is 7 o'clock)  
Nadia : *Mari bu Nanik..*  
(See you Mrs. Nanik)

The other address terms is 'Nominal form' (noun or a noun equivalent) such as *tuan, nyonya, nona, encik, Yang Mulia*, that shows the distance between the addresser and addressed. It also shows the hierarchy of the addresser and addressed, it might be the addressing of the superiors to subordinates or in the contrarary from the bottom to the top. The address term is shown in the following discourse.

- Pelayan : *Tuan mau minum teh atau kopi?*  
(What do you want sir?, tea or coffe)  
Tuan : *Kopi, jangan lupa gula sedikit*  
(Coffe, with a little sugar)  
Pelayan : *Baik Tuan*  
(Yes sir)

In the discourse above, address term 'tuan' (master)' is used by a servant to address his master. It shows that the addresser (servant) has a lower status than the addressed. Furthermore, the master(addressed) answers without using a special address term, but directly in terms of the core of the conversation

### **3.2 *Participation of The Student In Determining The Sum of Students Involved In A Group of Role Play.***

The sum of the participant in the role play could be only two or more students. For example: for a dialogue with the topic in an hospital, between the doctor and the nurse, then engaged in role play only two students. In addition, the teacher facilitates the students to identify the address terms that are estimated to present in the conversation/role play, as shown in the following discourse.

Suster : *Lelah dokter?*

(Are you tired doctor?)

Dokter : *Iya habis operasi dua pasien*

(yeah, I've just finised operated two patiens)

A nurse (suster) addressed by using the title: doctor (dokter). It shows that address terms have addressed the profession as a doctor, in addition, the addressed answers without mentioning the title of addresser, it could also indicate that the addresser (doctor) has a higher degree than the addressed (nurse). Addressing by using this title is to show that people who accosted have a power or have a higher degree than the addresser.

The other role play that the students demonstrate is the address term using the name by people who has higher rank than the one who is addressed, as shown in the following discourse.

- Pak guru* : Nanik, **kamu** jangan terlambat ke sekolah besok pagi ya ?  
 (Don't be late to go to school, tomorrow morning)
- Nanik : Baik pak (*Guru*)  
 (Yes sir)

The other address term that can be taught by teacher is zero characteristic, it is an address term without naming the names, titles, or other pronoun, but directly to the case or the activities being carried out by the person who addressed. The address term is as shown in the following discourse.

- Mira : *Mau ke mana?*  
 (Where are you going/)
- Nina : *Ke kantor pos*  
 (Post office)

From the above discourse it appears that Mira addresses with '*Mau ke mana?* (where are you going). The address term used by Mira is anonymity. But Nina understands that the greeting is addressed to her. This could be happen, because at that time, which is in front of Mira is Nina, Mira look towards when Mira addresses Nina.

### 3.3 Directing Students To Do Some Drilling To Identified Address Terms

This step is to familiarize students with the use of forms such address terms. The teacher asks the student to make a repetition for a dialog that they see on video. The teacher separate students in several groups and make each group role the same dialog. For example, the class has 6 groups. After seeing the video, each group have to demonstrate the same dialog to see the comparison which group is the best (to motivate the students). Another way is by making the communication between the teacher and the student, as shown in the following discourse:

- Bu guru : *Sini, duduk sini aja gak usah di belakang, terlalu jauh*  
(Sit down here, don't be in the back side, it's too far)
- Siswa : *Baik bu.*  
(Yes Mrs.)

The narration above explains that a teacher asks the student to sit in front. The teacher addressed the student with a starting point of speech with words 'here' (*sini*). The student understands what the teacher means due to the gesture of the teacher by appointing the place to be occupied by the student. The words of deictic or pointer : 'sini' here, 'situ' there, 'ini' this. These addressing are often used in the speech without the subject. The sentence directly addressed to the speaker.

### **3.4 *The Teacher Facilitates The Students To Do Role-Play Performance In Front Of The Class.***

The teacher facilitates the student for making the class more lively and not monotonous. The teacher gives some different dialog for every group and they play the dialog in front of the class.

### **3.5 *Teachers And Students Evaluate The Results Of Student Performance.***

At the end of the class, teacher and all of students discuss about what the students get after the class. It can be an input for the teacher for the next class.

## **4. CONCLUSION**

From the form of addressing above, we can say that the address terms used in the Indonesian language is more variable. Many choices of words can be used as an addressing. In Indonesian language teaching, teachers should provide good examples and exercises to use



many kinds of address term. A lot of words (dictionaries) can be chosen as address term.

Regarding to the importance of the meaning, value and function of the address term in Indonesian language, it is essential to give more attention to the teaching process both by the Indonesian language teacher and the others who intend to develop the teaching of Indonesian language. One effort that can be done by teachers in propagating the correct use of address terms by the students is teaching in class by using the role play and audio visual. Language skills that can be developed with the role play is speaking, especially in interpersonal and transactional dialogues. For Indonesian teachers good luck and I hope that this article can inspire teachers in teaching the address terms in Indonesian language.

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