AN ANALYSIS OF VOCATIVE EXPRESSIONS IN THE FILM
ENTITLED “BRING IT ON”
(A Pragmatics Study)

Submitted as a Partial Fulfillment of the Requirements
For the Sarjana Sastra Degree in English Department
Faculty of Letters and Fine Arts
Sebelas Maret University

By
VIANINDA PRATAMA SARI
C0305006

ENGLISH DEPARTMENT
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2010

commit to user
AN ANALYSIS OF VOCATIVE EXPRESSIONS IN THE FILM
ENTITLED “BRING IT ON”
(A Pragmatics Study)

By
VIANINDA PRATAMA SARI
C0305006

Approved to be examined before the Boards of Examiners
Faculty of Letters and Fine Arts
Sebelas Maret University

Thesis Consultant
Dr. Djatmika, M.A.
NIP. 196707261993021001

The Head of English Department

Dr. Djatmika, M.A.
NIP. 196707261993021001

commit to user
AN ANALYSIS OF VOCATIVE EXPRESSIONS IN THE FILM

ENTITLED “BRING IT ON”

(A Pragmatics Study)

By

VIANINDA PRATAMA SARI
C0305006

Accepted and examined by the Boards of Examiners
Faculty of Letters and Fine Arts, Sebelas Maret University
On April 20th, 2010

Position  Name  Signature
Chair Person  Drs. Sri Marmanto, M.Hum.
             NIP. 195009011986011001
Secretary    Dyah Ayu Nila K, S.S., M.Hum.
             NIP. 198302112006042001
First Examiner  Dr. Djatmika, M.A.
                NIP. 196707261993021001
Second Examiner  Ida Kusuma Dewi, S.S., M.A.
                 NIP. 197105251998022001

The Dean of Faculty of Letters and Fine Arts
Sebelas Maret University

Drs. Sudarno, M.A.
NIP. 19530314 198506 1001

commit to user
PRONOUNCEMENT

NAME : VIANINDA PRATAMA SARI
NIM : C0305006

Stated whole-heartedly that the thesis entitled *An Analysis of Vocative Expressions in the Film Entitled “Bring It On” (A Pragmatics Study)* is originally made by the researcher. It is neither a plagiarism, nor made by others. The things related to the other people's work are written in quotation and included within bibliography.

If it is then proved that the researcher cheats, the researcher is ready to take the responsibility.

Surakarta, April 2010

The Researcher

Vianinda Pratama Sari
MOTTOS

“Study as if you were going to live forever; live as if you were going to die tomorrow”
(Maria Mitchell)

“Education is not preparation for life; education is life itself”
(John Dewey)

“Keep your face to the sunshine and you cannot see the shadow”
(Helen Keller)

“Happiness does not depend on how much you have to enjoy but how much you enjoy what you have”
(Ziggy)

“Do what you love and love what you do”
(Vianinda)

commit to user
DEDICATION

This thesis is dedicated with love and gratitude to my beloved grandmother and to my parents.
ACKNOWLEDGMENT

First of all, I would like to give thanks to Allah SWT, The Almighty God and The Lord of the universe for His blessing and His guidance so that I can finish my thesis. Secondly, I do realize that this success would not be achieved without the encouragement and contribution from the people around me. Therefore, in this special opportunity, I would like to express my deepest gratitude to those who have directly or indirectly given me valuable support and assistance in accomplishing the thesis.

1. Drs. Sudarno, M.A., The Dean of Faculty of Letters and Fine Arts, for approving this research.

2. Yuyun Kusdianto, S.S, my academic consultant, for giving attendance during my study in English Department.

3. Dr. Djatmika, M.A., as The Head of English Department and as my thesis consultant, for giving me permission to conduct the research and for giving me guidance and support during the consultation.

4. All lecturers of Faculty of Letters and Fine Arts, especially the lecturers of English Department, for giving me valuable guidance and knowledge

5. My beloved grand mother for giving me a great motivation to graduate as soon as possible.
6. My mummy and my daddy, thanks for giving me the best and the greatest love in my life. This thesis will be nothing without your incredible support.

7. My little brother, Vandika Pandu Relangga, thanks for helping me take care of my printer and my laptop.

8. My beloved “aiyanx Kung Kong”, Kukuh Ari Wibowo, thanks for giving me motivation and for helping me to refresh my mind when I got troubled in doing my thesis. For better and for worse, I promise I will always love you.

9. My best friends in my life: Festy (thanks for motivating me to graduate immediately), Astri (thanks for all happiness and sorrow we passed through together), Theplok (thanks for encouraging me to study in the library), Joe (thanks for motivating me to be a better person), and Fera (thanks for the motivation and the valuable sharing, actually I am not as clever as what you think)

10. To all chomskies (my Linguistics classmates): Anggi (thanks for borrowing me Brown and Levinson’s Politeness: Some Universals in Language Usage), Sari, Arif, Ratih Wulan, Chemitz, Melon, Hesti, Lilis, Irena, Yuni, Dini, Ratih, Fitria, Maya, Nafis, Eva, Winda (thanks for the sharing about Linguistics theory and for the togetherness during the study)

11. To all ED Family: Sister Rina and Sister Afida (you are such crazy sisters, thank for the great sharing), Soni, Puspa, Yogi, Nunik, Fauzi,
Dida, Ebsi, Ongko, Galih, Imeh, Adwin, Nurin, Lambang, Andika, Alwie, Ratih Dwi, Kiki, Rizky Adi, Bebek, Arih, Uus, Lia, Elis, Woro, Ima, Onnie, Arum (thanks for the togetherness during 4 years study and for the spirit since it inspires me to be a successful person)

Last but not least, I would like to say thanks to other people whom I cannot mention one by one. It does not mean that I forget about you, but my deepest appreciation is dedicated to all of you. Thanks for coloring my days with the bittersweet moments.

I realize that this thesis is still far from being perfect. Therefore, I wholeheartedly welcome any suggestions, comments, and criticisms from anyone who has concern in improving this thesis. And finally, I hope this thesis will be useful for the readers.

Surakarta, April 2010

The Researcher

Vianinda Pratama Sari
# TABLE OF CONTENTS

Title.................................................................................................................................................. i  
The approval of the Thesis Consultant................................................................. ii  
The approval of the Broad of Examiners...................................................... iii  
Pronouncement........................................................................................................ iv  
Mottos ........................................................................................................................................ v  
Dedication ............................................................................................................. vi  
Acknowledgment.................................................................................................. vii  
Table of contents ................................................................................................... x  
Abstract........................................................................................................... xii  

## CHAPTER I  : INTRODUCTION

A. Background.......................................................................................... 1  
B. Problem Statements........................................................................... 8  
C. Research Objectives........................................................................... 8  
D. Problem Limitation........................................................................... 8  
E. Research Benefits.............................................................................. 9  
F. Research Methodology................................................................. 9  
G. Thesis Organization................................................................. 10

## CHAPTER II  : LITERATURE REVIEW

A. Pragmatics.................................................................................. 11  
B. The Scope of Pragmatics...... ................................................. 13  
C. Speech Acts................................................................................. 25  
D. Person Deixis............................................................................. 29  
E. Vocatives.................................................................................... 32  
F. Context of Situation............................................................. 55  
G. Film Theory................................................................................. 57  
H. Synopsis of Film “Bring It On”.............................................. 59

*[commit to user]*
CHAPTER III : RESEARCH METHODOLOGY
A. Type of Research ........................................... 61
B. Data and Source of Data .................................. 62
C. Sample and Sampling Technique ...................... 63
D. Technique of Collecting Data ............................ 64
E. Data Coding .................................................... 65
F. Technique of Analyzing Data ............................ 66

CHAPTER IV : DATA ANALYSIS
A. Types of Vocative Expressions ....................... 67
B. The Reasons Why the Characters in the Film Entitled “Bring It On” Employ Certain Vocative Expressions .................................................... 92
C. Discussion ...................................................... 110

CHAPTER V : CONCLUSION AND SUGGESTION
A. Conclusion ..................................................... 118
B. Suggestion ...................................................... 120

BIBLIOGRAPHY
APPENDICES
ABSTRACT

Vianinda Pratama Sari. C0305006. 2010. AN ANALYSIS OF VOCATIVE EXPRESSIONS IN THE FILM ENTITLED “BRING IT ON”. English Department. Faculty of Letters and Fine Arts. Sebelas Maret University. Surakarta

This research investigates non-referential vocative expressions employed by the characters in the film entitled “Bring It On”. The objectives of this research are to find out the types of vocative expressions employed by the characters in the film entitled “Bring It On” and to describe the reasons why those characters employ a certain type of vocative expressions.

This research used a descriptive qualitative research referring to the method to formulate the conclusion by collecting, classifying, and interpreting the data of the research.

The data sources of the research were the film entitled “Bring It On” directed by Peyton Reed and its script found from the internet. All of the utterances containing non-referential vocative expressions employed by the characters in the film entitled “Bring It On” were used as the data of the research. This research applied purposive sampling technique in which several significant data containing non-referential vocative expressions were analyzed.

Derived from the analysis, the research concludes that there are four types of vocative expressions employed by the characters in the film entitled “Bring It On” according to Kubo’s speech act theoretic analysis of vocatives. They are associative non-referential calling, dissociative non-referential calling, associative non-referential addressing, and dissociative non-referential addressing. Those different types of non-referential vocative expressions are certainly influenced by different contexts of situation. The reasons why the characters in the film entitled “Bring It On” employ a certain type of vocative expressions are analyzed based on either a perlocutionary act of association or a perlocutionary act of dissociation contained in the vocative expression. Basically, there are two reasons why the characters employ a certain type of vocative expressions namely to associate the hearer and to dissociate the hearer. The reason that the speaker intends to associate the hearer is specifically divided into four reasons. The first reason is that the speaker has an intention to show his or her affection and to respect the hearer. This reason maintains a close relationship between the speaker and the hearer. The second reason is that the speaker intends to minimize the speaker-hearer distance. This reason occurs when the speaker has a higher social status than the hearer. The next reason is that the speaker intends to associate the hearer who dissociates the speaker. The basic context of this reason is that the speaker is hated by the hearer but the speaker is still willing to associate the hearer. The last reason is that the speaker has an intention to motivate the hearer. This reason occurs when the hearer needs to be motivated. On the other hands, the reason that the speaker has an intention to dissociate the hearer is divided into three reasons namely to tease the hearer, to show that the speaker does not like the hearer, and
to show the speaker’s anger. The first reason is that the speaker has an intention to tease the hearer. This reason occurs when the speaker and the hearer have a bad relationship. The second reason is that the speaker intends to show that he or she does not like the hearer. Similar with the first reason, this reason occurs when the speaker has a bad relationship with the hearer. The last reason is related to the speaker’s intention to show his or her anger. The context occurred in this reason is that the speaker is angry since the hearer has made a mistake. Therefore, it can be said that the speaker has a bad relationship with the hearer.

It is finally expected that this research will be useful for those who are interested in the related study. In addition, it is suggested that those who do research in linguistics are able to develop the research to other aspects of deixis. Furthermore, it is suggested that the film maker can provide vocative expressions containing insincere perlocutionary acts, exploitation of group term distinction and inconsistent vocative phrases so that the analysis will be more various and complete.
CHAPTER I
INTRODUCTION

A. Background

People who live in society need to interact with others in order to fulfill their daily needs. It happens because they are included as social creatures that can not live by their own. In the process of interaction, they need to communicate each others. In this way, language plays an important role since it functions as a means of communication. This idea has been explained by Widdowson (1996: 3). According to him, 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.

Further, language has been defined by Ferdinand de Saussure, a great linguist of the twentieth century, as a “social fact” (Saussure, 1959: 60). 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 functions. They are instrumental, regulatory, representational, interactional, personal, heuristic and imaginative function. The instrumental function refers to the fact that
language allows speakers to get things 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 statements, to give accounts, to explain relationship, to relay
messages and so on. The interactional function refers to language used to ensure
social maintenance. The personal function 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. Finally, the
imaginative function refers to language used to create imaginary systems whether
these are literary works, philosophical systems, etc.

Communication is usually defined as conversation. It is the process by which
people communicate with others. Thomas states that people do not always or even
usually say what they mean (1995: 1). Speakers frequently mean much more than
their words actually say. The meaning as communicated by a speaker should be well
interpreted by a listener. It has, consequently, 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 states 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 under
what circumstances. Beside that, through language, the notion of distance can be
determined. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said (Yule, 1996: 3).

