

AN ANALYSIS OF VOCATIVE EXPRESSIONS IN THE NOVEL ENTITLED *LOVE,*

***ROSIE* BY CECELIA AHERN**

THESIS

Submitted as a Partial Requirement

for the degree of Undergraduate in English Letters Department



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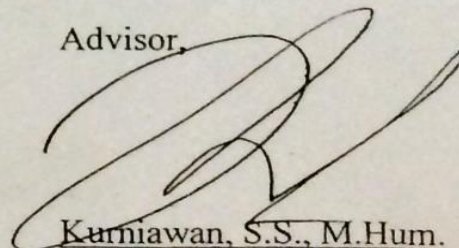
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DEDICATION

This thesis is dedicated to :

My mother. The women with endless endearments, the women who always convinced me about the beauty of dreams when I was face with dying.

My father, my brother and my sister.

My Almamater IAIN Surakarta.

MOTTO

So, verily with every difficulty, there is relief:

Verily, with every difficulty there is relief.

(QS. Al-Insyirah: 5-6)

People are kind, reality make it doesn't.

-Irvan Wijaya

Ada mimpi yang membuat hidup ini menjadi berarti,

Ada pula realita yang terjal, tinggi dan berbatu.

Dunia ini adil.

Hanya aku yang lemah.

-Irvan Wijaya

Where's the will, there's the way.

-Unknown

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis Of Vocative Expressions In The Novel Entitled Love, Rosie by Cecelia Ahern” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the judgement day, god all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of Vocative Expression In The Novel Entitled *LOVE, ROSIE* by Cecelia Ahern”. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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The researcher realizes that this thesis still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

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The researcher

Irvan Wijaya

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ABSTRACT

Irvan Wijaya. 2018. An Analysis Of Vocative Expression In The Novel Entitled Love, Rosie by Cecelia Ahern. Thesis. English Letters Study Program, Islamic Education and Teacher Training Faculty.

Advisor : Kurniawan, S. S., M.Hum.

Key Word : Vocative, Expression, Novel, Love, Rosie.

This study to investigate non-referential vocative expressions employed by characters in the novel entitled "Love, Rosie". The object of the study is to find the types of vocative expressions employed by the character and find why those characters employ certain vocative expressions.

The data of the object is all the epistolary structure in the form of the letter, emails, instant messages, newspaper articles and the utterances in the novel entitled "Love, Rosie" which the author is Cecelia Ahern. The researcher uses a descriptive qualitative method that the process of formulating the conclusion by collecting, classifying, and interpreting the research.

The result of the research, the researcher found 75 data. Those data concludes four types of vocative expressions based on Kubo theory of speech act theoretic analysis of vocative, there are associative non-referential calling, dissociative non-referential calling, associative non-referential addressing and dissociative non-referential addressing. Those data of non-referential vocative expressions are influenced by the different context of situations. The reason why the characters in the novel entitled "Love, Rosie" employ a certain type of vocative expressions are analyzed based on the perlocutionary acts of association and perlocutionary acts of dissociative. The reason that the speaker intended to associate the hearer is; to show speaker's affection to the hearer, the reason occurs because the speaker intends to show his affection and to respect the hearer and those speaker and hearer have a special relation. To motivate the hearer, the reason occurs when the hearer in down situation which needs motivation and it is reflected that the relation between the speaker and the hearer is a good relationship. The reason that the speaker intends to dissociate the hearer are; to mocking the hearer, the reason occurs when the speaker disparaged or underestimate the hearer. To assert the hearer, the reason occurs when the speaker tries to distinct something to the hearer. To show the speaker does not like the hearer, the reason occurs when the speaker and the hearer have a bad relationship. To show the speaker anger, the reason occurs when the speaker and the hearer have conflict. To make the speaker-hearer distances, the reason occurs when the speaker feels has higher social than the hearer. This research tends to give additional results of speech act study and knowledge about vocative expression. By giving a new result of research, this thesis can be other roles for further research with similar analysis about speech act specially vocative expressions.

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CHAPTER I

INTRODUCTION

A. Background of The Study

People are a social creature which needs to communicate, to communicate each other language plays as important a role since it functions as a means of communication. Ferdinand De Saussure, a twentieth century linguist, has defined language as a "social fact" (Saussure, 1959: 60) and Widdowson (1996:3) state that, language serves as a means of cognition and communication which enables people to think for themselves and to cooperate with other people in their community. According to Coulmas (1992), this definition has many implications. Language comes into focus here as a means of communication, for social facts are those that can be studied only if we look at how people associate to form groups, how they communicate and how they act collectively.

Further, Michael Halliday (1994) classifies seven categories of language function. They are instrumental, regulatory, representational, interactional, personal, heuristic and imaginative function. The instrumental function refers to the fact that language allows speakers to get the thing done. The regulatory function refers to language used to control events once they happen. The representational function refers to the use of language to communicate knowledge about the world. To report events, to make a statement, to give accounts, to explain the relationship, to relay the message and so on. The personal functional refers to language that is used to express the individual's

personality. The heuristic function refers to language used as an instrument itself in order to acquire knowledge and understanding. Then, the imaginative function refers to language used to create imaginary system whether these are literary works, philosophical system, etc.

Communication is the process of people to interact with others. According to Thomas (1995:1), People do not always or even usually say what they mean Speakers frequently mean much more than their words actually say. The meaning which communicated by the speaker should be well interpreted by the listener. It more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Yule (1996) later stated that understanding the meaning of a message involves interpretation in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they're talking to, where, when and depend on the circumstances. Through language, the notion of distances can be determined, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, the speaker determines how much needs to be said (Yule 1996: 3).

In many languages, the deictic categories of the speaker, addressee, and others are elaborated with markers or relative social status (for example, addresses with higher status versus addresses with higher status first and foremost an attribute of the person, an account of social deixis must include some mention of person deixis. The deictic function of vocative expression is all too apparent. Language that is used to call, summon, or address some locates a particular referent within the spatiotemporal context

of an utterance. The person deixis of vocative expression can also be shown to be socially constructed and hence dependent on social deixis (Cummings, 2005: 23).

In communication, vocative is commonly used. However, they are under explored in pragmatics. According to Susumu Kubo (2009), most linguists have not any failed to treat properly the illocutionary act/forces, but have never paid attention to the perlocutionary act that a speaker concomitantly performs with an illocutionary act when people utter an utterance with a vocative.

Osenova and simov (2009) introduced Ivanova and Nitsolova's classification of vocative that classified vocative according to whether the vocative nominates the hearer. In other words, Osenova and Simov classified vocative into referential and non-referential ones. However, Kubo criticized that: they failed to analyze adequately the speech act functions. Osenova and Simnov, according to Kubo in his theory about speech acts theoretic analysis of vocative, held that when vocative nominates the hearer, "it is assumed that there is a hidden proposition with the performative verb considering somebody to be of some property" without examining the speech act functions of other vocative types. Vocative, hence, is classified into four types, each of which is assumed to represent an illocutionary act type, namely referential calling, referential addressing, non-referential calling, and non-referential addressing.

In addition to them, the perlocutionary functions are in fact scrutinized. A person's performances of an illocutionary act entail his or her performances of a perlocutionary act. In other words, whenever a speech act is performed, according to Kubo, at least an illocutionary act and its concomitant perlocutionary act are performed at the same time.

Kubo hence classifies eight sub-types of vocative that are seen from a perspective of illocutionary and perlocutionary acts. They are associative referential calling, dissociative referential calling, associative referential addressing, dissociative referential addressing, associative non-referential calling, dissociative non-referential calling, associative non-referential addressing and dissociative non-referential addressing.

Love, Rosie novel (was published as Where Rainbows End) is a story told through letters, emailing and instant messaging about the ever-changing relationship between two main characters Rosie Dunne and Alex Stewart. Rosie and Alex are close friends from childhood but one day they are suddenly separated then their relationship as it continues to change due to distance, new relationships, and circumstances which seem determined to keep them apart. In relation to Kubo's theory of vocative based on perlocutionary acts, there are several kinds of vocative expressions employed in the novel.

1. Greg : Hello, *gorgeous*. How's your day going?

Rosie : Oh. Hello! oh, it's the same as usual . . . better now though!

2. Alex : I have no need for the underwear at all now.

Rosie : Uuuugh! So who's the *unlucky girl*?

In example 1, the speaker is Greg and the hearer is Rosie. The speaker performs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearer with an in-group term. The act offends the hearer and brings about a

perlocutionary effect such that the hearer is felt relieved. Those can be said Greg uses a non-referential vocative "gorgeous" to the Rosie because Greg intends to show that Rosie is precious to his life.

In example 2, the speaker is Rosie while the hearer is Alex. The speaker employs a non-referential addressing "unlucky girl" mentioned that Alex's girlfriend was disgusted. Here, the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing the hearer by an out-group term. This second example hence can be included as dissociative non-referential addressing.

From those two examples above, it can be seen that two various types of vocative expressions that characters used in the "Love, Rosie" novel. in relation to the perlocutionary acts employed by each character, the vocative expression serves different functions which interesting to analyze.

B. Limitation Problem

The research is limited to the analysis of the vocative expressions which emphasize on non-referential vocative according to Kubu's theory. Non-referential vocative, according to Kubo, refer to both calling and addressing by not mentioning the real name of the hearer. The object of this research is hence limited to non-referential calling and addressing which are represented by both associative and dissociative non-referential vocatives.

C. Problem Statemens

1. What types of vocative expressions are employed by the character in the novel entitled "Love, Rosie" according to Kubo's Theory?
2. Why do those characters employ certain types of vocative expressions?

D. Research Objectives

1. To describe the types of vocative expressions employed by the characters which happens in Texting, Lettering and Emailing in the novel entitled " Love, Rosie" according to Kubo's theory.
2. To describe the reason why those characters employ certain types of vocative expression

E. Purpose of the Study

1. To find out the vocative which used in Novel Love,Rosie by Cecelia Ahern.
2. To explain why the meaning of vocative which used by the characters.

F. Research Benefit

The research is conducted to describe the types of vocative expressions employed in the novel "Love, Rosie" by Cecelia Ahern and the reasons why the characters employ such vocative expression types.

Therefore, the researcher hopes that this research will give a lot of benefits. For the students, it will add some references to apply linguistic theory in analyzing "Love, Rosie" novel fans, and this research will give some explanation to understand the meaning of the vocative expression that used in the characters in the "Love, Rosie" novel. The researcher hopes that the fans get some help to understanding the meaning of

vocative while they read the novel and the researcher hopes that this research gives knowledge deeply about linguistics especially vocative expression theory.

G. Defenition Of the Key Term

1. **Vocatives** are noun phrases that refer to the addressee, but are not syntactically or semantically incorporated as the arguments of a predicate; they are rather set apart prosodically from the body of a sentence that may accompay them, Levinson (1983).
2. **Speech Act is** speaking a language is performing speech acts such as making statements, giving commands, asking qustions, making promises and so on
Meanwhile, Searle (1969: 16).
3. **Novel** is an invented prose narrative that is usually long an complex and deals especially with human experience through a usually connected sequence of events.
4. **Texting** the main body of a printed or written work as distinct from commentary, notes, illustrations or the words printed, written or displayed on visual display unit.
5. **Letter** is a written, typed, or printed communication that sent by post or messenger.
6. **Email** is a messages sent electronically from one computer to one or more recipients via network. (Oxford Dictionary)

CHAPTER II

LITERATURE REVIEW

A. Pragmatic

Pragmatic is a branch of linguistics which focuses study on the meaning of utterances. There are many definitions about pragmatic. According to Thomas (1995: 23) defines pragmatic as meaning in interaction since this takes account of different contributions of both speaker and hearer as well as that of utterances and context to the making of meaning. Meanwhile, in "Pragmatics", Yule (1996: 3) Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the words or phrases in those utterances which might mean by themselves and pragmatics is the "study of contextual meaning" which means pragmatic requires a consideration of how the speaker organizes what they want to say in accordance with who, where, when and under what circumstances they are talking to. The speaker tends to consider how close or distant the listener is that the speaker is able to determine how much needs to be said.

For those definitions, it can be concluded that pragmatic is a science that discusses a meaning of utterances by regarding the relation between language and context. Thus the interaction between language and context becomes the main study in pragmatics.

B. The Scope of Pragmatics

Stalnaker (1972) in Levinson (1983: 27) states that pragmatics covers the study of deixis (at least in part), implicature, presupposition, speech acts and aspect of discourse structure.

1. Implicature

The key ideas of implicature were proposed by Grice in the William James lectures delivered at Harvard in 1967 and still only partially published (Grice, 1975, 1978 in Levinson 1983: 100). Levinson hence defines implicature in five terms. First, implicature stands as a paradigmatic example of the nature and power of pragmatic explanation of linguistic phenomena. Second, implicature provides some explicit account of how it is possible to mean more than what is actually said. Third, the notion of implicature seems likely to effect substantial simplifications in both the structure and the content of semantic descriptions. Fourth, implicature, or at least some closely related concept, seems to be simply essential if various basic facts about language are to be accounted for properly. Fifth, the principles that generate implicature have a very general explanatory power: a few basic principles provide an explanation for a large array of apparently unrelated facts.

Meanwhile, Yule (1996: 36) states that implicature as primary examples of more being communicated than is said, but in order for them to be interpreted, some basic cooperative principle must first be assumed to be in operation.

From the point of view described by the experts above, it can be concluded that implicature is a process of interpretation based on situation or context of communication, which is used by the participants to interpret what the speaker means in a distinct way

from what he or she literally says. Therefore, it is clear that implicature belongs to the study of pragmatics.

Grice's theory is an attempt to explain how a hearer gets from what is said to what is meant, from the level of expressed meaning to the level of implied meaning. Grice in Thomas (1995: 57) distinguishes two different sorts of implicature: conventional implicature and conversational implicature, what is implied varies according to the context of utterances.

In order to explain the mechanism by which people interpret conversational implicature, Grice in Thomas (1995: 61) introduced a principle named cooperative principle consisting of four conversational maxims.

a. Quantity

- Make your contribution as informative as it required (for the current purpose of the exchange)
- Do not make contribution more informative than is required.

b. Quality

- Do not say what you believe to be false.
- Do not say that for which you lack adequate evidence.

c. Relation

- Be relevant

d. Manner

- Avoid obscurity of expression.
- Avoid ambiguity.

- Be brief (avoid unnecessary prolixity)
- Be orderly.

an example of observing all maxims can be see below.

Teacher : “how do you go to school?”

Student : “I go to school by bus.”

From the example above, it clear that the student has answered clearly (manner) truthfully (Quality), has given just the right amount of information (quantity) and has directly addressed his teacher’s goal in asking the question (relation). He has said precisely what the teacher meant, no more and no less and has generated no implicature.