In many languages, the deictic categories of speaker, addressee and others are elaborated with markers of relative social status (for example, addressee with higher status versus addressee with lower status) (Yule, 1996: 10). With features such as social status first and foremost an attribute of the person, an account of social deixis must include some mentions of person deixis. The deictic function of vocative expressions is all too apparent. Language that is used to call, summon, or address someone locates a particular referent within the spatiotemporal context of an utterance. The person deixis of vocative expressions can also be shown to be socially constructed and hence dependent on social deixis (Cummings, 2005: 23).

Vocatives are small units in an utterance but rich of linguistic phenomena. However, they are under explored in pragmatics. According to Susumu Kubo (as assessed in www.paaljapan.org on April 20th 2009), most linguists have not only failed to treat properly the illocutionary acts/forces, but have never paid attention to the perlocutionary act that a speaker concomitantly performs with an illocutionary act when he utters an utterance with a vocative.

Levinson (1983: 70) classifies vocatives into calls and addresses according to their occurrence position in an utterance. Calls usually occur at the utterance-initial position and the addresses occur at non-utterance initial positions. The same vocative
expressions, in fact, play different roles at different places. The problem in Levinson (1983), according to Kubo, is that he failed to analyze adequately the speech act functions. Levinson (1983) only claimed that calls “can be thought as independent speech acts” without touching upon the illocutionary function of the addresses. Both calls and addresses are used to perform speech acts.

Osenova and Simov (as cited in www.paaljapan.org assessed on April 20th 2009) introduced Ivanova and Nitsolova’s classification of vocatives that classified vocatives according to whether the vocatives nominate the hearer. In other words, Osenova and Simov classified vocatives into referential and non-referential ones. However, Kubo criticized that Osenova and Simov shared the same problem with Levinson (1983): they failed to analyze adequately the speech act functions. Osenova and Simov, according to Kubo, held that when vocatives nominate 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. Vocatives, hence, are 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 performance of an illocutionary act entails his or her performance 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 vocatives 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.

A comedy film entitled “Bring It On” tells about cheer crisis faced by Torrance Shipman, the main character of the story. As a new captain, she has to keep the tradition alive: leading to the record sixth national cheerleading championship. However, the routine that she and other cheerleaders do is a routine stolen from Clovers, a group of cheerleader from East Compton. In this film, Torrance struggles to create a new routine and bring it on to the national cheerleading championship in which Clovers also participate. In relation to Kubo’s theory of vocatives based on perlocutionary acts, there are several kinds of vocative expressions employed in the film. To clarify the research background, three examples of vocative expressions used by the characters can be seen below:

1. **Missy**: You people are unbelievable! I mean, we're talking about cheating here.

   **Courtney**: Sorry, **new girl**, but nobody hit your buzzer. Look, I hate to be predictable, but I don't give a shit! We learned that routine fair and square. We logged the man hours. Don’t punish the squad for big red's
mistake! This isn't about cheating. This is about winning! Everyone in favor of winning...

2. (Scene shift - in front of Torrance's house. Aaron was driving her home)
   Aaron : (kissed Torrance) Bye. Sleep tight, sweetie.

3. Isis : You guys... Look, gather up. Guys, we got this. We have done this routine a million times. Just relax. Forget about all those faces out there and just imagine that we’re back at our school, at our gym, just doing our thing. We fine.

In the first example, the speaker is Courtney and the hearer is Missy. The speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing the hearer with an out-group term. The act offends the hearer and brings about a perlocutionary effect such that the hearer feels disgusted to the speaker. This means that the hearer, as a new cheerleader member is not well welcomed. Thus it can be said that Courtney uses a non-referential vocative “new girl” which is addressed to Courtney because she intends to show that Courtney doesn’t like Missy. The vocative “new girl” hence can be included as dissociative non-referential addressing.

In the second example, the speaker is Aaron, while the hearer is Torrance. The speaker employs a non-referential addressing “sweetie” to show his affection to his girlfriend while giving her good night kiss. The vocative “sweetie” hence implies that Torrance has a close and good relationship with her lover, Aaron. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer by an in-group term, which brings about a perlocutionary effect
on the hearer such that the hearer feels relieved. This second example hence can be included as associative non-referential addressing.

In the last example, Isis, the speaker in the dialogue, calls the cheerleaders with non-referential vocative “you guys” to get their attention since she is going to give motivation to them so that they will be able to control their nervousness. Since the vocative “you guys” is uttered by a captain, it can be said that the captain has a close relationship with her cheerleaders. The vocative hence can be included as associative non-referential calling. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearers by an in-group term, which brings about a perlocutionary effect on the hearers such that the hearers feel relieved. As a captain of whose position is upper than the cheerleader members, she associates them since she intends to give motivation before they perform.

From those three examples above, it can be seen that there are various types of vocative expressions used by the characters in the film entitled “Bring It On”. In relation to the perlocutionary acts employed by each character, the vocative expressions serve different functions. Therefore, how such phenomena can happen is interesting to analyze.

The title of this research is thus An Analysis of Vocative Expressions in the Film Entitled “Bring It On” (A Pragmatics Study)
B. Problem Statements

1. What types of vocative expressions are employed by the characters in the film entitled “Bring It On” according to Kubo’s theory?
2. Why do those characters employ certain types of vocative expressions?

C. Research Objectives

1. To describe the types of vocative expressions employed by the characters in the film entitled “Bring It On” according to Kubo’s theory.
2. To describe the reasons why those characters employ certain types of vocative expressions.

D. Problem Limitation

The research is limited on the analysis of the vocative expressions which emphasizes on non-referential vocatives according to Kubo’s theory. Non-referential vocatives, according to Kubo, refer to both calling and addressing by not mentioning the real name of the hearers. 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.
E. Research Benefits

The research is conducted to describe the types of vocative expressions employed in the film “Bring It On” 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 the linguistic theory in analyzing the film. For “Bring It On” fans, it will give some information to help them understand the meaning of the conversation stated by each character. By understanding the meaning of each vocative expression, the researcher hopes that the fans will be able to enjoy the whole elements of the film. For the other researchers, the research will encourage them to complete and revise the research further.

F. Research Methodology

The research applied descriptive qualitative method. It was conducted to describe why the characters employ a certain type of vocative expressions. The research was conducted by collecting data, analyzing data, and drawing conclusion. The data are indirectly measurable and in the form of words.

The data in the research were selected by employing purposive sampling. The researcher selected the data sources which were related to the relevant theme. The
data were the film script containing the various types of non-referential vocative expressions. Therefore, the researcher tried to describe each vocative expression type. More details of the research methodology will be explained in Chapter III.

G. Thesis Organization

This thesis consists of five chapters that are organized as follows:

CHAPTER I: INTRODUCTION consists of Background, Problem Statements, Research Objectives, Research Limitation, Research Benefits, Research Methodology, and Thesis Organization.

CHAPTER II: LITERATURE REVIEW consists of Pragmatics, The Scope of Pragmatics, Speech Acts, Person Deixis, Vocative Expressions, Context of Situation, Film Theory, Synopsis of Film “Bring It On”.

CHAPTER III: RESEARCH METHODOLOGY consists of Type of Research, Data and Source of Data, Sample and Sampling Technique, Technique of Collecting Data, Data Coding, and Technique of Analyzing Data.

CHAPTER IV: DATA ANALYSIS consists of the Analysis of Types of Vocative Expressions in the Film “Bring It On” and the Reasons Why the Characters Employ Certain Vocative Expressions and Discussion.

CHAPTER V: CONCLUSION and SUGGESTIONS.
CHAPTER II
LITERATURE REVIEW

A. Pragmatics

Pragmatics belongs to one of linguistics branches. It focuses its study on the meaning of utterances. There are many definitions about pragmatics. According to Mey (1993: 4), pragmatics is “the science of language seen in relation to its users. That is to say, not the science of language in its own right, or the science of language as seen and studied by the linguists, or the science of language as the expression of our desire to paly schoolmarm, but the science of language as it is used by real, live people, for their own purposes and within their limitations and affordances.” Meanwhile, Thomas (1995: 23) defines pragmatics as meaning in interaction since this takes account of the different contributions of both speaker and hearer as well as that of utterance and context to the making of meaning. Further, in “Pragmatics”, Yule (1996: 3) points out four areas which pragmatics is concerned. Firstly, pragmatics is “the study of speaker meaning” so it has something to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean. Secondly, pragmatics is “the study of contextual meaning” which means pragmatics requires a consideration of how the speakers organize what they want to say in accordance with who, where, when and under what
circumstances they are talking to. Next, pragmatics is “the study of how more get communicated than is said”. In this case, pragmatics relates to the investigation of invisible meaning or what is unsaid by the speakers. Finally, pragmatics is “the study of the expression of relative distance”. The speakers tend to consider how close or distant the listener is so that the speakers are able to determine how much needs to be said.

In many ways, pragmatics concerns with what people mean by the language they use, how they actualize its meaning potential as a communicative resource (Widdowson, 1996: 61). Thus, in “The Study of Language”, Yule (1996: 127) states that the speaker or the writer must be able to depend on a lot of shared assumptions and expectations. Pragmatics hence has to do with assumptions. Someone can talk about people’s intended meanings, their assumptions, their purposes or goals and the kinds of actions (for example, requests) that they are performing when they speak (Yule, 1996: 4).

From those definitions, it can be concluded that pragmatics is a science that discusses a meaning of utterance 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 aspects of discourse structure.

1. Deixis

The single most obvious way in which the relationship between language and context is reflected in the structures of languages themselves, is through the phenomenon of deixis (Levinson, 1983: 54). Deixis comes from the Greek word which means “pointing” via language. Yule (1996: 9) explains further about deixis that “when you notice a strange object and ask ‘What’s that?’ you are using a deixtic expression (‘that’) to indicate something in the immediate context”. Meanwhile, Levinson (1983: 54) states that deixis concerns the ways in which languages encode or grammaticalize features of the context of utterance or speech event, and thus also concerns ways in which the interpretation of utterances depends on the analysis of that context of utterance.

To sum up, deixis means pointing via language to indicate something in the immediate context in which the utterances concern not only with the grammatical features but also with the interpretation of the utterances depending on the analysis of that context. The pronoun “that” in the question “what is that?”, for instance, does not
refer to any particular entity on all occasions of use, but it is a place-holder for some particular entity given by the context (e.g. by a gesture).

Fillmore (1975) in Levinson (1983: 54) states that the importance of deictic information for the interpretation of utterances is best illustrated by what happens when such information is lacking. Consider, for example, finding the following note on someone’s table:

*For those who intend to consult their thesis, meet me two hours later.*

From the example above, it can be said that because those who intend to consult their thesis don’t know when it was written, they cannot know when they should consult their thesis.

After all, most deictic phenomena are considered semantic since deixis is so deeply grammatical. However, deixis belongs to the domain of pragmatics since it directly concerns the relationship between the structure of languages and the contexts in which they are used.

In “Pragmatics: A Multidisciplinary Perspective”, Cummings (2005: 22) points out four forms of deixis namely person and social deixis, time deixis, place deixis, and discourse deixis.

a. **Person and Social Deixis**

According to Yule (1996: 10), person deixis operates on a basic three-part division namely pronouns for the first person (‘I’), second person (‘you’),

commit to user
and third person (‘he’, ‘she’). In many languages, these deictic categories of speaker, addressee and other(s) are elaborated with markers of relative social status. With the features such as social status, an attribute of the person, an account of social deixis must include some mention of person deixis (Cummings, 2005: 22).

In other words, it can be said that person deixis relates to social deixis since the person deixis is elaborated with markers of social status. The speaker which is included as person deictic category should pay attention to whom he/she speaks to or whether the addressee has lower or higher status.

The deictic function of vocative expressions is all too apparent – language that is used to call, to summon or to address someone locates a particular referent within the spatiotemporal context of an utterance (Cummings, 2005: 22).

To sum up, the vocative expressions deal with the particular referent within the context of time and space in an utterance. Furthermore, the vocative expressions can also be shown to be socially constructed and hence dependent on social deixis. Consider the following utterance:

*Hey, you fool, out from this place!*

The vocative expression “you fool” encodes a number of features of the social relationship between the speaker and the addressee. It is clear that

(commit to user)
the speaker in this case has some authority over the addressee. The speaker’s assault on the addressee’s intelligence suggests that the speaker possesses power that the addressee lacks. Moreover, the use of the vocative indicates a lack of social distance between speaker and addressee. More details about person deixis will be explained in part D of this chapter.

b. Time Deixis

Time deixis is most often encoded in English in adverbs such as “now” and “then” and in calendrical terms (terms based around the calendar) like “yesterday”, “today”, and “tomorrow” (Cummings, 2005: 24). Yet even as these terms encode different units of time, they can do so in a way that refers to larger or smaller parts of those units. In short, the same time deixis may mean larger or smaller parts depending on the context of the utterances. For examples, in the utterances:

Yesterday was a busy day.

The ceremony was held yesterday.

The term “yesterday” constitutes a 24-hour unit of time. However, the “yesterday” of the first utterance refers to most, and probably all, of this 24-hour unit, while the “yesterday” of the second utterance refers only to minutes within this unit. For other time adverbials, which do not encode a set unit of time, reference can still be made to smaller or larger stretches of time.
c. **Place Deixis**

Place deixis can be described along many of the same parameters that apply to time deixis (Cummings, 2005: 26). So, it is, for example, that references to place can be absolute or relational in nature. Absolute references to place locate an object or person in a specific longitude and latitude, while relational references locate people and places in terms of each other and the speaker. From Cummings's view, it is clear that the place deixis can be absolute or relational depending on whether the speaker is involved in the utterance. To make it clear, the examples below are provided.

*The market is ten yards from the hospital.*

*The nearest market is about two miles away.*

The place referent which locates the market in the first example is not dependent on the point of utterance: the market remains ten yards from the hospital regardless of the location of the speaker of this utterance. However, in the second example, the market’s location may be less than two miles away or more than two miles away depending on the location of the speaker. Furthermore, in the same way that the time deictic expression “now” can refer to smaller or larger periods of time from the point of utterance, the place deictic term “here” can refer to the location of the speaker or to the locations at various distances from the speaker.
d. Discourse Deixis

According to Levinson (1983: 85), discourse deixis concerns the use of expressions within some utterance to refer to some portions of the discourse that contains that utterance (including the utterance itself). In discourse deixis, linguistic expressions are used to refer to some parts of the wider discourse (either a written text and or an oral text) in which these expressions occur (Cummings, 2005: 28).

From the points of view above, it can be said that the discourse deixis maintains the use of linguistic expressions to refer to some parts of the wider discourse.

A written text both occupies space and is composed and read at certain points in time. A similar temporal dimension is conferred on an oral text through the time-specific acts of speaker production and addressee reception. Given these spatial and temporal aspects of oral and written texts, it is unremarkable that discourse deixis should be expressed through many of the same linguistic elements that are used to express space and time deixis (Cummings, 2005: 28).

In short, in order to analyze discourse deixis, it is important to pay attention to both spatial and temporal aspects of oral and written texts and to express them through many of the same linguistic elements. The examples below are provided to make the explanation clear.
You made a strong opinion there.

That opinion was weak.

In the next section I present the reasons why I chose the topic.

The last chapter was the most interesting.

In the first two utterances, the place deictic terms “there” and “that” locate an opinion within a prior discourse context. In the final two utterances, the time deictic expressions “next” and “last” have as their referents some parts of the forthcoming and preceding discourse context respectively. Interestingly, the spatially deictic terms “there” and “that” assume temporal prominence in the first two utterances. Their deictic function in these utterances is akin to the temporal deictic function of “this” and “that” in “this Sunday” and “that Sunday” and is related to the unfolding of these utterances in real time as part (most likely) of an oral text. In this way, the speaker of the first utterance is referring to an opinion that the addressee has made some time earlier. Also, the claim that is mentioned in the second example precedes in time the utterance that refers to it. In the final two utterances, the time deictic expressions “next” and “last” exhibit a spatial dimension. These terms specify a section and a chapter that occupy physical space in a written text before the space occupied by the utterance (“the last chapter”) and after the space occupied by the utterance (“the next section”). However, even the
spatial character of the terms “next” and “last” has its origin in a temporal dimension – a section that is spatially “next” to an utterance is one that is realized at a future time to that utterance. After all, it emerges that features of temporal deixis underline the expressions that are used to convey discourse deixis.

2. 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 explanations 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. Finally, the principles that generate implicatures have a very general explanatory power: a few basic principles provide explanation for a large array of apparently unrelated facts.

Meanwhile, Yule (1996: 36) sums up implicatures 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 points 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 of explaining 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. They differ in that in the case of conventional implicature the same implicature is always conveyed, regardless of context, whereas in the case of conversational implicature, what is implied varies according to the context of utterance.

In order to explain the mechanisms 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 your 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 seen below.

Teacher : “How do you go to school?”
Student : “I go to school by bus.”

From the example above, it is 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.

3. Presupposition

When a speaker uses a referring expression, he or she, in normal circumstances, is working with assumption that the hearer knows which referent is intended. This assumption may be mistaken. 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 be the case prior to making an utterance”. Speakers, not sentences, have presuppositions. Meanwhile, something that logically follows from what is asserted in the utterance is called entailment. Sentences, not speakers, have entailments.

To make it clear, an example of information will be analyzed below.

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

In the utterance above, the speaker will normally be expected to have the presuppositions 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.

4. Speech Acts

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: 52) in Thomas (1995: 51) originally used the term “speech act” to refer to an utterance and the “total situation in which the utterance is issued”.

commit to user
In other words, speech acts relate to the utterances which are expressed to show the speaker’s intention toward the hearer.

Further details of speech acts will be explained in part C in this chapter.

5. Conversational Structure

Conversational structure is one aspect of pragmatics 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, stops, another, B, starts, talks, stops; 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. Speech Acts

1. The Definitions of Speech Acts

In attempting to express something, people do not only produce utterances containing grammatical structures and words but they also perform actions via those utterances. Thus, actions performed via utterances are generally called speech acts which, in English, are commonly given more specific labels such as apology, complaint, compliment, invitation, promise, or request. Meanwhile, 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. In addition, Austin (1962) in Cutting (2002: 16) defines speech acts as “the actions performed in saying something”.

As a conclusion, speech acts are utterances which function to state the speaker’s intention to the hearer. In uttering the speaker’s idea, the speaker normally expects his/her communicative intention will be recognized by the hearer.
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 act is the utterance of a 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 act is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.

   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 emerged is that the hearer is willing to turn off the air conditioner.

2. The Classification of Speech Acts

Searle (1976) in Cutting (2002: 16) classifies speech acts into five macro-classes:

a. Declarations

These are words and expressions that change the world by their particular utterances, 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”.

commit to user
b. **Representatives**

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

Examples:

- Mary’s sister’s got a red hair.
- Wilderness explorer’s GPS shows exactly where we are on the planet. With this, we’ll never be lost.

c. **Commissives**

Commissives include acts 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”,

*commit to user*
“forbidding”, “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

This last group includes acts in which the words state what the speaker feels, such as “apologizing”, “praising”, “congratulating”, “deploring” and “regretting”. In short, in expressives, the speaker expresses his/her feeling such as the statement of pleasure, pain, sad, like, dislike, etc.

Examples:
- I’m sorry about yesterday. Hope you were not angry with me.
- I do really apologize for being late to come to the meeting.

D. Person Deixis

In “Pragmatics”, Huang (2007: 136) states that person deixis is concerned with the identification of the interlocutors or participant-roles in a speech event. It is commonly expressed by the traditional grammatical category of person, as reflected in personal pronouns and if relevant, their associated predicate agreements and
vocatives, which can be encoded in, for example, kinship terms, titles, and proper names and in combinations of these.

From Huang’s view, it can be concluded that person deixis relates to the identification of participants’ role in a speech event which is reflected in personal pronouns specifically person, number and gender and in vocatives.

1. **Personal Pronouns**

Personal pronouns usually express person, number and gender. Personal pronouns generally show a distinction of first, second and third person. The category first-person is the speaker’s reference to him- or herself. Second person is the encoding of the speaker’s reference to one or more addressees. Meanwhile, third person refers to persons or entities which are neither speakers nor addressees in addressee exclusion.

Moreover, since languages vary greatly, it is important to form number systems. Two points are important to deliver regarding non-singular of first person. In the first place, plural of first person does not mean the same as plural of third person. For example, in English, “we” does not mean plural speakers in the same way that “they” means more than one third-person entity (Levinson 1983: 69). Secondly, many of the world’s languages have two non-singular first-person pronouns, one meaning “we-inclusive-of-addressee” and the other meaning “we-exclusive-of-addressee”.

In addition, personal pronouns may also mark gender. In all languages with pronominal gender marking, gender can be distinguished on third person, where
commonly two (that is masculine and feminine) or three (that is masculine, feminine and neuter) genders may be identified; in some, gender assignment can also be for second person; in a few, gender can be marked on first person as well.

In conclusion, person deixis may not be separated with participant-roles which include personal pronouns consisting of pronouns, number and gender. Pronouns relate to speaker’s reference or whether he/she refers to him/herself, the addressee or none of them. Meanwhile, number and gender are also included. Number is important to distinguish person’s singular and plural forms, while the personal persons will be useful to classify the gender.

2. Vocatives

Person deixis can also be accomplished by vocatives. Vocatives are noun phrases that refer to the addressee, but form no part of the arguments of a predicate. Prosodically, they are separated from the body of an utterance that may accompany them (Huang, 2007: 143). In short, vocatives relate to noun phrase which function to address to the addressee and they hence can stand separately from their utterance.

To sum up, person deixis has something to do with vocatives as well since the vocatives focus on the addressee or someone whom the speaker talks to. More details about vocatives will be explained in part E of this chapter.
E. Vocatives

1. Definitions of Vocatives

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 idea. According to him, vocatives are “NPs that refer to the addressee, but form no part of the arguments of a 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 points of view 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: calls and 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 non-utterance initial positions.

In short, the experts agree that calls or summons function to get the addressee’s attention and they usually occur at the utterance-initial position. Moreover, the experts also share 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 calls or summonses can be seen below

a. Hey you, out from this place!
b. George, if we don’t get a bus immediately, we’ll be late for school.
c. Professor William, Would you please explain me more about 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, on the other hand, being symbolic in character, are parenthetical, and can occur wherever other parentheticals can occur. This means that calls or summonses are placed before the utterance, 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 wide variety features of the discourse situation.

2. Kubo’s Speech Act Theoretic Analysis of Vocatives

According 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 sentence 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 functions 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 arrests the hearer’s attention to the speaker, then 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 shares 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 utterance, he or she performs two illocutionary acts: the illocutionary act of a vocative itself (calling or addressing) and the illocutionary act of the matrix sentence or the utterance itself.

Levinson (1983: 70) classified vocatives into calls and addresses 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 calls “can be thought as independent speech acts” without touching upon the illocutionary function of addresses. In fact, both calls and addresses are used to perform speech acts.

Osenova and Simov (as assessed in www.paaljapan.org on April 20th 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 utterance “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 in non-referential vocatives only refer to the addressee.

In Kubo’s view, Osenova and Simov, however, shared the same problem with Levinson (1983), namely, they failed to analyze adequately the speech acts functions. Osenova and Simov 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 functions of other vocative types.

Thus, Kubo points out that Osenova and Simov 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 Simov tend to maintain the vocatives’ classifications of syntactico-pragmatics and semantico-pragmatics instead of the analysis of speech act functions.
Consequently, vocatives 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 to issue regarding perlocutionary acts, on the one hand. They themselves neither mention 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 vocatives that belong to in-group terms 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 terms 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 terms 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 “Philip” in order to bring about resonance between them. In speech act theory, 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 the 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 sub-types. Then, by adding the perlocutionary act type distinction, the following eight sub-types 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 terms which brings about a perlocutionary effect such that the hearer feels relieved.

The definition above can be explained in two points. Firstly, the vocative contains an illocutionary act of calling besides containing other illocutionary acts of the matrix sentence. Secondly, 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 since 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 first 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 brings about a perlocutionary effect such that the hearer feels disgraced.

Thus, the characteristics of dissociative referential calling can be described in two points. Firstly, the vocative contains an illocutionary act of calling besides employing illocutionary acts of the matrix sentence. Secondly, 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 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 Catty’s
request by commencing his reply with a call, “Mrs. Smith” that implies that he is emotionally 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 by his/her name which is included as in-group term and it hence brings about a perlocutionary effect such that the speaker relieves the hearer’s mind.