2. Presupposition

When a speaker uses a referring expression, he or she, in normal circumstances, is working with the assumption that the hearer knows which referent is intended. However, the hearer underlines what the speaker says in the daily use of language. What a speaker assumes to be true and to be known by the hearer can be called presupposition. Yule (1996: 25) defines presupposition as “something the speaker assumes to presuppositions. Meanwhile, something that logically follows from what is asserted in the utterances is called entailment. Sentences, not speakers, have entailments.

“Anne’s sister won the first prize in a beauty pageant”

In the utterances above, the speaker will normally be expected to have the presupposition that a woman called Anne exists and that she has a sister. The speaker

may also hold more specific presuppositions that Anne has only one sister and that she must be very beautiful and clever. All of these presuppositions are the speaker's and all of them can be wrong, in fact.

3. Speech Act

Searle (1969: 16) states that speaking a language is performing speech acts such as making statements, giving commands, asking questions, making promises and so on. Meanwhile, Yule (1996: 47) defines speech acts as "actions performed via utterances such as apology, complaint, compliment, invitation, promise or request". Further, Austin (1960: 51) originally used the term "speech act" to refer to an utterance and the "total situation in which the utterance is issued".

Speech act theory points out that the action performed when an utterance is produced can be analyzed on three different levels. Austin in Levinson (1983: 235) isolates three basic senses in which in saying something, one is doing something and hence three kinds of acts that are simultaneously performed:

a. Locutionary act

Locutionary acts is the utterance of sentence with determinate sense and reference. It is the basic act of utterance which produces a meaningful linguistic expression.

b. Illocutionary act

Illocutionary act is the making of statement, offer, promise, etc in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase). In other words, it can be said that

illocutionary act relates to the functions or the purposes that a speaker has in mind when uttering a sentence.

c. Perlocutionary act

The speaker does not simply create an utterance with a function without intending it to have an effect. This effect is called perlocutionary act. Therefore, perlocutionary acts are the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterances.

An example below will indicate how Austin intended it to apply.

“it is cold here, isn’t it?”

The utterance above is said by a speaker who has been in a room with air conditioner. The expression “it is cold here, isn’t it?” belongs to locutionary act. Meanwhile, the utterance has illocutionary act of requesting the speaker to turn off the air conditioner. Finally, the perlocutionary act that emerged is that the hearer is willing to turn off the air conditioner.

1. The Classification of Speech Acts

Searle (1976) in Cutting (2001: 16) classifies speech acts into five classes:

a. Declarations

These are words and expressions that change the world by their particular utterance, such as “I bet”, “I declare”, and “I resign”. Therefore, whenever a speaker utters declarations, he or she means that he or she intends

to change someone's life. In this case, the speaker should have an institutional role in a certain context in order to perform declarations appropriately.

Examples:

- Priest : I now pronounce you husband and wife.
- A president : I name this ship "Titanic"

b. Representatives

These are acts in which the words state what the speaker believes to be the case, such as "describing", "claiming", "hypothesizing", and "predicting". This means, in representatives, the speaker expresses his/her belief about the truth of a proposition.

c. Commissives

Commissives include act in which the words commit the speaker to future action, such as "promising", "offering", "threatening", "refusing", "vowing" and "volunteering". In other words, the speaker indicates that he/she will do something in the future.

Examples:

- I promise to love you the way you are.
- I will kill you if you move.

d. Directives

This category covers acts in which the words are aimed at making the hearer do something such as "commanding", "requesting", "inviting", "suggesting" and so on. In other words, directives relate to speaker's intention to ask the hearer to do something.

Examples:

- Don't make any scratch in the paper
- Would you do me a favor to bring my bag upstairs?

e. Expressives

Includes acts in which the word state what the speaker feels, such as “apologizing”, “praising”, “congratulationg”, deploring” and so on. In short, in expressives, the speaker expresses their feeling such as the statement of pleasure, pain, sad, like , etc.

Examples:

- I'm sorry for being fool.
- My apologize for broken your phone.

4. Conversational Structure

Coversational structure is one aspect of pragmatial which concerns on the organization of conversation (Levinson, 1983: 284). Yule (1996:71) defines conversational structure as the structure of talk which is derived from fundamental kind of interaction.

Thus, it can be said that conversational structure relates to how the participants organize their conversation when they interact with others. According to Levinson (1983: 296), conversational structure consists of three basic aspects in the structure of conversation.

a. Turn talking

Turn talking is one participant. A, talks, steps, another, B, starts, talks, stop; and so we obtain an A-B-A-B-A-B distribution of talk across two participants.

b. Adjacency pair

Adjacency pair is the kind of pair utterances of which question-answer, greeting-greeting, offer-acceptance, assessment-agreement, etc are prototypical.

c. Overall organization

Overall organization includes orders of organization in conversation. One kind of conversation with recognizable overall organization that has been much studied is the telephone call.

C. Vocative

1. Definition of Vocative

According to Levinson (1983: 71), vocatives are noun phrases that refer to the addressee, but are not syntactically or semantically incorporated as the arguments of a predicate; they are rather set apart prosodically from the body of a sentence that may accompany them. Meanwhile, Huang (2007: 143) shares the same ideas. According to him, vocatives are “NPs that refer to the addressee, but form no part of the arguments of predicate.” The function of the vocative is to address an individual and to get his or her attention. this function is clearly a matter of discourse which is why the vocative is located in pragmatics, the study of language use.

From the point of views above, it can be concluded that vocatives include noun phrases which can stand separately from their utterance and function both to get the addressee's attention and to address the addressee.

Zwicky (1974) distinguished two types of vocatives, there are calls an addresses. Calls are designed to catch the addressee's attention, while addresses maintain or emphasize the contact between speaker and addressee (Zwicky 1974: 787). According to Levinson (1983: 71), calls or summonses are naturally utterance-initial, indeed conversation-initial and can be thought of as independent speech acts in their own right. Calls usually occur at the utterance-initial position. Addresses are parenthetical and can occur in the sorts of locations that other parentheticals can occupy. They usually occur at noun-utterances initial positions.

In short, the expert agree that call or summon function to get the addressee's attention and they usually occur at the utterance-initial position. Moreover, the expert also shares the same idea that addresses, which usually occur at non-utterance initial positions, function to maintain the contact between the speaker and the addressee.

The examples of call or summonses can be seen below

- a. *Hey you*, out from this place!
- b. *George*, if we don't get bus immediately, we'll be late for school.
- c. *Professor William*, would you please explain me more abput the formula?

While the examples of addresses are

- a. I'm afraid, *sweetie*, i have to leave now.
- b. Would you do me a favor, *Anne*?

- c. My suggestion, *Dean*, is that our cheerleading team should not be sent to national championship.

The examples above explain three points. Firstly, calls or summons, being gestural in nature, are utterance-initial; addresses, being symbolic in character, are parenthetical, and can occur whenever other parenthetical can occur. This means that calls or summonses are placed before the utterances, while addresses can be inserted in the utterances. The second point to note is that while all addresses can be used as calls or summonses, only some calls or summonses can be used as addresses (Zwicky 1974, Levinson 1983: 70-1). The call “hey you” in the utterance “hey you, out from this place”, for example, can not be used in the address. Finally, as shown in the examples above, vocatives are in general socially marked. This means vocatives may express a wide variety of features of the discourse situation.

2. Kubo’s Speech Act Theoretic Analysis of Vocatives

According to Kubo (as assessed in www.paaljapan.org on April 20th 2009), it is important to study the distinction between syntax and pragmatics in the case of vocatives. In syntax, vocatives can be treated as a kind of sentential adverbs. For instance, a sentential adverb like “please” is combined with a matrix sentence to produce a sentence with the adverb. A vocative expression like “darling” is conjoined with a sentence to produce a vocative sentence. In other words, both sentential adverbs and vocatives have the same syntactic combinatory function from a sentence to a sentence as shown in (1)

(1)

- a. [[Please] s/S [it’s hot here]s]S

b. [[Darling] s/S [it's hot here]s]S

This syntactic similarity between sentence adverbs and vocatives, however, does not apply in pragmatics. In pragmatics, especially in speech act theory, it is a common knowledge that the illocutionary force of a sentence with a sentential adverb is that of the adverb, but not that of the matrix sentence. For instance, the illocutionary force of the sentences in (2b) is that of “please”, namely, “request”, but not that of the matrix imperative sentence, namely, “order”. Roughly, the illocutionary force of a sentence changes if it is modified with a sentence adverb that function as an independent illocutionary force.

(2)

a. pass me the book. [order]

b. *Please* pass me the book. [Request]

in contrast, the illocutionary force of a sentence does not change when it is modified with a vocative with an independent illocutionary force, but a vocative agglutinates an additional force to that of the matrix sentence. For instance, in (3a), the speaker commences the utterance with a vocative “honey” which functions as an illocutionary act of calling and arrest the hearer’s attention to the speaker, the performs the illocutionary act of informing that reflects the illocutionary force of the matrix sentence. There, the speaker does not intend to change the illocutionary point of the matrix sentence in (3a) while, in (3b), the speaker performs the illocutionary act of the matrix sentence first, then performs the illocutionary act of addressing and share the information expressed in the proposition of the matrix sentence with the hearer.

(3)

- a. *Honey*, i just can't wait to see you soon.
- b. Listen to me, *Honey*! No matter what happens, I will always love you.

In short, it can be concluded that the existence of vocatives does not change the illocutionary act of the matrix sentence or the utterance itself. Therefore, whenever a speaker employs a vocative and an utterances, he or she performs two illocutionary acts as the illocutionary act of vocative itself (calling or addressing) and the illocutionary act of the matix sentence or the utterance itself.

Levinson (1983: 70) classified vocatives into call and address according to the occurrence position in an utterance. The same vocative expression plays different roles at different places. However, the problem in Levinson (1983), according to Kubo, is that he failed to analyze adequately the speech act functions. He only claims that call “can be thought as independent speech act” without touching upon the illocutionary function of addresses. In fact, both call and addresses are used to perform speech acts.

Osenova and Simov (2009) introduced Ivanova and Nitsolva’s classifications of vocatives that classified vocatives according to whether they nominate the hearer: when vocatives do not nominate, they only refer to. In other words, Kubo classified vocatives into referential and non-referential vocatives. For instance, “Mrs. Clifton” in the utterances “*Mrs.Clifton*, would you show me the way to the post office, please?” is referential vocatives, on the other hand, “darling” in the utterance “I miss you, *darling*” is non-referential vocatives.

In short, referential and non-referential vocatives are Kubo’s own terms according to whether the vocatives nominate the hearer. Referential vocatives include vocatives

whose addressee's real name is mentioned, while non-referential vocatives do not mention the addressee's real name. The vocative expressions is non-referential vocatives only refer to the addressee.

In Kubo's perspective, Osenova and Sinov, however, shared the same problem with Levinson (1983), namely, they failed to analyze adequately the speech acts functions. Osenova and Sinov held that when vocatives nominate the hearer, "it is assumed that there is a hidden proposition with the performative verb "consider somebody to be of some property" without examining the speech act function of other vocative types.

Thus, Kubo points out that Osenova and Sinov do not include speech acts functions in their analysis of vocatives. Even if preceding studies of vocatives are defective in their analysis of their speech act functions, their syntactico-pragmatics and semantico-pragmatics classifications are complementary and sound. This means Osenova and Sinov tend to maintain the Vocative classifications of syntactico-pragmatics and semantico-pragmatics instead of the analysis of speech act functions. Consequently, vocative are classified into four types as shown in (4), each of which is assumed to represent an illocutionary act type.

(4)

- a. Referential calling
- b. Referential Addressing
- c. Non-referential calling
- d. Non-referential addressing

In addition to the illocutionary act, the vocatives' perlocutionary functions are scrutinized. According to Kubo, a person's performance of an illocutionary act entails the performance of a perlocutionary act. In other words, whenever a speech act is performed, at least an illocutionary act and its concomitant perlocutionary act are performed at the same time.

Brown and Levinson (1978) have never been brought up in relation issue regarding perlocutionary acts, on the one hand. They themselves neither mentioned nor use the jargon of speech act theory in their book. They, however, stated that "by using any of innumerable ways to convey in-group membership, the speaker can implicitly claim the common ground with the hearer that is carried by that definition of the group" (p. 107). This implicit claim is interpreted as a perlocutionary act performed concomitantly with the illocutionary act by using vocative that belong to in-group term of address. For simplicity, Kubo names the perlocutionary acts performed concomitantly with an illocutionary act via in-group terms as perlocutionary acts of association. Similarly, there are innumerable ways to convey out-group membership as well. In-group term and out-group terms are expected to guarantee minimal and maximal distance between participants, respectively. Thus, Kubo names the perlocutionary act performed concomitantly with an illocutionary act via out-group term as perlocutionary acts of dissociation. Consequently, two types of perlocutionary acts are obtained.

In (5), Andy addresses a restaurant owner by his name "Philip". In other words, Andy treats him as if he were a member of the group he belongs to under the given circumstance. Actually, "Philip" a restaurant owner but is not a member of her social group. In this utterance, Andy behaves like a customer of an elegant restaurant and

addresses the restaurant owner by the first name. There, the speaker intends to associate the hearer by performing illocutionary act of addressing via in-group vocative, the speaker's act of association is a perlocutionary act, and the resonance between the participants is a perlocutionary effect.

(5)

Andy : Can I have something to drink, *Philip*?

Restaurant owner : Certainly. What do you want to drink?

In contrast, in the following cases, the referent of the vocative is treated as if the hearer is not a member of the group the speaker belongs to. In (6), George is calling Tessa as "*young lady*" that is an out-group vocative. In this utterance, the speaker dissociates the hearer since he does not believe what Tessa says anymore. There, the speaker expects certain perlocutionary effect such that the hearer notices her fault and feels sorry.

(6)

George : Mr. Smith told me that you never came to his class.

Tessa : He told you a lie. I do always come to his class.

George : But he was sure that he never saw you in the class.

Tessa : Great! You're going to believe what he always says.

George : I'm not sure what to believe anymore, *young lady*. You never used to lie to me but you don't seem to know the difference between right and wrong.

Generally speaking, in performing an illocutionary act of addressing or calling a person in status as a person in another status, the speaker is presumed to be intentionally performing a perlocutionary act of association or dissociation according to given relation between the speaker and the hearer in the given circumstance.

3. Types of Vocative Expressions in Speech Act Theory

From a perspective of illocutionary acts, vocatives are classified into four subtypes. Then, by adding the perlocutionary act type distinction, the following eight subtypes of vocatives are obtained.

a. Associative Referential Calling

Associative referential calling means the speaker performs an illocutionary act of calling the hearer by his/her name via referential in-group term which brings about a perlocutionary effect such that hearer feels relieved.

The definition above can be explained in two points. First, the vocative contains an illocutionary act of calling besides containing other illocutionary acts of the matrix sentence. Second, since the vocative is included as referential in-group term which means that the vocative mentions the hearer's real name, the vocative contains a perlocutionary act of association which brings about a perlocutionary effect such that the hearer feels relieved.

Example:

(Karren is lost outside a door room)

Monica : You are not giving up already, aren't you?

Karren : (happy) *Monica*

(Karren comes to her and hugs her)

Karren is lost outside a door room. At first, she is disappointed nobody is willing to help her. When Karren almost gives up, Monica, her old friend, suddenly comes to help her. Karren then performs a perlocutionary act of association by performing an illocutionary act of calling the hearer's name (Monica) that is included as a member of in-group terms to express Karren's happy feeling to Monica.

b. Dissociative Referential Calling

In dissociative referential calling, the speaker employs an illocutionary act of calling the hearer by his/her name which is included as out-group terms and which bring about a perlocutionary effect such that the hearer feels disgraced.

Thus, the characteristics of dissociative referential calling can be described in two points. First, the vocative contains an illocutionary act of calling besides employing illocutionary acts of the matrix sentence. Second, the vocative is included as referential out-group term and it hence contains a perlocutionary act of dissociation which brings about a perlocutionary effect such that the hearer feels disgraced.

Example:

Catty (Mr. Smith's wife; Thomas's lover) : Will you come back to me?

Thomas : No.

Catty : Will you please forgive me?

Thomas : (a beat) *Mrs. Smith*

(Catty turns, disgusted)

Catty, Mr. Smith's wife and also Thomas's lover, wants to Thomas to forgive her and come back to her. Thomas however does not accept her apologize. He then performs a perlocutionary act of dissociation by employing an illocutionary act of calling Catty with "Mrs. Smith". In Short, thomas expresses his refusal to Catyy's request by commencing his replay with a call, "Mrs. Smith" that implies which he is emotially detached from her, which causes catty to feel disgusted.

c. Associative Referential Addressing

In associative referential addressing, the speaker performs an illocutionary act of addressing the hearer ny his/her name which is included as in-group term and it hence brings about a perlocutionary effect such that the speaker relives the hearer's mind.

Thus, the caharacteristic of associative non-referential calling can be explained in two points. First, the vocative contains an illocutionary of the matrix sentence first then employing an illocutionary act of addressing. Second, since the vocative is included as referential in-group term, it contains a perlocutionary act of association which bring about a perlocutionary effect such that the hearer feels relieved.

Example:

Hackenbush : I found something, *Professor Firefly*. It seems like fossils.

Firefly : You're right. Continue digging, dear colleague!

(Afrer digging)

Hackembush : Amazing.

Firefly : Unbelievable.

After the discovery of large number of fossils, Hackenbush addresses Firefly by name “Professor Firefly”, which implies his intention to share the pleasure with the professor. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer by an in-group term “Professor Firefly”, which satisfies the hearer’s sense of identity.

d. Dissociative Referential Addressing

in dissociative referential addressing, the speaker employs an illocutionary act of addressing the hearer by his/her name which is included as in-group term and it brings about a perlocutionary effect such that hearer’s honor is disgraced.

The characteristic of dissociative referential addressing can be explained in two points. First, the vocative contains an illocutionary act of addressing. In uttering a sentence with vocative, the speaker employs illocutionary acts of the matrix sentence first and then the illocutionary act of addressing. Second, since the vocative employs an illocutionary act of addressing via referential out-group term, the vocative should contain a perlocutionary act of dissociation which brings about a perlocutionary effect such that the hearer feels disgusted.

Example:

(Occurred in a meeting)

Ted : (As he enters). I’m afraid I haven’t prepared my presentation.

Andy : Would you remind me later when I’m going to have presentation

(On Andy – Clearly he is very irritated at this)

Andy (Ted's boss) : (Sardonic) my pleasure, *Mother Kramer*, can we just skip to another presentation?

Feeling disgusted with Ted's recent incompetent works, Andy does not address him Ted anymore but sardonically addresses him as "Mother Kramer" instead. Here, the speaker expresses his negative feeling to the hearer by performing an illocutionary act of addressing him by his family name with a pejorative adjective nominal "Mother". The illocutionary act, entails his performance of a perlocutionary act of dissociation, which causes a perlocutionary effect that hearer feels mortified.

e. Associative Non-referential Calling

Associative non-referential calling, as its nature, is used for catching addressee's attention. According to Kubo, in associative non-referential calling, the speaker performs an perlocutionary act of association by performing an illocutionary act of calling the hearer by those in-groups term, which bring about a perlocutionary effect on the hearer such that the hearer feels relieved. This means that associative non-referential calling contains an illocutionary act of calling with in-group terms and hence it has a perlocutionary act of association which means bringing about a perlocutionary effect on the hearer such that the hearer feels relieved.

Two points are necessary to mention here. First. The vocative contains an illocutionary act of calling. A vocative's illocutionary act agglutiates an additional force to that of a matrix sentence. The vocative, then, does not change the illocutionary point of the matrix sentence. When a vocative is aimed to arrest the hearer's attention to the speaker, it can be said that the vocative employes an illocutionary act of calling besides

performing other illocutionary acts such as claiming, offering, promising, etc. Second, the vocative is included as non-referential in-group terms and it contains a perlocutionary act of association. Since the vocative is included as in-group terms, it contains a perlocutionary act of association. The perlocutionary act of association, according to Kubo, is a perlocutionary act performed concomitantly with the illocutionary act by using vocatives that belong to in-group terms of address. The perlocutionary act of association is employed to bring about a resonance between the speaker and the hearer. Moreover, the perlocutionary act of association will also bring about a perlocutionary effect such that making the hearer feel relieved.

Example:

John : (into the phone) *Darling*, it's me. I'm sorry we can not have dinner tonight. I have to attend a meeting.

Katharine : But you promised me to have dinner tonight. Can't you leave the meeting?

John : The meeting will be important for me so I can't leave it.

John contact his wife, Katherine, by phone. He tells can not have dinner with his wife by commencing his words with a non-referential calling "Darling" which extends his affection to his wife. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by those in-group term, which bring about a perlocutionary effect on the hearer such that the hearer feels relieved.

f. Dissociative Non-referential Calling

Similar to associative non-referential calling, dissociative non-referential calling is also to catch the hearer attention. according to Kubo, whenever a speaker employs dissociative non-referential calling, he performs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearer by an out-group term which brings about perlocutionary effect on the hearer such that his honor is disgraced. This means that a vocative can be called a dissociative non-referential calling if it contain an illocutionary act of calling the hearer with out-group terms and it hence contains a perlocutionary act dissociation which brings about a perlocutionary effect such that hearer's honor is disgraced.

There are two points which are necessary to explain. First, similar to associative non-referential calling, the vocative in dissociative non-referential calling should contain an illocutionary act calling besides containing other illocutionary acts whenever a speech act is employed. Second, since the vocative is included as non-referential out-group members, it contains a perlocutionary act of dissociation. According to Kubo, perlocutionary act of dissociation includes perlocutionary acts performed concomitantly with an illocutionary act via out-group terms. In dissociative non-referential calling, the vocative is treated as if the hearer is not a member of the group the speaker belongs to. In addition, dissociative non-referential calling bring about perlocutionary effects to the hearer such that his honor is disgraced.

Thomas : (seeing his lovers is coming) what a surprise.

Thomas's lover : Hey *you cruel monster*, how dare you try to sweet talk me after forgetting our date last night.

Thomas : I am sorry, but i ...

Thomas's lover : you had better take me out tonight or I'll break you up

Thomas's love feels disappointed to Thomas since he forgets their dating. Thomas's lover hence performs a perlocutionary act of dissociation by performing an illocutionary act of calling her lover as "cruel monster" which is included as out-group term. The act bring about a perlocutioanary effect on Thomas such that he feels disgusted.

g. Associative Non-referential Adressing

According to Kubo, associative non-referential adressing generally means that the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearerwith in-group term. The speaker, hence, does not intend to disgrace the hearer's honor , but intends to bring about a perlocutionary effect such that the speaker relieves the mind. That means a vocative can be called associative non-referential addressing if it contain an illocutionary act of addressing the hearer with in-group terms and it hence employs a perlocutionary act of associating which bring about a perlocutionary effect such that the hearer feels relieved.

The definetion can be explained in two points. First, in associative non-referential addressing, the speaker performs the illocutionary act of the matrix sentence first, then performs the ilocutionary act of addressing and shares the information epressed in the proposition of the matrix sentence with the hearer. Second, since the vocative is included as non-referential in-group terms, it contains a perlocutionary act of association includes a perlocutionary act performed concomitantly with the illocutionary act by using vocatives that belong to non-referential in-group term of address to bring resonance

between the participants. Moreover, associative non-referential addressing is aimed to bring about a perlocutionary effect such that speaker relieves the hearer's mind.

Example:

Lucy : I believe that if we study and work hard, we'll soon graduate.

Nancy : That's right, *pal*. So, let's go to the library.

Lucy : Ok.

Nancy is Lucy's best friend. She associates Lucy since agrees to what Lucy says. She performs a perlocutionary act of association by employing an illocutionary act of addressing her friend "pal" which is included as non-referential in-group term. This act hence brings about a perlocutionary effect on the hearer such that the hearer feels relieved.

h. Dissociative Non-referential Addressing

Dissociative non-referential addressing, according to Kubo, means that the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing the hearer with an out-group term. In dissociative non-referential addressing, the act offends the hearer and brings about a perlocutionary effect such that the hearer feels disgusted to the speaker. This means that a vocative can be included as dissociative non-referential addressing if it contains an illocutionary act of addressing the hearer with out-group term and it hence contains a perlocutionary act of dissociation which brings about a perlocutionary effect such that the hearer's honor is disgraced.

Dissociative non-referential addressing, hence, can be explained in two characteristics. First, similar to associative non-referential addressing, in dissociative non-referential addressing, the speaker performs the illocutionary act of the matrix sentence

first, then the perform the illocutionary act of addressing and shares the information expressed in the proposition of the matrix sentence with the hearer. Second, since the vocative is included in non-referential out-group terms, the vocative contains a perlocutionary act of dissociation. Similar to dissociative non-referential calling, the vocative in dissociative non-referential addressing is treated as if the hearer is not a member of the group the speaker belong to. In addition, dissociative non-referential addressing bring about perlocutionary effects to the hearer such that honor is disgraced.

Example:

Anne : What is he?

Mary : He is a school DJ.

Anne : (laughing) listen to this. The top men in this school are football players. Just underneath, there are basket ball player, men acting in a theatre, campus activists, and finally, school DJs, right above canteen workers. Do you know what I'm saying, *stud*?

Mary : I don't care what you say. I still love him.

Anne shows that she does not like Mary's boyfriend. For her, Mary's boyfriend has a lower status than other men. She hence employs a perlocutionary act of dissociation by performing an illocutionary act of addressing Anne as "stud" which is included as non-referential out group term. This act brings about a perlocutionary effect such that Mary's honor is disgraced.

4. **Insincere Perlocutionary Act, Exploitation of Group-term Distinction, inconsistent Votive Phrases**

a. **Insincere Perlocutionary Act**

The case can be included as insincere perlocutionary acts if a perlocutionary act is insincere even if its illocutionary act is successful. It can be clearly described through an example below.

They walk past a gardener, who's at work at White House's garden.

Charlie (a gardener) : Morning, Mr. President

(before he's even completed the last syllable of the greeting, Jane quickly and quietly said)

Jane (president personal assistant) : Charlie

Obama (American President) : Morning, *Charlie*

Obama performs a perlocutionary act of association by performing an illocutionary act of addressing to a gardener by the first name "Charlie", that is a member of in-group terms. He does not have any intention to associate him personally since he is not acquainted with him, but intends to bring about a perlocutionary effect such that his illocutionary act of addressing lets him believe that the president knows even a gardener like him. Thus, his perlocutionary act does not satisfy the conditions of success, since it violates sincerity condition, even if his illocutionary act satisfied it.

b. Exploitation of Group-term Distinction

The vocative “You bastard” is commonly an out-group term used to dissociate the hearer from the speaker. However, there is case where the same vocative is used to associate the hearer to the speaker as seen in the example below.

Almasy : (as if interpreting) it’s long song- Szerelm means love... and the story – there’s a Hungarian Count, he’s a wanderer, a fool. For years he’s on some kind of quest, who know what? And then one day he falls under the spell of a mysterious English woman – a harpy – who beats him and hits him and he becomes her slave. He sews her clothes, he worships the hem of –

Katherine had thought for a few second he was serious, she catches on and stars to beat him.

Almasy : (laughing) Ouch! See- you’re always beating me!

Katherine : *You bastard*, I was believing you!

From the example above, Katherine calls Almasy with “you bastard” as soon as she realizes that Almasy insulted to her. The call “you bastard” is commonly used an out-group term to dissociate the hearer. In this context, however, Katherine does not intend to dissociate Almasy. Such use of an out-group term is supposed to be more effective than simple use of an in-group term to cause perlocutionary effect upon the hearer. This case then is called exploitation of group-term distinction.

c. Inconsistent Vocative Phrases

A vocative phrase is inconsistent whenever a head noun and its modifier of a vocative phrase belong to inconsistent group terms. The example below shows that the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing via inconsistent vocative phrases.

Jane : You have to clean my bedroom before dinner, *my little droppings*. And if you don't do it immediately, you may not have dinner.

A servant : (keeps silent and quickly goes to the bedroom)

From the examples above, in order to show that Jane does not like her servant, she addresses her servant as “my little droppings” which contains the combination of a diminutive in-group adjective phrase “my little” and the out-group terms “dropping”, and then expresses perlocutionarily her hatred to the hearer. In short, the use of the combination between in-group and out-group term in this context implies a perlocutionary act of dissociation which bring about a perlocutionary effect on the hearer such that the hearer's honor is disgraced. Therefore, how the combination of both in-group and out-group terms as shown in the example above is applied can be called inconsistent vocative phrases.

D. Context of Situation

Since the beginning of the 1970s, linguist have become increasingly aware of the importance of the context in the interpretation of sentences. To get adequate understanding of a text, it is necessary to discuss environment surrounding the text,

which Halliday (1994) call it as “context”. Furthermore, Edward T Hall in Parera (1989: 11) states that “information taken out of context is meaningless and cannot be reliably interpreted”. Thus the meaning of utterances cannot be obtained by ignoring the context, which form the utterances. Parera (1989: 2) defines context as “situation formed by setting, activity, and relation”. It means that a context can occur if there is an interaction between those components.

1. Setting

Setting covers:

- Material factor surrounded the event of linguistic interaction.
- Place covering the position or structure of thing and person.
- Time covering the sequence or arrangement of time order in linguistic interaction.

2. Activity

Activity is all behavior happening in linguistic interaction. It covers the activity of linguistic interaction itself, non-verbal interaction, and also reaction, perception, and feeling of the communicator and communicant.

3. Relation

Relation refers to the relation among participants. The relation can be determined by sex, age, social status, etc.