Thus, the characteristics of associative non-referential calling can be explained in two points. Firstly, the vocative contains an illocutionary of the matrix sentence first then employing an illocutionary act of addressing. Secondly, since the vocative is included as referential in-group term, it contains a perlocutionary act of association which brings 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!

(After digging)

Hackenbush : Amazing.

Firefly : Unbelievable.
After the discovery of large number of fossils, Hackenbush addresses Firefly by a 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 the hearer’s honor is disgraced.

The characteristics of dissociative referential addressing can be explained in two points. Firstly, 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. Secondly, 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. Would you remind me later when I’m going to have presentation?

commit to user
(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, then, entails his performance of a perlocutionary act of dissociation, which causes a perlocutionary effect that the 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 a perlocutionary act of association by performing an illocutionary act of calling the hearer by those in-groups terms, which brings 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. Firstly, the vocative contains an illocutionary act of calling. A vocative’s illocutionary act agglutinates 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 employs an illocutionary act of calling besides performing other illocutionary acts such as claiming, offering, promising, etc. Secondly, 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 to 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.

Don’t worry. We will have dinner tomorrow.

John contacts his wife, Katharine, by phone. He tells he 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 terms, which brings 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 used to catch the hearer’s 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 effects on the hearer such that his honor is disgraced. This means that a vocative can be called a dissociative non-referential calling if it contains an illocutionary act of calling the hearer with out-group terms and it hence contains a perlocutionary act of dissociation which brings about a perlocutionary effect such that the hearer’s honor is disgraced.

There are two points which are necessary to explain. Firstly, similar to associative non-referential calling, the vocative in dissociative non-referential calling should contain an illocutionary act of calling besides containing other illocutionary
acts whenever a speech act is employed. Secondly, 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 brings about perlocutionary effects to the hearer such that his honor is disgraced.

Example:

Thomas : (seeing his lover 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 lover 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 brings about a perlocutionary effect on Thomas such that he feels disgusted.
g. Associative Non-referential Addressing

According to Kubo, 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 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. This means that a vocative can be called associative non-referential addressing if it contains an illocutionary act of addressing the hearer with in-group terms and it hence employs a perlocutionary act of association which brings about a perlocutionary effect such that the hearer feels relieved.

The definition about can be explained in two points. Firstly, in associative non-referential addressing, the speaker performs the illocutionary act of the matrix sentence first, then performs the illocutionary act of addressing and shares the information expressed in the proposition of the matrix sentence with the hearer. Secondly, since the vocative is included as non-referential in-group terms, it contains a perlocutionary act of association. Similar to associative non-referential calling, the perlocutionary act of association includes a perlocutionary act performed concomitantly with the illocutionary act by using vocatives that belong to non-referential in-group terms of address to bring resonance between the participants. Moreover, associative non-referential addressing is aimed to bring about a perlocutionary effect such that the speaker relieves the hearer’s mind.
Example:

Lucy : I believe that if we study and work hard, we will 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 she agrees to what Lucy says. She hence performs a perlocutionary act of association by employing an illocutionary act of addressing her friend as “*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 terms 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. Firstly, similar to associative non-referential addressing, in
dissociative non-referential addressing, the speaker performs the illocutionary act of the matrix sentence first, then performs the illocutionary act of addressing and shares the information expressed in the proposition of the matrix sentence with the hearer. Secondly, 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 belongs to. In addition, dissociative non-referential addressing brings about perlocutionary effects to the hearer such that his 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 them, there are basketball players, 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. Thus, this act brings about a perlocutionary effect such that Mary’s honor is disgraced.


a. Insincere Perlocutionary Acts

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, Janie 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 satisfies 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 a case where the same vocative is used to associate the hearer to the speaker as seen in the example below.

Dora : This is the nicest spaghetti I’ve ever eaten. The noodle is likely imported from Italy and the sauce seems to be made by a professional chef. You have to taste it.

(Audy immediately tastes the food. And then she realizes that the food is not as tasty as she thinks and starts to beat Dora)

Dora : (laughing) Ouch! See – you’re always beating me!

Audy : You bastard, I was believing you!

From the example above, Audy calls Dora with “you bastard” as soon as she realizes that Dora lies her. The call “you bastard” is commonly used as an out-group term to dissociate the hearer. In this context, however, Audy does not intend to dissociate Dora. 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 example 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 brings 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.
F. Context of Situation

Since the beginning of the 1970s, linguists have become increasingly aware of the importance of 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) calls 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 forms the utterances. Parera (1989: 12) 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 factors surround 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 behaviors 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.ohiou.edu/~thompsonc/Hymes.html assessed on February 15th 2010) specifies the features of 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 the specification of speech event.

3. Topic

Topic means what is being talked about.

4. Setting

Setting includes where the event is situated in place and time.

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 chat, debate, fairy-tale, etc.

8. **Event**

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

9. **Purpose**

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

The context of 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.

---

**G. Film Theory**

Film becomes a social phenomenon as a popular form of entertainment. It displays moving images of real people and object visually. Allen and Gomery (1993: 154) stated that films somehow reflect desires, needs, fears and aspirations of a society at a given time. Films are social representations. They derive their images and sounds, themes and stories ultimately from their social environment (Allen and Gomery, 1993: 158). Meanwhile, film makers are members of a society who are
subject to social pressures and norms like anyone else films (Allen and Gomery, 1993: 158).

In other words, a film production is closely related to society. As the members of society, the film makers create their films as a reflection of the social phenomena. Furthermore, all film-makings occur within some social context. American film, for instance, is made by American society and it figures the life story of the American society aimed at entertaining and conveying messages to the society.

A fictional film is functioned as social representation as well since it reflects social phenomenon. According to Allen and Gomery (1993: 158), in fictional films, “characters are given attitudes, gestures, sentiments, motivations and appearances that are, in part at least, based on social roles and on general notions about how a policeman, factory worker, debutante, mother or husband is “supposed” to act”.

Related to the explanation above, any kinds of films are included as the reflection of social life since they represent the norms, believes, values, and phenomenon of the life. Life is depicted through the story, characters, setting, etc. What is figured out in film is something that is faced by the society in real life. Therefore, it can be said that the film reflect the aspects and ideology in the society.
H. Synopsis of Film “Bring It On”

Bring It On is a comedy film about two competing high school cheerleading squads, starring Kirsten Dunst, Eliza Dushku, Jesse Bradford, and Gabrielle Union. It was directed by Peyton Reed and written by Jessica Bendinger.

At the beginning of the film, Torrance Shipman is starting her senior year of high school. Her boyfriend, Aaron, has left for college, and her cheerleading squad "The Toros" are aiming for their sixth consecutive national championship title. The team captain, "Big Red", is graduating and Torrance is elected to take her place. Shortly after her election, however, a team member, Carver, is injured. Therefore, Torrance replaces her with Missy Pantone, a talented gymnast who recently transferred to the school with her brother, Cliff. Torrance and Cliff quickly develop a flirtatious friendship, although Cliff is unaware that Torrance has a boyfriend.

While watching the Toros practice, Missy recognizes the routines and realizes the Toros have copied them from a rival team of her previous high school. Missy drives Torrance to East Compton area of Los Angeles, where they watch the predominantly African-American East Compton Clovers cheerleading team perform identical routines to the Toros’s. Isis, the Clovers' team captain, notices the two Toros and angrily confronts them. Torrance learns that "Big Red" regularly attended the Clovers' practices and videotaped their routines. Isis informs Torrance of her plans to
defeat the Toros at the regional and national championships, which the Clovers have never attended due to their economic hardship.

When Torrance tells the Toros their routines are stolen, the team votes in favor of using the copied routines to win the regional championship. Torrance agrees reluctantly, knowing that rushing to create an original routine could sacrifice their victory. However, at their next home game 4 members of the Clovers team show up at a Toros home game and humiliate them in front of the whole school by performing their own routine. The Toros realize they have to learn a different routine and in desperation they employ a professional choreographer. However, once at Regionals they are disgraced when the team before them performs the same exact routine.

Torrance is crushed by her failure to lead the team successfully, and considers giving up cheerleading. Cliff encourages and supports Torrance. Torrance's boyfriend, however, recommends her to step down from her position. When Cliff sees Torrance and Aaron together, he is hurt and angry, and he hence severs his friendship with Torrance. Although distressed, Torrance's confidence is renewed by Cliff's encouragement, and she convinces her team to create an innovative new routine instead. She breaks up with Aaron since she realizes he is both non-supportive and unfaithful.

In finals, her team gets second place, while the Clovers win. However, Torrance feels no resentment, and she and Isis become friends. The film ends with a kiss between Cliff and Torrance.
CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research is a qualitative research which employed a descriptive method. Bodgan and Taylor in Moleong (2001: 3) define qualitative research as a research that presents descriptive data in the form of written or oral words of people and behavior which can be observed. According to Dornyei (2007: 154), qualitative research is ‘uniquely capable of documenting and analyzing the situated, contextual influences on language acquisition and use, as well as the subtle variations in learner and teacher identities that emerge during the language learning/teaching process.’ Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods (Dornyei, 2007: 24). In short, the experts agree that qualitative research has something to do with descriptive data consisting of written form, oral words and observed behavior which is analyzed 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. Surakhmad (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 the film “Bring It On” employ a certain type of vocative expressions.

B. Data and Source of 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 source in qualitative research consists of words and behaviors, while other 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 research were a film entitled “Bring It On” and its script found in internet. There were some reasons why the researcher took the film “Bring It On” as data source. Firstly, the film was directed by Peyton Reed, a comedy specialized director. Peyton’s other works were Down with Love, The Break-Up, Yes man, and The Love Bug of which genres were all comedy. In 2001, the film won Audience Award in Zlín International Film Festival for Children and Youth for the best feature film (www.imdb.com). Secondly, the film is interesting to watch. As cited in www.imdb.com/title/tt0204946/#comment, most audiences of film “Bring It On” enjoyed the film. They said that the film’s brisk pacing was perfectly suited to its theme. They were pleased since the script writing was smart, sharp, consistently and authentically funny. In addition, they liked "Bring It On" for it did not have a lot of cliched boy-girl relationship stuff, and/or gratuitous sex/nudity. Finally, different types of non-referential vocative expressions were found in the film.

C. Sample and Sampling Technique

Mantra and Kastro in Singarimbun (1985: 152) states that population is all subjects of the research and that sample is the representation of the population from which the researcher generalizes 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 characteristics of population. Purposive sampling is used as a strategy when one wants to learn something and come to understand something about certain selected cases without needing to generalize to all such cases (Patton, 1983: 100). In order to do purposive sampling, certain information must be known about variations among cases. In addition, Merriam (1988) in Crabtree and Miller (1992: 40) states that purposive and criterion-based sampling occur before the data are gathered.

In determining the sample, the researcher made sure that the dialogues in the film “Bring It On” contained non-referential vocative expressions. Furthermore, the researcher used some dialogues to be analyzed based on Kubo’s speech act theoretic analysis of vocatives to represent the whole phenomena in the film.

D. Technique of Collecting Data

The data of the research were collected by conducting the following steps:

2. Replaying the VCD of the film entitled “Bring It On” several times by using a set of VCD player and television.
3. Cross validating the data by transcribing the dialogues containing non-referential vocative expressions from the film into a form of dialogue list in order to match them with the film transcript.

4. Identifying and coding the non-referential vocative expressions in the dialogues by giving numbers to each vocative expression.