Further, Hymes (as cited in oak.cats.ohio.edu/~thompsoc/Hymes.html accessed on February 15th 2010) specifies the features of the context, which may be relevant to the identification of type of speech event. Those features include as follows

1. Addressor and Addressee

Addressor refers to the speaker or the writer who produces an utterance, while addressee refers to the hearer or the reader who receives the utterance.

2. Audience

Audience includes the presence of overhearers that may contribute to the specification of a speech event.

3. Topic

Topic means a subject of a text, speech etc.

4. Setting

The surroundings of a place and time where an event happens.

5. Channel

Channel means how contact between participants in the event is being maintained by speech, writing, signing.

6. Code

Code includes what language or dialect or style of language is being used.

7. Message-form

Message-form includes what form is intended, for instance that, debate, fairytale, etc.

8. Event

Event includes evaluation, a good sermon, a pathetic explanation.

9. Purpose

What participants intend comes about as a result of a communication event.

The context of a situation in conversation has an important role to interpret the meaning of utterances. Therefore, it is necessary to avoid misinterpretation in understanding the message of an utterance.

E. Definition of Novel

According to (Meigan Gates Goodyer, 2008) The novel, like the documentary, is a hard genre to define. Through history, the term 'novel' has been applied to writings that cover a plethora of topics, that employ numerous and varied styles, and that have achieved divergent results - critically, publicly, aesthetically, and economically. Consequently, trying to pinpoint the origin of the novel is difficult, if not impossible. "It all comes down to a question of prior definition, and definitions, when claims of this sort are at stake, are notoriously self-serving" (Gilman xii). Although many people have gone so far as to identify the first novel (i.e. Don Quixote and Tom Jones are favorites, but some [i.e. Smiley, Bakhtin, etc.] would go as far back as the ancient Greeks, 11th century Japan, or even 13th century Iceland for the first novel), there has been no consensus on the issue.

F. Synopsis Of Love, Rosie Novel by Cecelia Ahern

Love, Rosie novel by Cecelia Ahern is telling about Rosie and Alex who are best friend and undisciplined child in the school, they had been friend from childhood, in their relationship as best friend they were their own dreams, Alex has dream to become a heart surgery and Rosie want to has her own hotel. Their lives is a lot of funny stories they shared about something strange to each other, the something that knowed by them even their skipping school and going to night club to celebrated Rosies birthday then Rosie should pump her stomach by docter because she too much drink.

When the farewell party Rosie in paired with Greg Cristian, unfortunately Rosie was pregnant then should canceled their scholarship in Boston to take care of her

daughter. Then they separated when Alex and his family move to Boston. Rosie keep it secret that she was pregnant by Greg and Greg when his known that Rosie was pregnant because of him, his gone immediately. But doesn't more time to Alex to know about what happened to his best friend. Alex and Rosie keep in touch via emailing and text, their keep sharing about their problem, when Rosie was born her daughter ,Katie. then decided stand alone then looked for an appartement. Their friendship were complicated but their can't lying their consience then after fifty years of complicated relationship their find what their want and married.

G. The Previous Study of The Research

The researcher takes two graduated previous researches to enrich the data about vocative expression. Those are “Vocative in MICASE” which done by Jennifer McCormick and Sarah Richardson (2006), “An Analysis of Vocative Expressions In The Film Entitled Bring It On” by Vianinda Pratama Sari, “An Analysis of Vocative Expressions Among Character In The Film Entitled Alien In The Attic” by Arini Hidayah and “The Shakespearean Vocative As Grammatical Metaphor” the reasearch by Natalia SYTNYK (2006).

The reseach by Jennifer McCormik and Sarah Richardson analyzed the most common vocative cases in Non-academic speech event as assessed in <http://lw.lsa.umich.edu/eli/html> (2011). They could not distinguish between non referential and referential vocative in MICASE (a collection of spoken academic in the University of Michigan. The resut of their research were that there are nine form of vocative according to Biber, Conrad and Leech's theory, namely 1) group terms, 2)

Second-person pronoun, 3) first name, 4) Honorifics, 5) Familiarizer, 6) Indefinite pronoun, 7) familiarized first name, 8) Endearment, and 9) Title.

Vianinda's research used Kubo's theory of vocative expressions which based on pragmatic approach. Vianinda analyzed non referential vocative in film *Bring It On*. She result of her research are only focusing on Non-Referential types of vocative by Kubo: Non-associative referential calling, Dissociative Non-referential Calling, 3) Associative Non-Referential Addressing, and Dissociative Non-Referential Addressing.

In Hidayah's research is also used Kubo's which same as Vianinda's research, but Hidayah analyze both Non-Referential and Referential vocative based of Kubo's theory. There are: Associative referential calling, Dissociative referential Calling, Associative Referential Addressing, Dissociative Referential Addressing, Associative Non-referential calling, Dissociative Non-referential Calling, Associative Non-Referential Addressing, and Dissociative Non-Referential Addressing.

The research by Natalia was analyzing the meaning of vocative constructions in Shakespeare's works. She was focusing on the functional potential as markers of interpersonal and textual are investigated. Research into vocative constructions is important for understanding the way Shakespeare's characters construe their emotions, relationships, attitudes, status and identify in what capacity and where they position each other and how they create textual information.

From the study above this research only focused Non-Referential vocative that are in Emailing, Lettering and Messaging by character in novel entitled *Love, Rosie* by Cecelia Ahern.

CHAPTER III

RESEARCH METHODOLOGY

A. Types of Research

This research is a qualitative research which employed a descriptive method. Bodgan and Taylor in Moleong (2001: 2) states that a qualitative research is a research which does not included any calculation or numeration because the datum are produced in the form of word. According to Dornyei (2007: 54), qualittive research is ‘uniquely capable of documenting and analyzing the situated, contextual influences on language aquisition and use, as well as the subtle variations in learner and teacher identities that ernerge during the language learning or teaching process.’ Qualitative research involves data collection procedures that result primarily in open-ended, non-numerial data which is then analyzed primarily by non-statical methods (Dornyei, 2007: 24). In short, the experts agree that qualitative research has something to do with descriptive data consistig of written form, oral words and observed behavior which is anayzed with non-statistical methods.

Meanwhile, this research used a descriptive method. The objective was to describe phenomenon from the data analysis in which a research conclusion will be drawn. Surakmad (1994: 139) states that descriptive method is a kind of research method using technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing a conclusion.

By using a descriptive method, the researcher tried to describe the facts concerning the object of the research, namely non-referential vocative expressions. Therefore, the researcher collected the data, analyzed and interpreted them and drew a conclusion about the types of vocative expressions and the reasons why the characters in novel “Love, Rosie” employ a certain types of vocative expressions.

B. Data and Source of the Data

Source of data refers to the subject from which the data are obtained (Arikunto, 1985). The data themselves may appear in the form of discourses, sentences, clauses, phrases or words (Subroto, 1992: 7). Lofland (1984) in Moleong (2007: 157) states that the data such as documents are included as additional data. In other words, in qualitative research the data contained in the source of data should consist of words and behavior which can be observed.

The data in this research were the dialogues spoken by the characters which supported the occurrence of non-referential vocative expressions based on Kubo’s speech act theoretic analysis of vocatives.

Meanwhile, the data sources of this researches were a novel entitled “Love, Rosie” by Cecelia Ahern. There were some reasons why the researcher chosen the novel as data sources. First, the stylistic of writing of the novel is unique, the written of the novel is like chatting communication script. The stylistic of the writting is made the reader easier to read the novel and the novel was promoted become a movie which with same tittle. Second, the novel is interisting to read. Theres are comedy, realistic and

romantic in a complicated of relationship of best friend since kids also Cecelia Ahern is an international bestseller which catapulted into the spotlight with her previous debut novel, *P.S I Love You* which also adapted to a major movie.

C. Sample and Sampling Technique

Mantra and Kaestro in Singarimbun (1985: 152) states that population is all subject of the research and that sample is the representation of the population from which the researcher generalize the result of the research. Furthermore, samples should be collected by using a specific technique of sampling. Considering the nature of qualitative study, the researcher used purposive sampling technique in which the choice of subject is based on certain characteristics or features which are relevant to the characteristic of population.

The determining the sample, the researcher made sure that the dialogues in the novel “*Love, Rosie*” contained non-referential vocative expressions. Furthermore, the researcher used some dialogue to be analyzed based on Kubo’s speech act theoretic analysis of vocatives to represent the whole phenomena in the novel.

D. Technique of Collecting Data

The data of the reasearch were collected by conducting the following below:

1. Reading the novel entitled “*Love, Rosie*”
2. Indetifying and coding the non-referential vocative expressions in the dialogues by noted the vocative expression.

E. Data Coding

The researcher gave codes in the data to make each datum easier to analyze. The data coding was based on the order the number of datum, the types of vocative expressions and the illocutionary act of a vocative.

Datum1 : refers to the number of datum

ANR : refers to a type of vocative expressions

It can be:

- ANR : Associative Non-Referential

- DNR : Dissociative Non-Referential

ADD : refers to the illocutionary act of a vocative

It can be:

- CALL : Calling

- ADD : Addressing

F. Technique of Analyzing Data

The researcher uses content analysis. Elo and Kungas (2007: 107) state that content analysis is a method that may be used with either qualitative or quantitative data and in an inductive or deductive ways. Gao (1989: 6) states that Content analysis is a set of procedure for collecting and organizing information in a standardized format that

allows analysts to make inferences about the characteristics and meaning of written and other recorded material. In addition, Wiliam (2007: 69) defines that content analysis review forms of human communication including books, newspaper, and films as well as other from the content in the human communication.

There are some technique of analyzing data, as follow:

1. Describing the data in the form of dialogue which contain non-referential vocative expressions.
2. Describe the context of situation in the dialogues of the “Love, Rosie” novel.
3. Describing the types of vocative expression based on Kubo’s theory.
4. Analyzing the reasons why the character in the novel employ a certain vocative expression.
5. Drawing a conclusion from the analysis data.

G. The Trustworthiness of data

The trustworthiness of data is needed to check the trust of data. In this research, the researcher asks proof reader such as her lecturer in order to support the trustworthiness of data. In this research, the researcher involves the prove reader of speech acts in checking the data. After the researcher collects the data from “Love, Rosie” novel, the data is delivered to the prove reader to gain the trust of the data. The researcher asks Mr. Bayu Dewa Murti, S. S., M. Hum. because he is a lecturer of linguistics and he also studies Doctoral of linguistics in Sebelas Maret University.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter deals with the analysis result of data non-referential vocative expression based on Kubo's theory in the novel entitled *Love, Rosie*. According to Kubo, do not mention the addressee's names, the sub-types of vocative will only consist of four parts. They are (1) associative non-referential calling (2) dissociative non-referential calling (3) associative non-referential addressing (4) dissociative non-referential addressing.

To answer the first problem statement researcher analyze non-referential type in the novel and categorize them into the four types of non-referential vocative. The data are interpreted after determining their context of situation. Then, to answer the second problem statement about why the character employ the certain vocative, the researcher made a table and classified based on the perlocutionary act contained in the vocative expressions.

Thus 76 data contains vocative expressions were taken in the novel entitled *Love, Rosie*. The distribution of the data can be seen as follows:

No	Types of Datum	Data
1	Associative non-referential calling	11
2	Dissociative non-referential calling	10
3	Associative non-referential addressing	17
4	Dissociative non-referential addressing	38

Based on the data above, dissociative non-referential calling was the most commonly used by the character in the novel entitled “Love, Rosie.” then followed by associative non-referential addressing and Dissociative non-referential calling, then the least was associative non-referential calling. The detail of the datum can be seen in the appendices.

1. Associative Non-referential Calling

Associative non-referential calling means that the speaker performs a perlocutionary act association by performing an illocutionary act of calling the hearer by in-groups term, which brings the perlocutionary effect on the hearer such as feels relieved.

There are data that containing associative non-referential calling found in the novel entitled Love, Rosie : Datum8/ANR/CALL which contains the vocative “Bettercup”, here the speaker used vocative expresses his pity to the hearer. In Datum10/ANR/CALL the speaker shows her affection by uses vocative “darling little sister”, Datum14/ANR/CALL the speaker shows her affection by uses vocative expressions “beautiful sister”, Datum23/ANR/CALL the speaker show his pity by vocative “gorgeous”, Datum24/ANR/CALL the speaker commended the hearer by vocative “misery man”, Datum30/ANR/CALL the speaker show his amazement by vocative “wonderful, intelligent woman”, Datum51/ANR/CALL the speaker shows his affection by vocative “festy young lady”, Datum67/ANR/CALL the speaker shows his affection by vocative “beautiful young woman”, Datum78/ANR/CALL the speaker tries to minimize the distance by vocative “girls”, Datum70/ANR/CALL the speaker shows his affection by vocative “wonderful goddaughter” and Datum75/ANR/CALL the speaker show his

affection by vocative “my dear sweet innocent daughter”. There are several data containing associative non-referential calling are described in detail below.

The researcher chose those Datum14/ANR/CALL, Datum23/ANR/CALL, Datum30/ANR/CALL and Datum70/ANR/CALL as the sample of associative non-referential calling by randomly. The explanation of the sample can be seen as follows :

Datum 16/ANR/CALL

“How’s my *beautiful sister* doing?”

From those datum 16, the researcher analyze it from context of situation and data interpretation.

In the context of situation Rosie sent her sister a letter to asked how she doing, then Rosie also say thank to her sister for the present which her sent to her goddaughter Katie and Rosie also talked about her day of parenting Katie, Rosie noticed how it is hard to be a parent. Katie always cries all night and because Katie is learning to walking which means Rosie needs extra energy for running around and described how bad her condition she was of being a mother. Rosie feels lonely and needs to talk with someone that why she sent the letter and uses the vocative expression associative non-referential calling “my *darling little sister*”.

Then, the analysis from data interpretation is, the vocative expression happen when Rosie as the speaker sent a letter to a Stephanie as the hearer. Stephanie performs a perlocutionary act of association by performing an illucutionary act of calling the hearer by those in-group terms by calling “my *darling little sister*”. it showed that Stephanie would to verify her affection and

an effect of a perlocutionary act by that her sister feels relieved. It is proved by Rosie when sent back to her sister letter to tell what her feeling and her sister always give her some advice about the problem.

From : Rosie

to : Stephanie

subject : A moment to whinge

Oh Stephanie, sometimes I just feel like the walls are closing in on me.

I'm only 23 and I feel like I'm 43. I love Katie. I'm glad I made the decision I made, but I'm tired.

So bloody tired. All of the time.

And that's how I feel with Mum and Dad helping me. I don't know how I'm going to cope on my own. And I'm going to have to do that—I can't live with Mum and Dad forever. Although I really want to...

The utterance “my *darling little sister*” also tried to indicate that Stephanie is Rosie’s sister who trustfully become the good hearer when Rosie want to talk about the problem which she has and try to convince that Stephanie as Rosie’s sister knew everything about Rosie, then sure that Rosie life would not disarray as her thought.

The speaker employs an illocutionary act of calling by used a representative specifically is an illocutionary act of expressing the speaker’s feeling . Stephanie calls Rosie with a vocative ”my *darling little sister*” which is included as in-group member. In the utterance it shows that the speaker shown his feels that Rosie is precious, beautiful and would to pointed that Rosie is her loved younger sister.

Datum 27/ANR/CALL

Greg : Hello, *gorgeous*. How's your day going?

Rosie : Oh. Hello! oh, it's the same as usual . . . better now though!

In the context of situation, Rosie was close to Greg and they have planned to marry. When Rosie's working Greg sent an instant message to Rosie to asking how Rosie day.

Then, the analysis form data interpretation. The vocative expression happen when Greg sent an instant message to Rosie, while the hearer is Rosie and the speaker is Greg. Greg showed how his pity by stating an illocutionary act "*gorgeous*." at his message to calling Rosie, it is hence clear that the lucutionary act of Greg is expressing that Rosie is a women who his loves. The perlocutionary act emerged is that Greg feels lucky he has Rosie. This vocative hence is included as associative non-referential calling. Here, Greg as the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by an in-group term, which bring a perlocutionary effect on the Rosie as the hearer such that feels relieved.

The speaker employs an illocutionary act of calling by using a representative specifically an illocutionary act of expressing the speaker's feeling. Greg calls Rosie with a vocative "*gorgeous*." which is included as an in-group member. In the sentence it shows that the speaker shown his feels that Rosie is precious, beautiful and the speaker loves the hearer, It is proved by the word "Hello!" when Rosie replaying the instant message she uses exclamation mark "Hello!" it is indicated she is enthusiastic of answering the instant message.

Datum 34/ANR/CALL

“You’re a *wonderful, intelligent woman* but my heart lies with someone else. It has done so for many, many years. I hope that when we meet we can remain friends at least.”

From those datum 34, the researcher analyze it from context of situation and data interpretation.

In the context of situation, Rosie had a problem with her husband and emailing the problems with her best friend, Alex. then Alex asked Rosie to go to Boston and would to book some flight immediately. Then Rosie though it was perfect timing and would never come to Ireland anymore. But soon after that Alex told Rosie by sending a letter if that they could not doing spending time as Rosie expected because Alex would marry with someone else soon.

Then, the analysis from data interpretation. The vocative expression happens when Rosie has a letter by Alex, while the hearer is Rosie and the speaker is Alex. Alex showed his admiration by stating a locutionary act “*wonderful, intelligent woman*” at his letter, it is hence clear that the illocutionary act of Alex is expressing his amazement that Rosie is pretty, kind, smart women and Alex also regretted that he supposed to be with Rosie. The perlocutionary act emerged is that Alex feels amazed to Rosie. This vocative hence is included as assosiative non-referential calling. Here, Alex as the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by an in-group term, which bring a perlocutionary effect on the Rosie as the hearer such that feels relieved. It is proved by Rosie who going to Boston.

The speaker employs an illocutionary act of calling by using a representative specifically an illocutionary act of expressing the speaker's feeling. Alex wrote Rosie with a vocative "*wonderful, intelligent woman*" which is included as an in-group member. In the sentence it shows that the speaker tried to show that the hearer is a precious woman.

Datum 74/ANR/CALL

Katie : Hi, Alex.

Alex : Hello, my *wonderful goddaughter*. How are you and what do you want?

Katie : I'm fine thank and I don't want anything!

From those datum 74, the researcher analyze it from context of situation and data interpretation.

In the context of the situation. The dialogue between Katie and Alex happened when Katie and Alex have a chat in an instant message that Katie would tell and asked Alex that it was wrong if best friend has dated. In katie's perspective it was weird what is like Alex and Rosie have a dating, but Alex told to Rosie if that was normal.

Then, the analysis from data interpretation. The vocative expression happened when Alex replayed Katie's instant message, while the hearer is Katie and the speaker is Alex. Alex show his pleasure when his goddaughter sending him a message by stating a locutionary act "*wonderful goddaughter*" at his message, it is hence clear that the illocutionary act of Alex is expressing his amazement that Katie is pretty, kind and independent. The perlocutionary act emerged is that Alex feels blessing which has Katie as his goddaughter. This

vocative hence is included as associative non-referential calling. Here, Alex as the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by an in-group term, which bring a perlocutionary effect on the Katie As the hearer such that feels relieved. It proved by Katie's utterances "thank" in her instant message.

The speaker employs an illocutionary act of calling by using a representative specifically an illocutionary act of expressing the speaker's feeling. Alex replayed Katie message with a vocative "*wonderful goddaughter*" which is included as an in-group member. In the sentence, it shows that the speaker tried to show that the hearer is a precious woman and proud to have goddaughter likes Katie.

2. Dissociative Non-referential Calling

Dissociative non-referential calling is used to catch the hearer's attention, whenever a speaker employs dissociative non-referential calling, the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearer by an out-group term which brings about a percolutionary effect on the hearer such that honor is disgraced.

There are data that containing dissociative non-referential calling found in the novel entitled Love, Rosie : Datum3/DNR/CALL the speaker mocking the hearer by vocative "you idiot", Datum 22/DNR/CALL the speaker teases the hearer by vocative "Mr supportive", Datum44/DNR/CALL the speaker asserts the hearer by vocative "you evil, evil woman", Datum45/DNR/CALL the speaker mocking the herar by vocative "you stupid", Datum58/DNR/CALL the speaker teases the hearer by vocative "honey", Datum59/DNR/CALL the speaker

expresses his anger to the hearer by vocative “stupid bloody computer”, Datum63/DNR/CALL the speaker teases the speaker by vocative “stranger”, Datum 71/DNR/CALL the speaker asserts the hearer by vocative “women”, Datum72/DNR/CALL the speaker mocking the hearer by vocative “old woman”, and Datum73/DNR/CALL the speaker teases the hearer by vocative “Ladies”. There are several data dissociative non-referential calling are described in details below.

The researcher chose those Datum3/DNR/CALL, Datum63/DNR/CALL, Datum71/DNR/CALL and Datum72/DNR/CALL as the sample of dissociative non-referential calling because those datum interest the researcher.

Datum4/DNR/CALL

Alex : Oh, you’re turning into such a bore.

Rosie : I WAS JOKING, *YOU IDIOT!* I hate this crap. I think my brain is turning to must from listening to him, But go away anyway.

Alex : Do you not wanna hear my news?

From those datum 4, the researcher analyze it from context of situation and data interpretation.

In the context of the situation, the dialogue between Rosie and Alex happen when Alex and Rosie had a computer class, Alex sent an instant message to Rosie that would give news to Rosie that if he virginy boys is no longer anymore. Rosie tried to ignore Alex because she need to focus on what Mr. Simpson explained in the class. But Alex keeps coerced Rosie to informed that his news was important, then Rosie acted like her uninterested to give an attention about Alex news which unimportant than the class.

Then, the analysis of data interpretation. The vocative expression happen when Alex tricked by Rosie which acted that ignored about Alex news, while the hearer is Alex and the speaker is Rosie. Rosie humiliated Alex by stating a locutionary act “*YOU IDIOT!*” at her instant message. In uttering the statement, the speaker uses vocative “*YOU IDIOT!*”. Here, the speaker hence employs dissociative non-referential calling. The speaker employs a perlocutionary act of dissociation by performing an illocutionary act of calling by utterances “*YOU IDIOT!*”, emerged is that Rosie considers which Alex is stupid. which is included as an out-group term which bring a perlocutionary effects on the Alex as the hearer such that feels disgraced or stupid who tricked by her acted, Alex performs perlocutionary by ignored the vocative expressions. Here, Rosie employs an illocutionary act of calling besides employing an illocutionary act of expressive of mocking to Alex that supposed to be known that he is Rosie best friend that always hear about Alex.

Datum 67/DNR/CALL

Ruby : Hallo, *stranger*.

Rosie : Oh, hi Ruby, Sorry it’s been so long; I’ve had a lot on lately.

From those datum 67/DNR/CALL, the researcher analyze it from the context of Situation and data interpretation.

In the context of the situation. Rosie’s mom still sad because of accident that her husband has a heart attack and there is a long time that Ruby not texting her best friend. Then Ruby sent an instant message to Rosie who was Online to asked how Rosie’s mom and asked how Rosie doing.

Then, the analysis from data interpretation. The vocative expression happen when Rosie got an instant message from Ruby, while the hearer is Rosie and the speaker is Ruby. Ruby showed how her oddity by stating illocutionary act “*stranger.*”, it is hence clear that the speaker perform perlocutionary act by performed an illocutionary act of Ruby expresses that Rosie has weird habits and complicated life. The perlocutionary act emerged is that Rosie feels mocked. This vocative hence is included as a dissociative non-referential calling. Here, Ruby as the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearer by an out-group term, but the perlocutionary effects of the hearer are implicit which mean Rosie was agreed that her life is strange and had been dealing with it.

The speaker employs an illocutionary act of calling by used a representative specifically an illocutionary act of expressing the speaker’s feeling. Ruby calls Rosie with a vocative “*stranger.*” which is included as an out-group member. From that it shows that the speaker feels queer because the hearer has a lot complicated life.

Datum75/DNR/CALL

Katie : I’m fine and I don’t want anything!

Alex : You *woman* always want something.

Katie : That’s not true and you no it!

From those datum 75/DNR/CALL, the researcher analyze it from context of situation and data interpretation.

In the context situation. The dialogue between Katie and Alex happened when Katie and Alex had to chat in an instant message. Katie would tell and

asked Alex that is was wrong if best friend has dated. In Katie's perspective it was weird what is like Alex and Rosie have a dating, but Alex told to Katie that it was fine.

Then, the analysis from data interpretation. The vocative expression happen when Alex replied Katie instant message, while the hearer is Katie and the speaker is Alex. Alex show his suspicion when Katie sent his a message by stating a locutionary act "You *woman*" at his message, it is hence clear that the speaker performs perlocutionary act by performed an illocutionary act of Alex is expressing his suspicion that Katie needs something from him. The perlocutionary act emerged is that Katie feels mad. This vocative hence is included as dissociative non-referential calling. Here, Alex as the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearer by an out-group term, which bring a perlocutionary effects on the Katie As the hearer such that feels disgraced, It is proved by Katie replaying Alex chatting by utterances "That's not true and you no it!", here Katie feels disgraced because what Alex said is not true.

The speaker employs an illocutionary act of calling by using a representative specifically an illotionary act of expressing the speaker's feeling. Alex replayed Katie message with a vocative "You *woman*" which is included as an out-group member. In the sentence, it shows that the speaker tried to show that the hearer is suspicion to Katie which needs something from him.

Datum76/DNR/CALL

Rosie : Hello, *old women*, what are you up to?

Ruby : Sitting in my rocking chair, knitting. What else? No,
Gary, Maria and the kids just left and I'm Knackered.

From those datum 76/DNR/CALL, the researcher analyze it from context of situation and data interpretation.

In the context of the situation. Rosie was just taking a break from clearing away all the dust from the builders, then sent an instant message to her old friend Ruby, it's a long atime to Rosie that not contact her friend and asking how she is.

Then, the analysis from data interpretation. The vocative expression happen when Rosie sent an instant message to Ruby, while the hearer is Ruby and the speaker is Rosie. The speaker performs perlocutionary act of mocking her best friend in her an instant message by stating a locutionary act "*old woman*" at his message, it is hence clear that the illucutionary act of Rosie is mocking that Ruby was not young anymore. The perlocutionary act emerged is that Ruby feels mocked. This vocative hence is included as dissociative non-referential calling. Here, Rosie as the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearer by an out-group term, which bring a perlocutionary effects on the Ruby As the hearer such that feels disgraced, It is proved by the utterances of Ruby "What else?" the utterances pointed that theres had more terrible than the vocative "*old woman*".

The speaker employs an illocutionary act of calling by using a representative specifically an illocutionary act of expressing the speaker's thought. Rosie sent an instant message with a vocative "*old woman*" which is included as an out-group member. In the sentence, it shows that the speaker tried to show that the hearer is not young and knackered.

3. Associative Non-referential Addressing

Associative non-referential addressing generally means that the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer with an in-group term. The speaker, hence, does not intend to disgrace the hearer's honor but intends to bring about a perlocutionary effect such that the speaker relieves the mind.

There are data that containing associative non-referential calling found in the novel entitled *Love, Rosie* : Datum12/ANR/ADD the speaker shows his pity by vocative "sweetheart", Datum13/ANR/ADD the speaker shows his affection by vocative "my sweetie", Datum16/ANR/ADD the speaker shows his pity by vocative "best woman", Datum17/ANR/ADD the speaker asserts the hearer by vocative "my dear friends", Datum20/ANR/ADD the speaker shows his affection by vocative "bridesmaid-type person", Datum33ANR/ADD the speaker shows his affection by vocative "my dear", Datum39/ANR/ADD the speaker shows his amazement by vocative "Mr fantastic surgeon", Datum42/ANR/ADD the speaker shows his pity by vocative "Miss behave", Datum46/ANR/ADD the speaker asserts the hearer by vocative "psychic", Datum49/ANR/ADD the speaker try to asserts the hearer by vocative "multilingual", Datum54/ANR/ADD the speaker shows his amazement by vocative "strong girl", Datum56/ANR/ADD the speaker shows his pity by vocative "love", Datum57/ANR/ADD the speaker shows his affection by vocative "love", Datum60/ANR/ADD the speaker shows his amazement by vocative "dancing queen", Datum61/ANR/ADD the speaker shows his affection by vocative "wonderful brave baby girl", Datum62/ANR/ADD the speaker shows his pity by vocative "little angel", and Datum69/ANR/ADD the speaker shows his pity by vocative "little genius". There

are several data containing associative non-referential addressing are described detail below.

The researcher chosen those Datum12/ANR/ADD, Datum46/ANR/ADD, Datum60/ANR/ADD and Datum62/ANR/ADD as the sample of associative non-referential addressing because those datum are interest the researcher.

Datum14/ANR/ADD

“Love you, *sweetheart*.”

From those Datum14/ANR/ADD, the researcher analyze it from context of situation and data interpretation.

Stephanie get a letter from her mom which wondering that she would be able to get in touch with sister Rosie who returned from Boston earlier than expected and seems upset about something. Stephanie’s mom asked for Stephanie because Rosie would not to talk about it with her, then believed that Rosie would to talk about the problem with her sister because Rosie loves to hear some advice from her sister and hoped that Rosie could see the positive side of the problems.