E. Data Coding

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

The example of data coding in this research is as follows:

Datum 7/ANR/ADD

Datum7 : refers to the number of datum
ANR  : refers to a type of vocative expressions
ADD  : refers to the illocutionary act of a vocative

It can be:

- ANR : Associative Non-Referential
- DNR : Dissociative Non-Referential

commit to user
It can be:

- CALL : Calling
- ADD : Addressing

F. Technique of Analyzing Data

The technique of analyzing data was carried out as follows:

1. Describing the data in the form of dialogues which contain non-referential vocative expressions.
2. Describing the context of situation in the dialogues of “Bring It On” film.
3. Describing the types of vocative expressions based on Kubo’s theory.
4. Analyzing the reasons why the characters in the film entitled “Bring It On” employ a certain vocative expression.
5. Drawing conclusion from the analysis of the data.
CHAPTER IV
DATA ANALYSIS

As mentioned in Chapter I, the purposes of the research are stated as follows.
(1) To describe what types of vocative expressions found in the film entitled BRING IT ON. (2) To describe why each character employs a certain type of vocative expressions. Thus, Chapter IV contains the analysis of the research. It covers three subchapters: Types of Vocative Expressions, The Reasons Why the Characters in the Film “Bring It On” Employ Certain Vocative Expressions and Discussion. Types of Vocatives Expressions present the classifications of each datum based on Kubo’s speech act theoretic analysis of vocatives. The data are interpreted after determining their context of situation. Meanwhile, the Reasons Why the Characters in the Film “Bring It On” Employ Certain Vocative Expressions are classified based on the perlocutionary act contained in the vocative expressions. Finally, the last subchapter, discussion, deals with the general interpretation of the data. It correlates the findings of the research to answer the problem statements of the research.

A. Types of Vocative Expressions

According to Kubo as stated in Chapter II, vocatives are classified into four sub-types seen from the view of illocutionary act. By adding the perlocutionary act
type, eight sub-types of vocatives are got. 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, dissociative non-referential addressing.

Since this research is limited to the non-referential vocatives which, according to Kubo, do not mention the addressee’s names, the sub-types of vocatives 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.

Thus 25 data containing vocative expressions were taken in the film entitled BRING IT ON. The distribution of the data can be seen as follows:

1. Associative non-referential calling : 6 data
2. Dissociative non-referential calling : 1 datum
3. Associative non-referential addressing : 11 data
4. Dissociative non-referential addressing : 7 data

1. **Associative Non-referential Calling**

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

There are 6 data containing associative non-referential calling found in the film entitled “Bring It On”: Datum 1/ANR/CALL which uses the vocative “mom”, Datum 2/ANR/CALL which uses the vocative “guys”, Datum 3/ANR/CALL which uses the vocative “dude”, Datum 4/ANR/CALL which uses the vocative “honey”, Datum 5/ANR/CALL which uses the vocative “girl”, Datum 20/ANR/CALL which uses the vocative “you guys”.

Several examples of the data containing associative non-referential calling will be explained in details below.

**Datum 1/ANR/CALL**

Torrance : I got captain
Justin : Yeah. And you sent a girl to the hospital on your first day. Aye, aye, captain!
Torrance : You were listening on the phone? Mom!
Justin : It’s true. She really should get her own private line. She’s growing up so fast
Mrs. Shipman : Justin, go away

**Context of Situation**

The dialogue happens in Shipmans’ house in one afternoon between Torrance, Justin, and their mother, Mrs. Shipman. Torrance has just been voted as a new captain of the cheerleader squad. However, on the first day she becomes the new captain, she sends Carver, one of the cheerleader, to a hospital. Torrance forces the squad to try a
wolf wall, the hardest pyramid ever. Because of unbalance, Carver falls down from the top and she breaks her neck and back. When Torrance arrives in her home, she is welcomed by her naughty little brother, Justin. Justin mocks her for sending Carver to hospital. Torrance wonders how come Justin knows about this and she thinks that Justin must be listening to her conversation with her mother by phone line. Being mad, Torrance calls her mother, Mrs. Shipman, and indirectly asks her to have Justin go away.

Data Interpretation

The speaker in the dialogue above is Torrance, and the hearer is Mrs. Shipman, Torrance's mother. Since Justin's illocutionary act is mocking, it brings about Torrance's reaction to call her mother, Mrs. Shipman, to have Justin go away. “You were listening on the phone? Mom!” is Torrance's locutionary act. In uttering this, Torrance hence employs an illocutionary act of calling besides employing a directive specifically an illocutionary act of requesting. Meanwhile, the perlocutionary act is that Mrs. Shipman comes to them and asks Justin to go away.

This vocative is hence included as associative non-referential calling. Since the speaker performs an illocutionary act of calling the hearer with “Mom” which is included as in group terms, she employs a perlocutionary act of association. Being angry with her naughty little brother, Torrance calls her mother with vocative “Mom” in a high tone. The vocative pragmatically shows a close mother-daughter relationship since Torrance does not hesitate to call her mother when she is bothered.
In this case, Torrance associates her mother since she expects her mother to ask Justin, her naughty little brother, to go away. The vocative “Mom” hence brings about Torrance’s mother reaction to ask Justin to leave them and not to bother his sister.

Datum 3/ANR/CALL

Footballer 1: Jan’s got spirit, yes he do.
Footballer 2: Jan’s got spirit, how about you?
Jan: Dude, you just lost.

Context of Situation

The dialogue between Jan, RCH cheerleader, and RCH footballers takes place in a football field one afternoon. The football match is over with a result: RCH footballers lose the game. While RCH footballers are walking passing through the cheerleaders, two footballers mock Jan by cheering “Jan’s got spirit, yes he do” and “Jan’s got spirit, how about you”. Being mocked, Jan does not feel angry. He just tells to the footballers that they have just lost, so they may not mock people. The footballers then do not continue their mocking.

Data Interpretation

The speaker in the dialogue above is Jan while the hearers are two RCH footballers. Being mocked by two footballers, Jan tries to be patient and not angry. He then utters a locutionary act “Dude, you just lost.” Therefore, from the locutionary act uttered by Jan, it can be said that the illocutionary act performed is notifying that
the footballers have just lost the game so they may not mock them. The perlocutionary act of the footballers is that they keep silent and go away. In uttering the locutionary act, Jan uses a vocative “dude” to call the footballers in order to get their attention. The vocative “dude” then is included as associative non-referential calling. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearers by an in group term “dude”, which brings about a perlocutionary effect on the hearers such that the hearers feel relieved.

It is obvious that the speaker employs an illocutionary act of calling besides employing a representative specifically an illocutionary act of notifying. Jan calls the footballers with a vocative “dude” which means “friends”. The vocative “dude” is commonly used to call the hearer who has a close and good relationship with the speaker. However, in this dialogue, the vocative “dude” uttered by Jan is used to call the footballers who have just mocked the male cheerleaders. Pragmatically, Jan tries to associate the footballers by telling them that they have just lost the game by calling them “dude”. Jan completely realizes why the footballers always mock cheerleaders for they are envious the cheerleader team gets many achievements while the footballers never win a single game. Therefore, by calling them “dude”, Jan tends to consider the persons who always mock him not as his enemies but as his friends. This successfully makes the footballers feel relieved after being called “dude”. They zip their mouth and they do not continue their mocking.
Datum 5/ANR/CALL

Pauletta : Well, clovers, you got your wish
The Clovers : Hi, Paulette
Isis : We just want to say how thankful we are for all of your help
Jenelope : Paulette, you my girl. You look pow, baby!
LaFred : Ooh, Paulette, we love you so much. We wanna say you do not have to lose a pound. Girl, we love you just the way you are

Context of Situation

The dialogue above takes place in Clovers’ gymnasium. Pauletta’s show, a talk show program, fulfills The Clovers’ wish to go to a national championship for the first time. Therefore, The Clovers are interviewed in their own gymnasium. As a captain, Isis represents The Clovers to say thank to Pauletta for fulfilling their wish. Being happy, the other cheerleaders then give praise to Pauletta. LaFred, one of The Clovers, says that Pauletta does not have to lose a pound (since Pauletta is a fat woman) for The Clovers love her the way she is.

Data Interpretation

The speaker in the dialogue above is LaFred, one of The Clovers, while the hearer is Pauletta. Since Pauletta can fulfill the Clovers’ wish, LaFred shows how Clovers love Pauletta by stating a locutionary act “Girl, we love you just the way you are.” It is hence clear that the illocutionary act of LaFred is expressing that the Clovers love Pauletta. As a sign of Clovers’ gratitude and affection, Clovers send Pauletta a Clovers cheerleading uniform. The perlocutionary act emerged is that Pauletta feels happy. In making the statement, it is obvious that LaFred uses a vocative “girl” to call Pauletta. This vocative hence is included as associative non-
referential calling. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by an in-group term, which brings about a perlocutionary effects on the hearer such that the hearer feels relieved.

The speaker employs an illocutionary act of calling besides employing a representative specifically an illocutionary act of expressing the speaker’s feeling. LaFred calls Pauletta with a vocative “girl” which is included as in-group member. In this dialogue, the vocative “girl” shows a good relationship between the speaker and the hearer. After succeeding in getting Pauletta’s attention, she tries to say what she feels that she loves her very much for she has kindly helped her team. Being happy since Pauletta can fulfill The Clovers’ wish to go to nationals for the first time, LaFred associates Pauletta for she directly says her love to her. This act, of course, makes Pauletta feel relieved. She must be very glad to be called “girl”. Furthermore, she must be feeling that she is loved by the Clovers.

2. Dissociative Non-referential Calling

Similar to associative non-referential calling, dissociative non-referential calling is also used to catch the hearer’s attention. According to Kubo as stated in Chapter II, 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 effects on
the hearer such that his honor is disgraced.

There is only a datum containing dissociative non-referential calling found in
the film entitled “Bring It On” namely Datum 6/DNR/CALL which contains the
vocative “fags”. The analysis of the data will be described below.

**Datum 6/DNR/CALL**

Footballer 1 : Hey, hey, hey. Whoa!
Footballer 2 : Sexy Leslie and Jan Jan the cheerleading man!
Footballer 1 : Hi, fags!
Les : Just because we won more trophies than you guys is no reason to get
all malignant.

Context of Situation

The dialogue between Les and two RCH footballers happens in the school
field, outside school area one morning. Les and Jane are having conversation, while
suddenly their evil friends, footballer 1 and 2, are passing through in front of them.
Jan and Les are male cheerleaders. The footballers mock them for they suppose that
male cheerleaders are not gentlemen. First, the footballer 1 calls Les and Jane “Sexy
Lesli and Jan Jan the cheerleading man” with a mocking expression. The footballer 1
then also says hello to them and mocks them with the calling “fags”. Knowing that
Les and Jan are mocked, Jan becomes rather angry. However, Les is able to make
him calm down. He tells to the footballers that they do not need to malignant for the
cheerleaders get more achievements than the footballers.
Data Interpretation

The speaker in the dialogue above is the footballer 1, while the hearers are Jan and Les, the male cheerleaders. While following the the footballer 2 who has just mocked Les and Jan, the footballer 1 performs an illocutionary act of mocking them by uttering a locutionary act “Hi, fags.” This act hence brings about a perlocutionary act such that Jan and Les become furious. In uttering the statement, the speaker uses a vocative “fags”. Here, the speaker hence employs dissociative non-referential calling. The speaker employs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearers with “fags”, which is included as out-group term. According to Oxford Dictionary, fag means “offensive word for a male homosexual.” The vocative “fags” uttered by the footballer 1 hence shows a bad relationship between footballers and male cheerleaders. The footballer 1 dissociates Les and Jan since he says offensive word to them when he and his friend are passing through in front of them.

It is obvious that the footballer 1 employs an illocutionary act of calling besides employing an illocutionary act of expressive; specifically mocking. The footballer says hello to Jan and Les by calling “fags” to them with mocking tone and expression. The footballers suppose that the male cheerleaders must be homosexual. Being mocked, Les asks Jan who starts to be rather angry to be patient and not angry since they realize that the footballers are only envious to them. This is because the
cheerleader squad has got more achievement. In contrast, the footballers never win a single game.

3. Associative Non-referential Addressing

According to Kubo as explained in Chapter II, 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 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.


"commit to user"
Several data containing associative non-referential addressing are described in details below.

**Datum 7/ANR/ADD**

Les : Two g’s. Apparently Carver gets home schooling the next three months.

Torrance : I’m cursed! Replacing her is gonna be a nightmare.

Les : Well, that’s why you’re the captain, captain.

**Context of Situation**

The dialogue between Les and Torrance happens in a school field, outside school area one morning. Les and Jan, the male cheerleaders, are having conversation when two footballers pass in front of them and mock them. Being mocked, Les tells Jan who starts to be rather angry to let it go and to try to be patient and not angry. Suddenly, Torrance, the captain of the cheerleading squad, comes approaching Les. She has just joined advanced chem class. She intends to ask whether Les has a lab partner. Les says yes, but he tells her that she does not need to worry since the academic insecurity will not affect the mark. He further tells Torrance about the accident that makes Carver, one of the cheerleaders, be sent to hospital. This happens because a new chosen captain, Torrance, forces the squad to try a wolf wall that is the hardest pyramid ever. Carver whose position is on the top suddenly falls down. She hence has to be sent to a hospital for her leg is broken. Therefore, she has to get home schooling for three months. Since the national cheerleading competition is getting closer, Torrance, the captain of the squad, will soon choose someone to replace
Carver. Torrance says that it is going to be a nightmare for her. However, Les gives her motivation and says implicitly that it is going to be a challenge for the captain.