Then, the analysis of data interpretation. The vocative expression happen when Stephanie received a letter from her mom, while the hearer is Stephanie and the speaker is her mom. Stephanie’s mom shown her admiration by performs a perlocutionary act by stating a locutionary act “Love you, *sweetheart*” at the closing in the letter, it is hence clear that the illocutionary act of Stephanie’s mom is expressing his amazement that Stephanie is precious daughter and her mom loves her. The perlocutionary act emerged is that Stephanie feels loved. This vocative hence is included as associative non-referential addressing. Here, Stephanie’s mom as the speaker performs a perlocutionary act of association by

performing an illocutionary act of calling the hearer by an in-group term, which bring a perlocutionary effect on the Stephanie as the hearer such that feels relieved.

The speaker employs an illocutionary act of addressing by using a representative specifically an illocutionary act of expressing the speaker's feeling. Stephanie's mom addressed Stephanie with a vocative "Love you, *sweetheart*" which is included as in-group member. In the sentence, it shows that the speaker want to pointed out that the hearer is precious to the speaker.

Datum 50/ANR/ADD

Katie : What are you? *Psychic*.

Toby : Yeah, it's all stuck in your braces.

From those Datum50/ANR/ADD, the researcher analyze it from context of situation and data interpretation.

Katie met Toby and they talked about Rosie future plan about getting a job as DJ after Rosie finished her school, then while in the conversation Toby predicted that Katie had breakfast with cornflakes in the morning. Because the Toby's predicted was correct that Katie had cornflakes as her breakfast, Katie uses vocative expression associative non-referential addressing "*psychic*".

Then, the analysis of data interpretation. The speaker in the dialogue above is Katie, while the hearer is Toby. They are talking about Katie that want to be DJ after Katie finished her school while in the conversation Toby predicted that Katie had breakfast with cornflakes in the morning and the predicted was correct, Katie had breakfast with cornflakes in the morning then Katie disbelieved and shown her amazed by performs perlocutionary act by stating a locutionary act

“*psychic*” it is hence clear that the illocutionary act of Katie expressed that her amazement about Toby predicted. The perlocutionary act emerged is that Katie feels amazed. This vocative hence is included as associative non-referential addressing. Here, Katie as the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by an in-group term, which bring a perlocutionary effect on the Toby as the hearer such that feels great, It proved by the Toby’s utterances “Yeah”.

The speaker employs an illocutionary act of addressing by using a representative specifically an illocutionary act of expressing the speaker’s feeling. Katie addressed Toby with a vocative “*psychic*” which is included as an in-group member. In the sentence it shows that the speaker want to pointed that the hearer has well predicted.

Datum64/ANR/ADD

Rosie : Congratulation, you’re *dancing queen!* I’m so proud of you! Are still glowing from your win?

Ruby : I’m not too sure how I’m supposed to be feeling, to be honest. I really don’t think that we should be the winners.

From those datum64/ANR/ADD, the researcher analyze it from context of situation and data interpretation.

Ruby joined the competition in Dublin salsa dancing championships and asked Rosie to make note into her daily so she can able to come to competition and giving support. Then unexpected Ruby was the winner of Dublin salsa dancing. Here, Rosie sent an instant message to Ruby that would to congratulated Ruby whos the winner of Dublin salsa dancing contest and uses a vocative

associative non-referential addressing ” you’re *dancing queen!*” in her instant message.

Then, the analysis from data interpretation. The speaker in the dialogue above is Rosie, while the hearer is Ruby. Rosie was being happy and shown her admiration by performs a perlocutionary act by stating a locutionary act “you’re *dancing queen!*” the illocutionary performed by Rosie is hence praising Ruby. This act brings about a perlocutionary act such that Ruby feels happy, It is proved by the utterances “I’m not too sure how I’m supposed to be feeling, to be honest. I really don’t think that we should be the winners.” Which Ruby replayed to Rosie. In uttering the praise, Rosie obviously uses a vocative “*dancing queen*” in her instant message to address Ruby. This vocative can be included as associative non-referential addressing. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer as “*dancing queen*” that is an in-group term.

It is obvious that the speaker employs an expressive specifically an illocutionary act of praising first then employing an illocutionary act of addressing. Rosie associates Ruby since she praises her by using the vocative “*dancing queen*” which means “ Ruby is the beautiful and the perfect women in the salsa dance competition and Rosie proud of her. The vocative hence implicitly means that Rosie intend to show her adoringly to Ruby.

Datum73/ANR/ADD

Ruby : Well, I wouldn’t, but I appreciate what you’re saying. I think it’s great idea, Rosie. Congratulation, you *little genius*.

From those datum⁷³/ANR/ADD, the researcher analyze it from context of situation and data interpretation.

Rosie planned to leave Dublin and stay in Connemara because her flat In Dublin was horrible for staying and there nothing for her to stay in Dublin which has had unsatisfactory jobs, have no family, have no money and man in the Dublin. But Rosie has a house in Connemara, then Rosie planning to turn the house more into her own mini hotel and asked Ruby about what she think about the planning. Then Ruby responded the instant message and uses a vocative associative non-referential addressing ” you *little genius* ” in her instant message.

Then, the analysis from data interpretation. The speaker in the dialogue above is Ruby, while the hearer is Rosie. Ruby was being fantastic and shown her admiration by performs a perlocutionary act by stating a locutionary act “you *little genius*” the illocutionary performed by Ruby is hence praising Rosie. This act brings about a perlocutionary act such that Rosie feels happy and feels supported by her best friend. The perlocutionary proved implicitly in end of the chapter which finally Rosie has her own hotel, the reasons why the researcher submit the reason because Rosie was uncertain to change the house to become a mini hotel and asked Ruby about her opinion. Here Rosie feels supported to make the mini hotel. In uttering the praise, Ruby obviously uses a vocative “you *little genius*” in her instant message to address Rosie. This vocative can be included as associative non-referential addressing. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer as “*little genius*” that is an in-group term.

It is obvious that the speaker employs an expressive specifically an illocutionary act of praising first then employing an illocutionary act of addressing. Ruby associates Rosie since she praises her by using the vocative “you *little genius*” which means Rosie’s planning is perfect to benefited the house into her mini hotel. The vocative hence implicitly means that Ruby intends to show that Rosie’s plan is great and her supporting it

4. Dissociative Non-referential Addressing

Dissociative non-referential addressing means that the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing the hearer with an out-group term. In dissociative non-referential addressing. The act offends the hearer and brings about a perlocutionary effect such that the hearer feels disgusted the speaker.

There are data that containing dissociative non-referential addressing found in the novel entitled *Love, Rosie* : Datum1/DNR/ADD the speaker expresses an anger by vocative “Miss big nose”, Datum2/DNR/ADD the speaker mocking the hearer by vocative “old bogey”, Datum4/DNR/ADD the speaker teases the hearer by vocative “unlucky girl”, Datum5/DNR/ADD the speaker mocking the hearer by vocative “Slut”, Datum6/DNR/ADD the speaker does not like the hearer by stated a vocative “one-mankind of girl”, Datum7/DNR/ADD the speaker show his anger by vocative “asshole of friend”, Datum9/DNR/ADD the speaker teases the hearer by vocative “Mr I never EVER want to work in an office”, Datum11/DNR/ADD the speaker mocking the hearer by vocative “silly Bethany”, Datum15/DNR/ADD the speaker teases the hearer by vocative “Ms Overreactor”, Datum18/DNR/ADD the speaker shows his anger by vocative “the

bitch”, Datum19/DNR/ADD the speaker mocking the hearer by vocative “stupid woman”, Datum20/DNR/ADD the speaker mocking the hearer by vocative “sly little lady”, Datum21/DNR/ADD the speaker mocking the hearer by vocative “smelly, snotty-nosed, messy-haired little boy”.

In Datum25/DNR/ADD the speaker teases the hearer by vocative “anti-merriage”, Datum271/DNR/ADD the speaker teases the hearer by vocative “weirdos”, Datum28/DNR/ADD the speaker does not like the hearer by stated a vocative “unlucky girl”, Datum29/DNR/ADD the speaker does not like the hearer by states vocative “Idiot”, Datum31/DNR/ADD the speaker does not like the hearer by uses vocative “whathisname”, Datum32/DNR/ADD the spekaer mocking the hearer by vocative “Miss Big Nose Smelly Breath Casey”, Datum34/DNR/ADD the speaker does not like the hearer by stated a vocative “Idiot husband”, Datum35/DNR/ADD the speaker does not like the hearer by stated a vocative “an asshole”, Datum36/DNR/ADD the speaker teases the hearer by vocative “Mr Enthusiastic”, Datum37/DNR/ADD the speaker teases the hearer by vocative “Ms I-Tink-Teddy-Has-a-Tomatto-Head”, Datum38/DNR/ADD the speaker teases the hearer by vocative “little special boy”, Datum40/DNR/ADD the speaker does not like the hearer by stated a vocative “Sluty Bethany”.

In Datum41/DNR/ADD the speaker does not like the hearer by stated a vocative “whathisname”, Datum43/DNR/ADD contains the vocative “big sister”, Datum47/DNR/ADD the speaker expresses the anger by vocative “Shit-for-brains”, Datum48/DNR/ADD contains the vocative “overprotective best friend”, Datum50/DNR/ADD the speaker does not like the hearer by stated a vocative “Sluty Bethanities”, Datum52/DNR/ADD the speaker does not like the hearer by stated a vocative “BASTARD”, Datum55/DNR/ADD which contains the

vocative “mother”, Datum64/DNR/ADD the speaker expresses an anger by vocative “a shit man”, Datum64/DNR/ADD the speaker teases hearer by vocative “Ms Assistant Manager”, Datum65/DNR/ADD contains the vocative “Miss Big Nose Smelly Casey”, Datum66/DNR/ADD the speaker teases by vocative “Mr Socialite Surgeon extresordinaire”, Datum74/DNR/ADD contains the vocative “her” and the last is Datum76/DNR/ADD the hearer mocking the hearer by vocative “sad woman”. There are several data containing dissociative non-referential addressing are described in details below.

The researcher chosen those Datum5/DNR/ADD, Datum35/DNR/ADD, Datum1/DNR/ADD and Datum38/DNR/ADD as the sample of dissociative non-referential addressing because those datum interest the researcher.

Datum5/DNR/ADD

Alex : I have no need for underwear at all now.

Rosie : Uuuugh So who’s the *unlucky girl*?

Alex : Tough shit. It’s Bethany

From those datum5/DNR/ADD, the researcher analyze it from context of situation and data interpretation.

Alex met with the sexiest girls named Bethany in the library and had a dinner with her. Alex thought it is big news, then when Alex and Rosie have a computer class, Alex sent an instant message by cumputer class to Rosie that would give news to Rosie that if he virginy boys is no longer anymore. Rosie tried to ignore Alex because she needs to focus on what Mr Simpson explained in the class. But Rosie also curious about the girl and to make the conversation quick,

Rosie asked who is the girl and at the same time also mocked at the girl by uses vocative dissociative non-referential addressing “*unlucky girl*”.

Then, the analysis from data interpretation. The speaker in the dialogue above is Rosie, while Alex presents as the hearer. The news that Alex’s virginity is no longer was big news to Rosie because Alex never has female friends except Rosie, when Rosie know the news, Rosie underestimate the girl and expresses perlocutionary act by expresses an illocutionary act of mocking to the girl by uttering “*unlucky girl* “ This act bring about a perlocutionary act such that Alex feels mad because Rosie can not guess the girl, It is proved by Alex utterances “tough shit”. In uttering the statement, Rosie uses the vocative “*unlucky girl*” which is addressed to the girl that Alex talked about. The vocative belongs to dissociation by performing an illocutionary act of by addressing the girl “*unlucky girl*” which that is an out-group term.

It is clear that Rosie employs an expressive specifically an illocutionary act of addressing. The speaker employs the vocative ” *unlucky girl*” which is included as an out-group member. In the dialogue, it shows that the speaker tried to demeaned the girl who has sex with Alex.

Datum35/DNR/ADD

“So you went ahead and did it. You married *whathisname*. You looked beautiful, Rosie, I was proud to stand beside you at the altar, and i was proud to be there with you on your special day.”

From those Datum35/DNR/ADD, the researcher analyze it from dontext of situation and data interpretation.

In the context of the situation. Rosie decided to marry Greg and Alex has invited to their wedding. Alex did not like Greg and always pretended that he forgot the Greg name. After the wedding done Alex sent a letter to Rosie that would congratulate her and would say that Rosie was a beautiful woman at the wedding also Alex was proud that he can stand beside Rosie at the altar and proud that he can be her best man in the wedding, but at the same time Alex mocked at the Rosie's husband by using vocative dissociative non-referential addressing "whathisname".

Then, the analysis from data interpretation. The speaker in the letter above is Alex, while the hearer is Rosie, his childhood friend. The speaker was proud that his best friend married, here the speaker performs a perlocutionary act which the speaker was jealous at the hearer's husband then the speaker orders mentioned hearer's husband by performing an illocutionary act "whathisname", it is clear that the speaker dislikes the hearer's husband. In uttering the statement, it is obvious that Alex uses the vocative "whathisname" to address Rosie's husband which is included as non-referential an out-group term. This act brings about a perlocutionary effect such that Rosie is mad because Alex never would mention her husband's name. It is proved when Rosie replies to Alex's letter that would remind Alex about her husband's name.

From : Rosie

to : Alex

subject : Marriage at last!

Oh, Alex, you don't have to pretend to be interested in all the little details, it's OK. And his name is Greg, by the way.

It is clear that Alex employs an expressive specifically an illocutionary act of addressing. The speaker employs the vocative ” *whathisname*” which is included as an out-group member to Rosie’s husband. In the dialogue, it shows that the speaker jealous and dislike to Rosie’s husband.

Datum1/DNR/ADD

“I hate that we don’t sit together anymore in class. I’m stuck beside stinky Steven who picks his nose and eat it. It is gross. What did your mum and dad say about *Miss big nose*?”

From those Datum1/DNR/ADD, the researcher analyze it from context of situation and data interpretation.

In the context of the situation. Alex and Rosie were in the school and they met Miss Casey who is the teacher in the classroom. Alex has a conversation with Rosie by note writing which would told to Rosie that her birthday party was great and would to noticed Rosie that they have a teacher with big nose ever. But unfortunately they teacher seeing the note writing during the class and the teacher sent Rosie and Alex’s parents a summons to arrange a time to discuss about they behavior progressing at the school. Then Rosie sent a letter to Alex that he hate that they don’t sit together anymore in the class and asked about Rosie’s parent responded about the summons.

Then, the analysis from data interpretation. Rosie presents as the speaker, while Alex presents as the hearer. Because the summons by they teacher that sent to they parent, Rosie and Alex not sit together in the class then Rosie expresses an illocutionary act of mocking the teacher by uttering “*Miss big nose.*” This act brings about a perlocutionary act such that Rosie becomes angry with the teacher, It is proved by Rosie’s utterances which say “I hate that we don’t sit together

anymore in class". In uttering the sentence, Rosie uses the vocative "*Miss big nose*". The vocative belongs to dissociation by performing an illocutionary act of addressing the teacher as "*Miss big nose*" which that is an out-group term.

It is clear that Rosie employs an expressive specifically an illocutionary act of addressing. The speaker uses the vocative "*Miss big nose*" is to illustrate that they teacher has a big nose and seems like an alien and the vocative hence implicitly means that Rosie intends to show that she doesn't like the teacher.

Datum38/DNR/ADD

Alex : Greg found the letter.

Phil : The *idiot husband*? I thought they were finished?

Alex : Evidently not. But it doesn't change anything, Phil. I still love her.

From those datum38/DNR/ADD, the researcher analyze it from context of situation and data interpretation.

In the context of the situation. Alex wrote a letter to Rosie then put it in somewhere in Rosie's house and it had been a long time that Rosie doesn't respond the letter. Then Alex asked Rosie that is she got the letter, but Rosie confused and didn't get any letter in her house. When Rosie asked her husband, Greg answered that he didn't know about the letter. But Rosie's husband was lying and emailing Alex that would remind him to be realistic that Rosie is a married woman and his wife, then asked Alex to stop sending letter or email to Rosie. After having talked with Greg, Alex sent an instant message to his best friend, Phil and telling to him that Greg got the letter before Rosie found it, Phil gets mad and mocked Greg by used a vocative dissociative non-referential addressing "*idiot husband*".

Then, the analysis from data interpretation. The speaker in the letter above is Phil, while the hearer is Alex, his best friend. Alex would notice to Phil that his letter was found by Rosie's husband then he kept it and wouldn't let Rosie read it, when Phil that Rosie's husband did it, Phil got mad then orders mentioned Rosie's husband "*idiot husband*" the utterances "*idiot husband*" is a locutionary act, while the illocutionary act is that Phil got mad at Rosie's husband. In uttering the statement, it is obvious that Phil employs the vocative "*idiot husband*" to addressing Rosie's husband. The vocative then is included as dissociative non-referential addressing. The speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing Rosie's husband with an out-group term.

It is clear that Phil employs an expressive specifically an illocutionary act of addressing. The speaker employs the vocative "*idiot husband*" which is included as an out-group member. In the dialogue, it shows that the speaker dislikes and underestimates Rosie's husband.

Table 4.1

No	The reason why those characters employ certain types of vocative expressions	ANR/CALL	DNR/CALL	ANR/ADD	DNR/ADD
1	To show speaker's affection to the hearer.	11 data	1 data	12 data	
2	To motivate the hearer.			3 data	
3	To mocking the hearer.		8 data		12 data
4	To assert the hearer		2 data	2 data	3 data
5	To show the speaker does not like the hearer.				20 data
6	To show the speaker anger.				1 data
7	To make the speaker-hearer distance.				2 data

B. Discussions

This subchapter presents some findings that are gained from all of the data that have been analyzed in the previous subchapter and the researcher try to connect the effectivity of vocative expression in the epilostrory novel. The finding is arranged based on the problem statements presented in the first chapter and here, the researcher tries to describe why the vocative uses in epilostrory novel. Thus, the findings cover the types of vocative expressions employed by the character and the role of vocative in the novel entitled "Love,Rosie".

1. The types of vocative expressions employe by the characters

The types of vocative expressions employed by the speaker in the novel entitled “Love, Rosie” can be identified based on the classification of the vocative expressions Kubo namely associative non-referential calling, dissociative non-referential calling, associative non-referential addressing and dissociative non-referential addressing.

From the previous subchapter, it can be noted that the characters in the novel entitled “Love, Rosie” use all non-referential vocative expression types. Dissociative non-referential addressing is commonly used by the characters. Meanwhile, dissociative non-referential addressing is seldom used the researcher only found 9 datums.

Associative non-referential calling is used in data 9, 12, 16, 27, 28, 34, 55, 71, 72, and 74. This vocative expression is employs when the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by non-referential in-group terms. Which bring about the perlocutionary act effect on the hearer such that the hearer feels relieved. Based on the data, the vocative used to catch the hearer’s attention such as “Buttercup”, “Daling little sister”, “Beautiful sister”, gorgeous”, ”misery man”, “wonderful, intelligent woman”, “festy young lady”, beautiful young woman”, “girls” and “wonderful goddaughter” are non-referential terms which are included as in-group members. Each vocative contaibs different illocutionary act of the matrix sentence but presents the same illocutionary act that is calling. Since the vocative present illocutionary act of calling via in-group members, they must be containing

a perlocutionary act of association which bring a perlocutionary effect such as the speaker feels relieved.

Dissociative non-referential calling is used in data 4, 26, 48, 49, 62, 63, 67, 75, and 76. This vocative expression is employed when the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by non-referential out-group terms. Which bring about the perlocutionary act effect on the hearer such that the hearer feels relieved. Based on the data, the vocative used to catch the hearer's attention such as "IDIOT", "Mr Supportive", "evil woman", "eighteen-year-old males", "positive-thinking man", "stranger", "women" and "old woman" are non-referential terms which are included as in-group members. Each vocative contains different illocutionary act of the matrix sentence but presents the same illocutionary act that is calling. Since the vocative present illocutionary act of calling via out-group members, they must be containing a perlocutionary act of association which bring a perlocutionary effect such as the speaker feels disgraced.

Associative non-referential addressing is used in data 14, 15, 18, 19, 20, 30, 37, 43, 46, 50, 53, 58, 60, 61, 64, 65, 66, and 73. This vocative expression is employed when the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer by non-referential in-group terms. Which bring about the perlocutionary act effect on the hearer such that the hearer feels relieved. Based on the data, the vocative used to catch the hearer's attention such as "sweet heart", "sweetie", "seven-year-old son", "flower girl/bridesmaid-type", "twenty-one-year-old son", "Mr fantastic surgeon", "Miss behave", "psychic", "multilingual", "strong girl", "love", "love", "Dancing Queen", "wonderful baby girl", "my little angel sixteen" and "little genius" are

non-referential terms which are included as in-group members. Each vocative contains different illocutionary act of the matrix sentence but presents the same illocutionary act that is addressing. Since the vocative present illocutionary act of calling via in-group members, they must be containing a perlocutionary act of association which bring a perlocutionary effect such as the speaker feels relieved.

Dissociative non-referential addressing is used in data 1, 2, 3, 5, 6, 7, 8, 10, 11, 13, 17, 22, 23, 24, 25, 29, 31, 32, 33, 35, 36, 38, 39, 40, 41, 42, 44, 45, 47, 51, 52, 54, 56, 57, 59, 68, 69, and 70 . This vocative expression is employed when the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by non-referential out-group terms. Which bring about the perlocutionary act effect on the hearer such that the hearer feels disgraced. Based on the data, the vocative used to catch the hearer's attention such as "Miss Big nose", "old bogey", "the bastard", "unlucky girl", "Slut", "one-man kind of girl", "asshole of a friend", "Mr I never EVER ant to work in an office", "slut", "silly", "Ms Overreactor", "seven-year-old little girl", "stupid woman", "sly little lady", "smelly, snotty-nosed, messy-haired little boy", "anti-marriage", "weirdos", "unlucky girl", "idiot greg", "whathisname", "Miss Big Nose Smelly Breath casey", "idiot husband", "Asshole", "Mr Enthusiastic", "Ms I-think-Teddy-has-a-Tomato-Head", "celery stick", "sluty", "whathisname", "idiot", "shit-for-brains", "overprotective best friend", "Sluty Bethanities", "bastard", "Ms Bump", "shit man", "Ms Assistant Manager" and "Mr socialite surgeon extraordinaire", are non-referential terms which are included as out-group members. Each vocative contains different illocutionary act of the matrix sentence but presents the same illocutionary act that is addressing. Since the vocative present illocutionary act of calling via out-group members, they must be

containing a perlocutionary act of association which bring a perlocutionary effect such as the speaker feels disgraced.

Based on the analysis, the different types of vocative expression are influenced by different context of situation. In performing an illocutionary act of addressing and calling a person in a status as a person in another status, the speaker is presumes to be intentionally performing a perlocutionary act of association and dissociation according to the given relation between the speaker and the hearer in the given circumstance.

By paying attention to both perlocutionary act of association and the dissociation employed by the speakers and the condition among the speaker and the hearer, the researcher then can analyze the reason why the speaker employes a certain vocative expression.

2. The reason why the characters employ certain vocative expression

Here, the researcher found that the characters use vocative expressions because the speaker would deliver the perlocutionary acts by performs an illocutionary acts. Austin (1983:235) isolates three basic sense in which in saying something, there are locutionary acts, illocutionary acts and perlocutionary acts.

Kubo in his theory (Pragmatics of vocative - a speech act theoretic analysis of vocatives 2009) stated that the perlocutionary acts performed concomitantly with an illocutionary act via in-group terms perlocutionary acts of association and out-group are expected to guarantee minimal and maximal distance between participants, respectively. Thus, we name the perlocutionary acts performed concomitantly with illocutionary act via out-terms perlocutionary acts of dissociation.

When a speaker utters a certain vocative, he or she must be having the reason why the speaker utters the vocative expression. From the data analysis, some reasons why the character in the novel entitled "Love, Rosie" employ a certain vocative expression are gained. In this case, the reason why the characters employ certain vocative expression is analyzed based on the vocative contains a perlocutionary act of association or perlocutionary act of dissociation. The former reason is divided into four reasons namely to show speaker's affection and to respect the hearer, to minimize the speaker-hearer distance, to motivate the hearer, to mocking the hearer and to assert the hearer.

Data 9, 12, 14, 16, 19, 20, 27, 28, 30, 34, 43, 46, 51, 55, 60, 63, 64, 65, 66, 71, 72 and 74 shown that the speaker employ certain vocative expression intends to show his affection and to respect the hearer. Based on the perlocutionary act, the data containing this reason including associative non-referential calling and associative non-referential addressing. Both types of vocative must be employing a perlocutionary act of association. Therefore, the speaker intends to relieve the hearer's mind by showing his affection and respecting the hearer. The intention to show the speaker's affection and respect do not only occur when the speaker and the hearer are had a special relation.

Data 15, 58 and 73 show that the speaker employs certain vocative expression intends to motivate the hearer. The researcher found the data are only in associative non-referential addressing. Those data contains a perlocutionary act of association which means making the hearer feels relieved by giving motivation. This cases usually occurs when the hearer in down situation which needs motivation and it is reflected that the relation between the speaker and the hearer is a good relationship.

Data 4, 8, 13, 17, 25, 26, 29, 31, 32, 40, 41, 42, 48, 49, 67 and 76 show that the speaker intends to humiliate the hearer. The data containing those reason are including as dissociative non-referential calling and dissociative non-referential addressing. Then the datum contain a perlocutionary act of dissociation which means that the speaker tried to make the hearer feels disgusted by mocking the hearer. This case occurs when the speaker disparaged or underestimate the hearer.

Data 10, 11, 22, 37, 50, 62 and 75 show that the speaker employs certain vocative expression intends to assertion the hearer. The data containing those reason are included as a dissociative non-referential calling, associative non-referential addressing and dissociative non-referential addressing. The vocative contains a perlocutionary act of association and dissociation which means the speaker intends to an assertion. then a perlocutionary act which performed by the hearer can be disgraced or relieved. This cases occurs when the speaker tries to distinct something to the hearer.

Data 1, 2, 6, 7, 23, 24, 33, 35, 36, 38, 39, 44, 45, 47, 51, 54, 56, 57, 59, 69 show that the speaker does not like the hearer. the data containing those reason are included as dissociative non-referential addressing. The datum contains a perlocutionary act of dissociation which means that the speaker tries to make the hearer feels unwelcomed. This reason occurs when the speaker and the hearer have a bad relationship.

Data 52 show that the speaker angry to the hearer. The data containing those reason are included as dissociative non-referential addressing. The datum contains a perlocutionary act of dissociation which means the speaker anger to the hearer and the hearer feels disgraced. In datum 52 the vocative “overprotective best friend” aimed to show to the hearer that hearer is to interfere the speaker

affair. This vocative expressions occurs because the speaker and the hearer have conflict.

Data 68 and 70 show that the speaker employs certain vocative expression intend to make the distance to the hearer. The data containing those reason are included as dissociative non-referential addressing. The vocative contains a perlocutionary act of dissociation which means the speaker intends to showing the distance between the speaker and the hearer and the hearer feels disgraced. In Datum 70 the vocative “Mr Socialite Surgeon extraordinaire” the speaker aimed to show the distance social to the hearer.

3. Vocative expression in epistolary Novel

In epistolary the employes of vocative expressions aim to respect the reader or to start a conversation it can be in the opening or in the closing of a letter. In the novel “Love, Rosie” the employes of vocative can be the way of the characters to express their emotion. This is a unique way to find out about the characteristic of the characters in the the novel.

The vocative expressions in epistolary novel bring the researcher to analyze deeper about characters. The researcher identifying the characters shift in the novel, by having an attention of vocative expressions. The researcher also analyzes the correlation between the character to characters relationship. In good relationship between character to characters the speaker uses vocative expressions of associative non-referential and dissociative vocative expressions reflected that the relationship between the character to characters are bad. Here, reseacher also found that the character shift in the novel “Love, Rosie” by the vocative expression which used by the characters. The character shift can be analyze by

the vocative which employed by the characters in the novel “Love, Rosie”. For example the Datum 30/ANR/CALL, here the character Alex shows his affection to his bestfriend, Rosie by uses vocative “*wonderful, intelligent woman*” in the letters. But, when the relationship between those characters was bad, here the character Alex shows his anger by uses vocative expressions “*overprotective best friend*” in can see in Datum48/DNR/ADD.

In the novel entitled “love, Rosie” the researcher also found that the uses of vocative expressions does not only to express the character emotion, here. The researcher found that the uses of vocative expression intends to make the plot of the story more interesting. In Datum35/DNR/ADD and Datum1/DNR/ADD it hence clear that employe of vocative is aimed to give rumor of comedy in the story of the novel. For example in the vocative expressions Datum35/DNR/ADD while the vocative is “*whathisname*”, it hence clear that the speaker employs vocative expressions to show that the speaker does not like the hearer, but at the same time the vocative is aimed to make a contain of humor. Here, the author tries to catch the reader attention and tries to add the sense of humor in the novel.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains two last discussions of this research. Those are the conclusion, the final results or the reviews of the study which answer the research's problem statement, and the suggestion provides advice for the readers to understand this field deeper that can develop further way of understanding into the subject matters. Hopefully, This research raises more motivation to delve or find information for the similar research object to another level of academic achievements for future researches.

A. Conclusions

The first problem statement answers about the non-referential vocative which mean that vocative do not mention the hearer's name, there are four types of vocative expressions based on Kubo theory which employed by the character in novel entitled "Love, Rosie". There are associative non-referential calling, dissociative non-referential calling, associative non-referential addressing, and dissociative non-referential addressing. Those different types of vocative expressions are influenced by different context of situation.