Data Interpretation

The speaker in the dialogue above is Les, a male cheerleader, while the hearer is Torrance, the captain of the cheerleading squad. They are having conversation about Carver’s accident. Since Carver’s leg is broken, Torrance should look for another person to replace Carver. Torrance feels that it will be difficult to replace Carver for the national cheerleading competition is getting closer. Les responds by saying that it will be a challenge for the captain. He utters a locutionary act “That’s why you’re the captain, captain.” Therefore, the illocutionary act performed is claiming that it will be a challenge for Torrance as the captain. This act hence brings about a perlocutionary act such that Torrance feels motivated. In Les’s utterance, he uses the vocative “captain” which is included as associative non-referential addressing. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing his friend as “captain” that is an in-group term.

It is clear that Les employs a representative specifically an illocutionary act of claiming first then employing an illocutionary act of addressing. Knowing that Torrance feels pessimist she can’t look for another cheerleader to replace Carver, Les implicitly tries to motivate her and tells that it will be challenge for the captain. Therefore, Jan as the speaker associates Torrance, the hearer. Jan is Torrance’s close
friend. They’re used to sharing each other. The use of the vocative “captain” means that although Les is Torrance’s close friend, he respects Torrance’s position which is higher than Les. By addressing “captain” to Torrance, the new captain of the cheerleading squad, Les expects that Torrance will be motivated to face the challenge as captain. Moreover, Les also hopes that Torrance will feel being respected as a captain by one of her cheerleading squad members.

Datum 9/ANR/ADD

(Scene shift – in front of Torrance’s house, Aaron was driving Torrance home)

Aaron : (kissed Torrance) Bye. Sleep tight, sweetie.

Context of Situation

The scene happens in front of Torrance’s house. Aaron, Torrance’s boyfriend, is driving Torrance home after she with her team has joined the regional cheerleading championship one evening. Torrance, the captain of Toros, has just faced a big problem. The five-time national champion, Toros has been embarrassed in front of public in the regional championship. After realizing that all Toros routines are not original, Torrance hires a choreographer named Sparky Polastry. He teaches the squad “spirit finger” routine. Toros cheerleaders hence do the “spirit fingers” routine in the regional. Unfortunately, another group of cheerleaders also do the same routine in the regional. A cheer official then threatens to disqualify Toros cheerleaders. Moreover, Big Red, the previous captain, is angry with Torrance since she thinks that
Torrance has wrecked everything she builds. Aaron tries to relieve Torrance’s mind and suggests her to give up captain. Finally, Aaron drives Torrance home and gives a good night kiss after arriving Torrance’s house.

Data Interpretation

The speaker of the dialogue above is Aaron, while the hearer is Torrance. Aaron drives Torrance home after she has joined regional championship. He then gives a good night kiss to Aaron and utters a locutionary act “Bye. Sleep tight, sweetie.” The illocutionary act performed by Aaron is hence asking his girlfriend to sleep tight. This brings about a perlocutionary act such that Torrance is happy and is willing to be kissed. In Aaron’s utterance, he uses a vocative “sweetie” which is addressed to Torrance, his girlfriend. The vocative is included as associative non-referential addressing. Here, the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing his girlfriend as “sweetie” that is an in-group term.

It is clear that the speaker employs a directive specifically an illocutionary act of commanding first then employing an illocutionary act of addressing. Before addressing Torrance with a vocative “sweetie”, Aaron asks his girlfriend to sleep tight that night. He associates Torrance since he intends to show his affection to Torrance, his beloved boyfriend. He then addresses her as “sweetie” which means “a cute girl”. Since they are a couple, the vocative “sweetie” implies that the relationship between Aaron and Torrance is close. This is proven by Aaron’s act that gives
Torrance a good night kiss before Torrance is going to sleep. Realizing that Torrance has just got a very big problem, Aaron tries to relieve Torrance’s mind by giving her good-night kiss and addressing her as “sweetie”. This implicitly means that Aaron will always be there to Torrance even when she gets lots of problems. After all, it hence makes Torrance feel that her boyfriend loves him very much and at least, she can be glad.

Datum 11/ANR/ADD

The Clovers : Hi, Paulette
Isis : We just want to say how thankful we are for all of your help
Jenelope : Paulette, you my girl. You look pow, baby!

Context of Situation

The dialogue above takes place in Clovers’ gymnasium. Paulette’s show, a talk show program, fulfills The Clovers’ wish to go to a national championship for the first time. Therefore, The Clovers are interviewed in their own gymnasium. As a captain, Isis represents The Clovers to say thank to Paulette for fulfilling their wish. Being happy, the other cheerleaders then give praise to Paulette. While grabbing the microphone from Isis, Jenelope says that Paulette looks very great.

Data Interpretation

The speaker in the dialogue above is Jenelope, one of The Clovers, while the hearer is Paulette. Being happy since Paulette can fulfill The Clovers’ wish to send them to nationals, Jenelope praises Paulette by uttering a locutionary act “You look
“pow, baby.” The illocutionary performed by Jenelope is hence praising Pauletta. This act brings about a perlocutionary act such that Pauletta feels happy. In uttering the praise, Jenelope obviously uses a vocative “baby” in her statement to address to Pauletta. 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 “baby” 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. Jenelope associates Pauletta since she praises her by using the vocative “baby” which means “word used affectionately to address someone she loves.” The vocative “baby” is commonly used to address to speaker’s lover. However, in this dialogue, the vocative “baby” is addressed to Pauletta, a host of a talk show who intends to help the Clovers. The vocative hence implicitly means that Jenelope intends to minimize the distance with Pauletta, a person whom she just met, since she can fulfill The Clovers’ wish. This act then intends to bring about a perlocutionary effect such that Jenelope relieves Pauletta’s mind. Therefore, Pauletta can be sure that Jenelope is happy with what she does.
Datum 8/ANR/ADD

Torrance : A choreographer?
Aaron : Look, just think of it as collaboration. The UCA. Totally looks the other way. Call this guy. His name is, uh, Sparky Polastry. Won the nationals last year. Knows his shit, all right? Here’s the number: Kasey5-7219
Torrance : Thanks, Aaron. You always know what to do.
Aaron : Mm-hmm. Bye, baby.

Context of Situation

The dialogue is conversed by Torrance and Aaron, her boyfriend by phone. It is still morning and Torrance is calling Aaron inside Missy’s bedroom. Since Aaron leaves for college, he lives in a dorm room at Cal State Dominguez Hills. Torrance asks where Aaron has been for she keeps calling him but he never receives her call. Aaron answers that he is always busy with school. Torrance then shares her cheer crisis problem that Big Red stole all of her routines from the East Compton Clovers. She says that Toros can not do the routine at regional because Clovers are supposed to do their routine at regional. She then asks Aaron for suggestions since she does not know what to do. Aaron then suggests Torrance to hire a professional choreographer so that he can teach a new routine for the squad. He asks Torrance to call Sparky Polastry. Finally, Torrance feels happy because Aaron has solved her problem.

Data Interpretation

The speaker of the dialogue above is Aaron, while the hearer is Torrance. Torrance shares her cheer problem to Aaron, her boyfriend. He can solve the problem easily by asking Torrance to call a professional choreographer. Torrance then shows
her gratitude since Aaron has just solved her problem. Aaron then replies and ends the conversation by performing a locutionary act “Mm-hmm. Bye, baby” Meanwhile, the illocutionary act performed is saying goodbye to Aaron’s girlfriend. This act brings about a perlocutionary act that Torrance feels happy. In closing the conversation, Aaron uses a vocative “baby” which is addressed to his girlfriend, Torrance. This vocative is included as associative non-referential addressing. The speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer as “baby” that is an in group term.

It is obvious that the speaker employs an expressive specifically an illocutionary act of saying good bye then employing an illocutionary act of addressing. Aaron ends the phone-line conversation by saying good bye to his girlfriend and inserting an address “baby”. Aaron associates Torrance since he responds her gratitude by addressing his girlfriend as “baby” which means a word used affectionately to address his lover. In short, Torrance is Aaron’s lovers so it means that they have a close relationship. Aaron hence shows his affection by addressing her girlfriend as “baby”. This makes Torrance feel that Aaron really loves her.

4. Dissociative Non-referential Addressing

Dissociative non-referential addressing as explained in Chapter II, 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.

There are 7 data containing dissociative non-referential addressing found in the film entitled “Bring It On”: Datum 12/DNR/ADD which contains the vocative “captain”, Datum 13/DNR/ADD which contains the vocative “new girl”, Datum 14/DNR/ADD which contains the vocative “moron”, Datum 15/DNR/ADD which contains the vocative “evil whore”, Datum 16/DNR/ADD which contains the vocative “freak”, Datum 24/DNR/ADD which contains the vocative “butt plug” and Datum 25/DNR/ADD which contains the vocative “hag”.

Several data containing dissociative non-referential addressing are described in details below.

**Datum 12/DNR/ADD**

(Scene shift – Torrance back at home)

Torrance : I got captain
Justin : Yeah. And you sent a girl to the hospital on your first day. Aye, aye, captain!
Torrance : You were listening on the telephone? Mom!

Context of Situation

The dialogue between Torrance and Justin above happens in Torrance’s house one evening. Justin is Torrance’s little brother. He is about 8 years old. Torrance and her little brother never live in harmony. They always mock each other. On the first
day Torrance becomes squad captain, she asks the squad to try the wolf wall, the hardest pyramid ever. Unfortunately, Carver, one of the cheerleaders, falls down after being lifted up to the top. She has to be sent to the hospital. Knowing this matter from the phone line, Justin mocks his sister who has just arrived to the house. Torrance, of course, feels so mad.

Data Interpretation

Justin presents as the speaker, while Torrance presents as the hearer. When Torrance has just arrived to the house, she says that she got the captain. Knowing this, Justin, her naughty little brother, expresses an illocutionary act of mocking her by uttering a locutionary act “And you sent a girl to the hospital on your first day. Aye, aye, captain.” This act brings about a perlocutionary act such that Torrance becomes angry with Justin. In uttering the sentence, Justin uses the vocative “captain”. The vocative belongs to dissociative non-referential addressing. Here, the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing the hearer as “captain” which belongs to an out-group term.

It is clear that Justin employs an expressive specifically an illocutionary act of mocking first then employing an illocutionary act of addressing. The speaker, Justin, dissociates the hearer since he mocks his sister. Therefore, he adds the vocative “captain” to address his sister. The vocative “captain” is commonly used to respect someone who has a higher position. However, in this dialogue, the vocative “captain” is addressed to Torrance by her little brother to mock her. Justin knows that Torrance
has been voted to be a new captain of the cheerleader squad. He also knows that on the first day she becomes the new captain, Carver, one of the cheerleader has to be sent to the hospital because she fall downs from the pyramid that Torrance forces to do. He thinks that as a new captain, Torrance fails to lead the squad to be better. The addressing “captain” hence means teasing Torrance. Moreover, Justin says with a strict tone and mocking expression. This makes Torrance feel mad and hate her little brother.

**Datum 13/DNR/ADD**

Missy : You people are unbelievable! I mean, we’re talking about cheating here.
Courtney : Sorry, new girl, but nobody hit your buzzer. Look, I hate to be predictable, but I do not give a shit! We learned that routine fair and square. We logged the man hours. Do not punish the squad for Big Red’s mistake! This isn’t about cheating! This is about winning! Everyone in favor of winning…

**Context of Situation**

The dialogue between Missy and Courtney takes place in school field where Toros cheerleaders practice their routine one morning. Toros cheerleaders are gathering there to discuss a serious problem that Big Red has cheated them. Big Red, Toros’s previous captain, used to record Clovers’ cheers to be shown with other Toros cheerleaders in national championship. Realizing that all Toros cheers are not original, Torrance holds a meeting with other cheerleaders. She tells that it will be risky if they keep using the stolen routine. They might not go to the regional and even
national championship. However, two of them, Courtney and Whitney do not agree with Torrance. They suppose that changing the routine will be total murder suicide. Courtney hence suggests they should pretend they do not know about this matter. Missy, a new member of the cheerleaders protests since she really hates cheating. However, Courtney ignores Missy’s saying and tells that Torrance should not punish the squad for Big Red’s mistake. She supposes that if they want to win, they have to keep using the routines. Everyone agrees except Torrance and Missy. They do not have any choice except following what Courtney and Whitney want.

Data Interpretation

The speaker in the dialogue above is Courtney, while the hearer is Missy. Courtney and Whitney do not agree if they have to change the routines since they think that changing the routine now will be totally murder suicide. Missy, a new cheerleader does not want to accept the cheating. When she says to Courtney about this, Courtney utters a locutionary act “Sorry, new girl, but nobody hit your buzzer”. The illocutionary act performed by Courtney is hence asking Missy to be silent. This act brings about a perlocutionary act such that Missy is willing to keep silent. In uttering the statement, Courtney employs a vocative “new girl” which is addressed to Missy. The vocative “new girl” then is included as dissociative non-referential addressing. The speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing the hearer with an out-group term.
The speaker employs a directive specifically an illocutionary act of asking to be silent first then employing an illocutionary act of addressing. After saying sorry and addressing Missy as “new girl”, Courtney intimidates her for she does not like if a new member is given right to decide something. Since Missy does not agree with Courtney, Courtney then dissociates her. She then addresses Missy as “new girl”. It implies that Courtney has a bad relationship with Missy and she does not welcome Missy well. She hates Missy since she first met her in the audition. Courtney says implicitly that as a new member of the cheerleader, she has no right to give opinion about what is happening. All she has to do is to be quite and listen to the decision. Finally, this makes Missy feel disgusted to Courtney. However, she tries to be patient. She is then disappointed since no one supports her suggestion.

Datum 14/DNR/ADD

Justin : “Aah! I’ll take “famous losers” for $200
Torrance : Shut up moron!
Justin : It’s not my fault you’re in love with a big gay cheerleader who won’t return your phone calls.

Context of Situation

The dialogue between Torrance and Justin takes place in Torrance’s home exactly in the living room. The dialogue above is conversed by Torrance and her naughty little brother, Justin. Torrance is trying to call Aaron while Justin is playing play station near her. The sound of Justin’s play station is so loud that Torrance is
bothered. Therefore, Torrance asks Justin to get out but Justin says he will not leave the living room since it is a public domain. Unlike what she expects, Torrance’s phone line is received by Aaron’s roommate. Aaron’s roommate says that Aaron is not there. Realizing that Aaron’s roommate disappoints his sister, Justin says to Torrance that he does not wonder why Aaron won’t return her phone call since he thinks that Aaron is a guy. Being angry, Torrance asks Justin to shut up. She tries to explain that Aaron is not a gay, he may be just busy. However, Justin keeps mocking her boyfriend that he is busy scamming on guys. Being angrier, Torrance takes Justin’s play station apart and immediately leaves him.

Data Interpretation

The speaker in the dialogue above is Torrance, while the hearer is Justin, Torrance’s naughty little brother. Being disturbed by the sound of Justin’s play station, Torrance is angry. She then becomes angrier since Justin mocks her boyfriend as a gay. She then orders in a high tone, “Shut up, moron!” The utterance “Shut up, moron!” is a locutionary act, while the illocutionary act is asking Justin to shut his mouth up. This act hence brings about Justin’s reaction to keep mocking Torrance’s boyfriend since Justin is a naughty boy. In uttering the statement, it is obvious that Torrance uses the vocative “moron” to address his brother. 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 the hearer with an out-group term.

(commit to user)
Torrance employs a directive specifically an illocutionary act of commanding first then employing an illocutionary act of addressing. Torrance dissociates Justin since she is bothered by his naughty little brother. She then addresses him as “moron” which means “stupid person”. This vocative hence implies that Torrance and Justin never live in harmony. Torrance is really angry with Justin since Justin does not want to shut up and he still keeps mocking her boyfriend. She addresses her brother as stupid person without considering that Justin is her little brother for he ignores her order to shut up. This finally makes Justin feel disgusted. However, since Justin is a naughty guy, he ignores his sister and keeps mocking her boyfriend.

B. The Reasons Why the Characters in the Film Entitled “Bring It On” Employ Certain Vocative Expressions

The reasons why the characters employ certain vocative expressions can not be separated with the perlocutionary act of a matrix sentence. Whenever a speaker employs a vocative, according to Kubo, there is a perlocutionary act performed: perlocutionary act of association or dissociation which brings about different perlocutionary effects.

Thus the reasons why the characters in the film entitled “Bring It On” employ a certain vocative expression can be seen from the distribution as follows:
1. The reasons why the characters in the film “Bring It On” employ associative non-referential calling:
   a. To show speaker’s affection and to respect the hearer: 3 data
   b. To minimize the speaker-hearer distance: 1 datum
   c. To associate the hearer who dissociates the speaker: 2 data

2. The reason why the characters in the film “Bring It On” employ dissociative non-referential calling:
   a. To show that the speaker does not like the hearer: 1 datum

3. The reasons why the characters in the film “Bring It On” employ associative non-referential addressing:
   a. To show speaker’s affection and to respect the hearer: 4 data
   b. To minimize the speaker-hearer distance: 3 data
   c. To associate the hearer who dissociates the speaker: 2 data
   d. To motivate the hearer: 2 data

4. The reasons why the characters in the film “Bring It On” employ dissociative non-referential addressing:
   a. To tease the hearer: 1 datum
   b. To show that the speaker does not like the hearer: 2 data
   c. To show the speaker’s anger: 4 data
1. The reasons why the characters in the film entitled “Bring It On” employ associative non-referential calling

There are 3 reasons why the characters in the film entitled “Bring It On” employ associative non-referential calling namely to show the speaker’s affection and to respect the hearer, to minimize speaker-hearer’s distance and to associate the hearer who dissociates the speaker.

a. To show the speaker’s affection and to respect the hearer

There are 3 data containing the reason that the speaker intends to show his affection and to respect the hearer namely Datum 1/ANR/CALL which contains the vocative “mom”, Datum 4/ANR/CALL which contains the vocative “honey” and Datum 5/ANR/CALL which contains the vocative “girl”.

Several examples of the data will be clearly explained below.

Datum 1/ANR/CALL

Torrance : I got captain
Justin : Yeah. And you sent a girl to the hospital on your first day. Aye, aye, captain!
Torrance : You were listening on the phone? Mom!
Justin : It’s true. She really should get her own private line. She’s growing up so fast
Mrs. Shipman : Justin, go away

The speaker in the dialogue above is Torrance, while the hearer is Mrs. Shipman, her mother. Torrance does not feel comfortable since she is bothered by her
naughty little brother, Justin. Therefore, Torrance calls her mother with a vocative “Mom” to ask her implicitly to have Justin go away. She utters the vocative “Mom” to call her mother since she intends to show her love as a daughter and to show her respect to her beloved mother. Thus, the vocative “Mom” shows a close and good relationship between mother and her daughter. That is why Torrance does not hesitate to call her mother when she is bothered by her brother. Since the vocative “Mom” contains a perlocutionary act of association, Torrance must be having an intention to make her mother relieved. Torrance hopes that with the vocative “Mom” she uses to call her mother, Mrs. Shipman can feel relieved and realize that she is respected by her daughter. No wonder, she is willing to ask Justin to go away from the living room.

Datum 5/ANR/CALL

The Clovers : Hi, Paulette
Isis : We just want to say how thankful we are for all of your help
Jenelope : Paulette, you my girl. You look pow, baby!
LaFred : Ooh, Pauletta, we love you so much. We wanna say you do not have to lose a pound. Girl, we love you just the way you are.

The speaker in the dialogue above is LaFred, one of Clovers, while the hearer is Pauletta, a talk show host. The Clovers are very pleased and thankful to Pauletta since she can fulfill their wish to send them to a national cheerleading championship. When the Clovers are given a chance to say thank to Pauletta, LaFred says that Pauletta, who is physically fat, do not have to lose a pound. She then calls Pauletta
with a vocative “girl”. She uses the vocative “girl” to show that she loves what Pauletta does for The Clovers that is fulfilling their wish to go to nationals. Therefore, the vocative “girl” shows a good relationship between LaFred and Pauletta. Since the vocative “girl” contains a perlocutionary act of association, LaFred intends to make Pauletta feel relieved. She hopes that by using the vocative “girl” to call Pauletta, Pauletta will realize that LaFred relieves her mind. Therefore, she feels that she is loved by LaFred and other Clovers.

b. To minimize the speaker-hearer’s distance

There is only a datum containing the reason that the speaker intends to minimize the speaker-hearer’s distance namely Datum 20/ANR/CALL which contains the vocative “you guys”.

Datum 20/ANR/CALL

LaFred : Lava, please tell her to stop using big words before she choke on one
Jenelope : No, better I choke you, Lafred
LaFred : Look, Janelle—
Isis : You guys, stop please!

The speaker in the dialogue above is Isis, a captain of Clovers, while the hearers are the Clovers female cheerleaders. The Clovers are writing a wish letter to be sent to a talk show to send them to a national championship. LaFred and Jenelope are involved in a debate. Isis then asks them to stop debating. She calls them with a
vocative “you guys” because she intends to minimize a distance between a captain who in fact has a higher position than the cheerleader members. As a captain, Isis does not want to create a barrier between captain and members of cheerleaders. Therefore, she considers the cheerleader members as her friends so that she can get close with them. The call “guys” hence shows a close relationship between captain and the cheerleader members. Furthermore, since the vocative “guys” contains a perlocutionary act of association, the speaker intends to relieve the hearers’ mind. After being called “guys”, Lafred and Jenelope feel relieved. They are pleased to be considered as their captain’s friends.

c. To associate the hearer who dissociates the speaker

There are 2 data containing that the reason that the speaker intends to associate the hearer who dissociates the speaker. Those data are Datum 2/ANR/CALL which contains the vocative “guys” and Datum 3/ANR/CALL which contains the vocative “dude”.

An example of the data analysis will be explained below.

**Datum 3/ANR/CALL**

Footballer 1 : Jan’s got spirit, yes he do.
Footballer 2 : Jan’s got spirit, how about you?
Jan : **Dude**, you just lost
The speaker in the dialogue above is Jan while the hearers are two RCH footballers. Being mocked by two footballers, Jan tries to be patient and not angry. He then utters “Dude, you just lost.” He uses a vocative “dude” to call the footballers since he intends to associate the hearers who dissociate him. Thus, the vocative “dude” implies that the speaker has a good relationship with the hearer although the hearer does not like him. Moreover, the vocative “dude” contains a perlocutionary act of association so the speaker tries to make the hearers feel relieved. Although Jan knows that he has just been mocked by the footballers, he is still willing to relieve their mind by calling them with “Dude” which means “friend”. This certainly means that Jan is still willing to consider them as his friends although they have mocked him.

2. The reason why the characters in the film entitled “Bring It On” employ dissociative non-referential calling

There is only one reason why the characters in the film entitled “Bring It On” employ dissociative non-referential calling namely to show that the speaker does not like the hearer.

a. To show that the speaker does not like the hearer

There is only a datum containing the reason that the speaker intends to show that he/she does not like the hearer namely Datum 6/DNR/CALL which contains the vocative “fags”.

commit to user
Datum 6/DNR/CALL

Footballer 1: Hey, hey, hey. Whoa!
Footballer 2: Sexy Leslie and Jan Jan the cheerleading man!
Footballer 1: Hi, fags!
Les: Just because we won more trophies than you guys is no reason to get all malignant.

The speaker in the dialogue above is the footballer 1, while the hearers are Jan and Les. The footballer says hello to Jan and Les by calling them “fags”. He utters the vocative “fags” because he does not like them. Toros footballers are envious to Toros cheerleaders since the cheerleaders have got more achievements than the footballers. For the footballers, all male cheerleaders are fags because they always keep in touch with girls. In addition, cheerleading is women’s work. Therefore, based on the footballers’ opinion, only fags join cheerleading. The vocative “fags” implies a bad relationship between the speaker and the hearer. Moreover, it contains a perlocutionary act of dissociation. Thus, it brings about a perlocutionary effect that the hearers’ honor is disgraced. That is why Jan becomes angry and intends to beat the footballers down. Fortunately, Les can successfully calm him down.