The second problem statement is the answer why the characters employ certain vocative expression which analyzed based on the perlocutionary act of association or the perlocutionary act of dissociation in the vocative expression. The reason that the speaker intends to associate the hearer are; To show speaker's affection to the hearer, the reason occurs because the speaker intends to show his

affection and to respect the hearer and those speaker and hearer have a special relation. To motivate the hearer, the reason occurs when the hearer in down situation which needs motivation and it is reflected that the relation between the speaker and the hearer is a good relationship. The reason that the speaker intends to dissociate the hearer are; to mocking the hearer, the reason occurs when the speaker disparaged or underestimate the hearer. To assert the hearer, the reason occurs when the speaker tries to distinct something to the hearer. To show the speaker does not like the hearer, the reason occurs when the speaker and the hearer have bad relationship. To show the speaker anger, the reason occurs when the speaker and the hearer have conflict. To make the speaker-hearer distances, the reason occurs when the speaker feels has higher social than the hearer.

B. Suggestions

Language is the beauty and the unique way to communicate, then the most important and essential of learning language are to know the uses and the circumstances at the moment language performed. A vocative expression can be unite a relationship or make the nasty relationship. Therefore, the researcher suggests to the student of linguistics especially who have attention to pragmatic to observe the pragmatic phenomenon especially vocative expression.

The researcher suggest that there should be an analysis of referential vocative in the novel entitled “Love, Rosie”. Because there is rich referential vocative expression in the novel.

Here the novel was changed from the previous title named “where the rainbow end” becomes “Love, Rosie” because the novel was succeeded reached number one in Ireland, the United Kingdom and internationally. The novel was adapted into a film with a same with the new title which released on October 2014, but the plot between the novel and the movie was different so there some character did not exist in the movie. The researcher suggests to the author and the filmmaker to maximize of making the correlations between the novel and the film.

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APPENDIECES

AN ANALYSIS OF VOCATIVE EXPRESSIONS IN THE *LOVE, ROSIE* NOVEL

BY CECELIA AHERN

No	DATUM	Types Of Vocative Expressions			
		Associative Non-Referential Calling	Dissociative Non-Referential Calling	Associative Non-Referential Addressing	Dissociative Non-Referential Addressing
1	<p>What did your mum and dad say about <i>Miss Big nose</i>?</p> <p align="center">Context of Situation</p> <p>Alex and Rosie were in the school and they met Miss Casey who is the teacher in the class room. Alex has conversation with Rosie by note writing which would told to Rosie that her birthday party was great and would to noticed Rosie that they have a teacher with big nose ever. But unfotunately they teacher seeing the note writing during the class and the teacher sent Rosie and Alex's parents a summons to arrange a time to discussing about they behavior progressing at the school. Then Rosie sent a letter to Alex that he</p>	-	-	-	√

	hate that they don't sit together anymore in the class and asked about Rosie's parent responded about the summons.				
2	<p>Holy shit! I didn't think that <i>old bogey</i> would go ahead and suspend us!</p> <p style="text-align: center;">Context of Situation</p> <p>Rosie sent a letter to Alex to noticed that they had sommons which sent by to they teacher to they parents.</p>	-	-	-	√
3	<p>Alex : oh, you're turning into such a bore.</p> <p>Rosie : I WAS JOKING, YOU IDIOT! I hate this crap. I think my brain is turning to mush from listening to him. But go away anyway.</p>	-	√	-	-
4	<p>Alex : I have no need for underwear at all now.</p> <p>Rosie : Uuuugh So who's the <i>unlucky girl</i>?</p> <p style="text-align: center;">Context of Situation Datum 3 and 4</p> <p>Alex sent an instant message to Rosie that would to give news to Rosie that if he virginy boys is no longer anymore. Rosie tried to ignore Alex because she need to focus to what Mr Simpson explained in the class. But Alex keep coerced Rosie to informed that his news was important, then Rosie acted like her uninterested to give an attention about Alex news which unimportant than the class.</p>	-	-	-	√

5	Alex : Just tell me what you think. Rosie : To be honest, from what I hear about her, I think she's <i>Slut</i> .	-	-	-	√
6	Alex : Oh forget I said anything. Rosie : Oh, Alex, I'm just worried about you. I know you really like her, and all I'm saying is that she's not a <i>one-man kind of girl</i> .	-	-	-	√
7	To the most inconsiderate <i>asshole of a friend</i> Context of Situation Alex had been long time not contact Rosie because he has a girlfriend named Bethany. Then Rosie sent a letter to Alex to remind Alex that he has bestfriend who being ignored.	-	-	-	√
8	Hey, <i>Buttercup</i> , you OK? (Haven't called you that for a <i>long</i> time)	√	-	-	-
9	Your boss keeps telling me you can't take calls during working hours – QUIT, <i>Mr I never EVER want to work in an office</i> .	-	-	-	√
10	Hallo, my <i>darling little sister</i> .	√	-	-	-
11	You and Alex have the rest of your lives to catch up together. <i>Silly Bethany</i> won't even remembered then.	-	-	-	√
12	Love you, <i>sweetheart</i> .	-	-	√	-
13	Rosie, <i>my sweetie</i> , don't worry. Just take deep breaths and try to relax.	-	-	√	-
14	Hows' my <i>beautiful sister</i> doing?	√	-	-	-

15	Steph : Then what happened? Rosie : Well, I'm hardly going to tell you now, <i>Ms Overreactor</i>	-	-	-	√
16	My ' <i>best woman</i> ' speech.	-	-	√	-
17	Rosie : I don't know what you're talking about! I am not waiting for Alex Ruby : Yes you are, <i>my dear friend</i> . He must be some man because nobody can ever measure up to him...	-	-	√	-
18	Ruby : Sounds like <i>the bitch</i> is just pissing around her man to mark her territory. Rosie : By sending a letter to a seven-year-old little girl??	-	-	-	√
19	Ruby : Ok, I believe you, but millions wouldn't anyway, don't rise to her, just ignore it. Rosie : Oh, don'y worry, I won't respond. I'm just sorry that <i>stupid woman</i> didn't have the common sense to leave my daughter out of her insecurities.	-	-	-	√
20	Back home from my honeymoon; you <i>sly little lady</i> , you never told me about this new boyfriend of yours! Sally couldn't wait to tell me, which I thought was rather sweet.	-	-	-	√
21	I was ordered to sit down at the back of the class beside a <i>smelly, snotty-nosed, messy-haired little boy</i> who had the biggest sulk on his face and who refused to look at me or talk to me.	-	-	-	√

22	Well, thank you, Mr Supportive! for being so happy for me.	-	√	-	-
23	Greg : Hello, <i>gorgeous</i> . How's your day going? Rosie : Oh. hello! Oh, it's the same as usual . . . better now though!	√	-	-	-
24	Hello there, <i>misery man</i> . Have no fear, Rosie is here! Sorry things have been shit for you lately.	√	-	-	-
25	Rosie : Well, actually . . . no, we didn't even discuss marriage. Anyway, i thought you were <i>anti-marriage</i> .	-	-	-	√
26	Katie is my <i>flower girl/bridesmaid-type person</i> and I want you to be my best man.	-	-	√	-
27	You two are <i>weirdos</i> .	-	-	-	√
28	Alex : Then again I might not have . . . Rosie : Stop it! Who's the <i>unlucky girl</i> ? Do I know her?	-	-	-	√
29	What an <i>idiot Greg</i> is. He should have known I work here.	-	-	-	√
30	You're <i>a wonderful, intelligent woman</i> but my heart lies with someone else.	√	-	-	-

31	So you went ahead and did it. You married <i>whatshisname</i> . You looked beautiful, Rosie, I was proud to stand beside you at the altar, and i was proud to be there with you on your special day.	-	-	-	√
32	Toby has had green hair for the whole week in school and <i>Miss Big Nose Smelly Breath Casey</i> isn't happy.	-	-	-	√
33	Rosie : So, Greg, What are you doing tonight? Greg : Rosie, <i>my dear</i> , I am all yours! Why don't we get a bottle of wine, some takeaway and stay in? We can get Katie a DVD or something.	-	-	√	-
34	Alex : Greg found the letter. Phil : The <i>idiot husband</i> ? I thought they were finished?	-	-	-	√
35	Phil : yeah, but the difference between now and before is that now Rosie know he cheated on her. She knows he's <i>an asshole</i> .	-	-	-	√
36	And he's so bloody gung-ho about everything. He's <i>Mr Enthusiastic</i> about us going to see a counselor together, and he takes a few hours out of his day to talk to me, really talk to me.	-	-	-	√
37	Ruby : Now that's stupid . . . Rosie : Well, excuse me, <i>Ms I-Think-Teddy-Has-a-Tomato-Head</i> .	-	-	-	√
38	"We love <i>our little special boy</i> , because you bring us so much joy" Context of situation Josh was birthday. Then, Rosie, Katie sent him a card.	-	-	-	√

39	So enough about me – how are all those lectures going? Find out who <i>Mr Fantastic surgeon</i> is yet?	-	-	√	-
40	Rosie : should you even have to ask? Ruby : Sorry, love, but she looks like a normal filthy-rich well-dressed thirty-year-old woman to me, but I'll call her <i>Sluty Bethany</i> if you insist.	-	-	-	√
41	You're doing well, though. How long have you and <i>whatshisname</i> been together? Long enough, I would imagine.	-	-	-	√
42	Ruby : so who am I going to go to salsa lessons with now? Rosie : I'm sure <i>Miss Behave</i> will be only too delighted to be your partner	-	-	√	-
43	From : Kevin To : Rosie Subject : My favourite sister Hello, my most favourite <i>big sister</i> in the whole entire world. It's kevin here. Email me back when you get a chance. I'm on the college computer so the internet is free and I wanna ask you something.	-	-	-	√
44	Ruby : Don't be silly, he'll hate it ad shout at me for weeks, but at least he'll be talking to me again. Alright, i better go; i have to buy him a leotard and tights on my lunch-break. I know we don't actually have	-	√	-	-

	to wear them but it will be worth it just to see the look on his face when i pull them out of my bag. Rosie : <i>you evil, evil woman!</i> .				
45	Tobby : Who, my dad? Katie : No, <i>you stupid</i> . Whatshisname.	-	√	-	-
46	Katie : What are you, <i>psychic</i> ? Tobie : Yeah, it's all stuck in your braces.	-	-	√	-
47	Anyway, Buttercup where are you living now if <i>shit-for-brains</i> kept the house?	-	-	-	√
48	Rosie : Why? Alex : Because you're my <i>overprotective best friend</i> and you've always hated my girlfriend (and wife) and I've always hated your boyfriends (and husband).	-	-	-	√
49	"Hi, <i>love</i> . I told you I'd be here in the States until Monday. I should be home in the evening sometime."	-	-	√	-
50	Rosie : Sound like she's got a case of the <i>Sluty Bethanities</i> to me. Katie : What? What do i do about Monica?	-	-	-	√
51	She's a <i>festy young lady</i> now, isn't she? She definitely her mother daughter.	√	-	-	-

52	LonelyLady : I don't care that he left me because he is <i>BASTARD!</i> Divorced_ : Screw him!	-	-	-	√
53	Ruby : Come on, <i>Ms Bumps</i> , I need to look like I'm busy here. You find out what happened yet? Rosie : Yes, I found out I'm the biggest idiot in the whole entire world. Aaaaaahhhhh	-	-	-	√
54	You are a <i>strong girl</i> and you grew even stronger when that idiot of a men.	-	-	√	-
55	Rosie : My baby is going to be teenager next week. Ruby : Thank your lucky stars it's almost over now, <i>mother</i> .	-	-	-	√
56	Good luck with the studying, <i>Love</i> .	-	-	√	-
57	My baby girl is moving away! I'm so proud of you, <i>love</i> .	-	-	√	-
58	Ruby : I know, <i>Honey</i> , I understand. But at least just look at the other option. Rosie : Option? BLOODY OPTIONS? I have none. NONE! I have to go. Staying here is not option. Context of situation	-	√	-	-
59	Bettercup : I'm not sure this is working. Hello? Hello? Hello? <i>Stupid bloody computer</i> . Can anyone answer me?	-	√	-	-
60	Rosie : You're <i>Dancing Queen</i> Im so proud of you Are you still glowing from your win?	-	-	√	-

61	You're my <i>wonderful brave baby girl</i> , Rosie..	-	-	√	-
62	Rosie : Sixteen. <i>My little angel sixteen!</i> What the hell am i supposed to do now? Where's the rule book?	-	-	√	-
63	Ruby : <i>Hello, stranger.</i> Rosie : oh, hi Ruby, Sorry it's been so long; I've had a lot on lately.	-	√	-	-
64	Ruby : Well, <i>Ms Assistant Manager</i> , tell me all about it. How'w work going? Rosie : Very, very slo o o o o wly.	-	-	-	√
65	Rosie : Eh, yeah, the site is being updated right now. I'll let you know when you can see it. Alex : Great. It'll be weird seeing <i>Miss Big Nose Smelly Casey</i> again. It's about time she retired.	-	-	-	√
66	Alex : I will, i will. Don't worry, I have been out of the house before; I do no how to deal with people. Rosie : Of course you have, <i>Mr Socialite Surgeon extraordinaire!</i>	-	-	-	√
67	You are a <i>beautiful young woman</i> , Rosie Dunne.	√	-	-	-
68	Bettercup : Congratulations, SureOne.				

	SureOne : Thanks, <i>girls!</i> We haven't heard from you in a while, Bettercup. Where have you been lately?	√	-	-	-
69	I think it's a great idea, Rosie. Congratulations, you <i>little genius</i> .	-	-	√	-
70	Katie : Hi, Alex. Alex : Hello, my <i>wonderful goddaughter</i> . How are you and what do you want? Katie : I'm fine thank and I don't want anything.	√	-	-	-
71	Katie : I'm fine and I don't want anything! Alex : You <i>women</i> always want something.	-	√	-	-
72	Rosie : Hello, <i>old woman</i> , what are you up to? Ruby : Sitting in my rocking chair, knitting.	-	√	-	-
73	Singlesam : Hello, <i>ladies</i> , good to see you all here again tonight. Context of situation SingleSam just joined to Divorced chat group	-	√	-	-
74	Phil : Why are you marrying <i>her</i> ? Alex : Her name is Bethany.	-	-	-	√
75	Rosie : <i>My dear sweet innocent daughter</i> , an invitation is an invitation. It would be rude to turn him down. I suggest you turn up on his doorstep this evening, I'll give you the money for the bus to his	√	-	-	-

76	LonelyLady : Can I be? Divorced_1 : You sad, <i>Sad woman</i> . LonelyLady : what now?	-	-	-	√
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