3. The reasons why the characters in the film entitled “Bring It On” employ associative non-referential addressing

There are 4 reasons that the characters in the film entitled “Bring It On” employ associative non-referential addressing namely to show the speaker’s affection...
and to respect the hearer, to minimize the speaker-hearer’s distance, to associate the speaker who dissociate the hearer and to motivate the hearer.

a. To show the speaker’s affection and to respect the hearer

There are 4 data containing the reason that the speaker intends to show his/her attention and to respect the hearer. Those data include Datum 8/ANR/ADD which contains the vocative “baby”, Datum 9/ANR/ADD which contains the vocative “sweetie”, Datum 10/ANR/ADD which contains the vocative “dad”, Datum 17/ANR/ADD which contains the vocative “honey”.

Several examples of the data will be analyzed clearly below.

Datum 8/ANR/ADD

Torrence: A choreographer?
Aaron: Look, just think of it as collaboration. The UCA. Totally looks the other way. Call this guy. His name is, uh, Sparky Polastry. Won the nationals last year. Knows his shit, all right? Here’s the number: Kasey5-7219
Torrence: Thanks, Aaron. You always know what to do.
Aaron: Mm-hmm. Bye, baby.

The speaker in the dialogue above is Aaron, while the hearer is Torrance, Aaron’s lover. One morning, Torrance phones Aaron to share her cheer problem. Fortunately, Aaron can solve Torrance’s problem by suggesting her to hire a professional choreographer. In the end of their conversation, Aaron closes by saying “Bye, baby”. He uses the vocative “baby” which is addressed to Torrance to show his
love and affection to her. Thus, it is obvious that the vocative “baby” shows that Torrance and Aaron have a very close relationship since Aaron is Torrance’s lover. Furthermore, the vocative “baby” contains a perlocutionary act of association so the speaker intends to make the hearer feel relieved. As Torrance’s boyfriend, Aaron wants Torrance to know that he will always help Torrance to solve her problem although Aaron lives far away from Torrance. Therefore, Torrance has to know that Aaron will always be there for Torrance.

Datum 17/ANR/ADD

(Torrance came running from the house)
Torrance : Bye! Be back later!
Mr. Shipman : Bye, honey.

The speaker of the dialogue above is Mr. Shipman, Torrance’s father, while the hearer is Torrance. Torrance is about to leave for her school. She then says goodbye to her parents. Her father, Mr. Shipman, replies by saying “Bye, honey.” He addresses her daughter as “honey”. By using this vocative, Mr. Shipman intends to show his affection to his daughter. Thus, the vocative “honey” shows a close and good relationship between Torrance and her father. Furthermore, the vocative “honey” contains a perlocutionary act of association which means that it brings about a perlocutionary effect such that the speaker relieves the hearer’s mind. By addressing “honey” to his daughter, Mr. Shipman hopes that Torrance knows her father loves her very much.
b. To minimize the speaker-hearer’s distance

There are 3 data containing the reason that the speaker intends to minimize the speaker-hearer’s distance: Datum 11/ANR/ADD which contains the vocative “baby”, Datum 18/ANR/ADD which contains the vocative “guys”, and Datum 19/ANR/ADD which contains the vocative “guys”.

Several examples of the data analysis will be clearly described below.

**Datum 11/ANR/ADD**

The Clovers : Hi, Paulette
Isis : We just want to say how thankful we are for all of your help
Jenelope : Paulette, you my girl. You look pow, baby!

The speaker in the dialogue above is Jenelope, one of The Clovers cheerleaders, while the hearer is Paulette, the host of a talk show. Since Paulette can fulfill Clovers’ wish to go to a national cheerleading championship, Jenelope feels happy. She employs associative non-referential addressing “baby” since she intends to minimize the distance between her and the hearer whom she just met. The vocative “baby” which is addressed to Paulette hence implies a good relationship between the speaker and the hearer. Moreover, since the vocative “baby” contains a perlocutionary act of association, Jenelope intends to relieve Paulette’s mind. Although it is the first time for Jenelope to meet Paulette, Jenelope intends to maintain a good and close relationship with Paulette by addressing her with vocative “baby”.

*commit to user*
Datum 18/ANR/ADD

Whitney : Oh, Aaron, come to one last practice?
Courtney : You know you’re still our favorite cheerleader
Whitney : Please?
Aaron : I’m sorry, guys, I gotta run.
Torrance : You’re not staying for the vote?

The speaker in the dialogue above is Aaron, while the hearer is Whitney and Courtney, Aaron’s juniors. Whitney and Courtney invite Aaron to come to their practice. However, Aaron refuses her invitation by saying “I’m sorry, guys, I gotta run.” Aaron uses a vocative “guys” which is addressed to Whitney and Courtney because he intends to minimize a distance between him as a senior cheerleader and Whitney and Courtney as his juniors. Thus, the vocative “guys” shows that as a senior who should be respected, Aaron shows a good relationship with his juniors. In addition, since the vocative “guys” contains a perlocutionary act of association, Aaron intends to relieve the hearers’ mind. By addressing “guys”, Aaron implicitly considers Whitney and Courtney as his friends no matter whether he is a senior cheerleader. This, of course, makes the hearers relieved since there is no barrier between the senior and the juniors.

c. To associate the hearer who dissociate the speaker

There are 2 data containing the reason that the speaker intends to associate the hearer who dissociate the speaker: Datum 21/ANR/ADD which contains the vocative “girl” and Datum 22/ANR/ADD which contains the vocative “guys”.

commit to user
An example of the analysis is described below.

**Datum 22/ANR/ADD**

Courtney : We’ve already decided on a course of action. We’re gonna forego nationals this year. Everyone’s already agreed to it  
Missy : Uh, except me  
Les : And me  
Courtney : Both of you can be replaced  
Torrance : I can’t believe you, guys! The only person who can officially resign the post of captain is the captain, and I’m not going anywhere  
Whitney : Then we’ll have to overthrow you

The speaker in the dialogue above is Torrance, the captain of Toros cheerleaders, while the hearers are Courtney and Whitney, two Toros cheerleaders. As a captain, Torrance is disappointed she is suddenly replaced since she thinks that only the captain can officially resign the post of captain. She then expresses her disappointment by saying “I can’t believe you, guys.” In uttering her statement, she uses a vocative “guys” to address to Whitney and Courtney, the persons who intend to replace her as captain of the squad. She uses the vocative “guys” because she intends to associate the hearers who dissociate her. Although Torrance is disappointed with Whitney and Courtney since they want to replace her as Toros’s captain, Torrance is still willing to address them as “guys” which means her friends. Therefore, the vocative “guys” shows a good relationship between the captain who in fact has a higher status and her cheerleader members although she realizes that the hearers are mean to her. In addition, since the vocative “guys” contains a
perlocutionary act of association, the speaker intends to relieve the hearers’ mind. After being addressed as “guys”, Courtney and Whitney feel relieved since Torrance is still willing to consider them as her friends.

d. To motivate the hearer

There are 2 data containing the reason that the speaker intends to motivate the hearer: Datum 7/ANR/ADD which contains the vocative “captain” and Datum 23/ANR/ADD which contains the vocative “man”.

An example of the data analysis will be explained in details below.

Datum 7/ANR/ADD

Les : Two g’s. Apparently Carver gets home schooling the next three months.
Torrance : I’m cursed! Replacing her is gonna be a nightmare
Les : Well, that’s why you’re the captain, captain.

The speaker in the dialogue above is Les, while the hearer is Torrance, the captain of Toros. Les tells Torrance that Carver is going to get home schooling for the next three months so Toros needs a cheerleader to replace her. Torrance shows her pessimism that she will not find a right person to replace Carver. Les says that it will be a challenge for Torrance. By using a vocative “captain” which is addressed to Torrance, Les tries to motivate Torrance that she will successfully pass through the challenge. The vocative “captain” hence implies a good relationship between the Les who in fact has a lower status than Torrance. In addition, since the vocative “captain”
contains a perlocutionary act of association, the speaker intends to make the hearer feel relieved. Jan has successfully made Torrance feel relieved. Torrance feels that Les trusts her to be his captain.

4. The reasons why the characters in the film entitled “Bring It On” employ dissociative non-referential addressing

There are 3 reasons why the characters in the film entitled “Bring It On” employ dissociative non-referential addressing namely to tease the hearer, to show that the speaker does not like the hearer and to show the speaker’s anger.

a. To tease the hearer

There is only a datum containing the reason that the speaker intends to tease the hearer namely Datum 12/DNR/ADD which contains the vocative “captain”.

Datum 12/DNR/ADD

(Scene shift – Torrance back at home)
Torrance : I got captain
Justin : Yeah. And you sent a girl to the hospital on your first day. Aye, aye, captain!
Torrance : You were listening on the telephone? Mom!

The speaker in the dialogue above is Justin, while the hearer is Torrance, Justin’s sister. Justin has already known that Torrance sent Carver to the hospital on the first day she became a captain. Justin then uses a vocative “captain” which is commit to user
addressed to Torrance since he intends to tease his sister. Justin implicitly mocks his sister for being failed to be a good captain. He thinks that a good captain will not send a cheerleader to hospital. Thus, the vocative “captain” implies that Torrance and Justin have a bad relationship since they never live in a harmony. Moreover, since the vocative contains a perlocutionary act of dissociation, it brings about a perlocutionary effect such that the hearer feels disgusted to the speaker. This is shown by Torrance’s reaction: she immediately calls her mother to ask Justin not to bother her anymore.

b. To show that the speaker does not like the hearer

There are 2 data containing the reason that the speaker intends to show that he/she does not like the hearer namely Datum 13/DNR/ADD which contains the vocative “new girl” and Datum 24/DNR/ADD which contains the vocative “butt plug”.

An example of data analysis will be presented in details below.

Datum 13/DNR/ADD

Missy here.  
Courtney: You people are unbelievable! I mean, we’re talking about cheating

: Sorry, new girl, but nobody hit your buzzer. Look, I hate to be predictable, but I do not give a shit! We learned that routine fair and square. We logged the man hours. Do not punish the squad for Big Red’s mistake! This isn’t about cheating! This is about winning! Everyone in favor of winning…
The speaker in the dialogue above is Courtney, while the hearer is Missy, a new cheerleader member. Missy tries to explain to the cheerleaders that all the routines they own are not original and hence intends to make a new routine. However, Courtney does not agree to her since she does not want to learn a new routine. She then addresses Missy with a vocative “new girl” because she does not like her. Courtney thinks that as a new member, Missy does not have right to make an opinion. The vocative “new girl” then implies a bad relationship between Courtney and Missy although they are in one team. Moreover, since the vocative contains a perlocutionary act of dissociation, it brings about a perlocutionary effect on the hearer such that the hearer feels disgusted. Missy hence realizes that she is not well-welcomed as a new member. She can keep staying cool although she actually feels disappointed.

c. To show the speaker’s anger

There are 4 data containing the reason that the speaker intends to show his/her anger: Datum 14/DNR/ADD which contains the vocative “moron”, Datum 15/DNR/ADD “evil whore”, Datum 16/DNR/ADD “freak” and Datum 25/DNR/ADD which contains the vocative “hag”.

Several examples of the data will be analyzed in details below.
Datum 14/DNR/ADD

Justin : “Aah! I’ll take “famous losers” for $200
Torrance : Shut up moron!
Justin : It’s not my fault you’re in love with a big gay cheerleader who won’t return your phone calls.

The speaker in the dialogue above is Torrance, while the hearer is Justin, Torrance’s naughty little brother. Being disturbed by the sound of Justin’s play station, Torrance is angry. She then becomes angrier since Justin mocks her boyfriend as a gay. She asks him to shut up while addressing him as “moron”. Torrance employs the vocative “moron” which means “stupid person” because she intends to show her anger to Justin who always bothers her. Thus, the vocative implies a bad relationship between Torrance and her brother since they never live in harmony. In addition, since the vocative contains a perlocutionary act of dissociation, it brings about a perlocutionary effect such that Justin feels disgusted to Torrance. Therefore, he keeps mocking Torrance’s boyfriend as a gay. Getting angrier, Torrance grabs his play station.

Datum 15/DNR/ADD

(A girl accidentally bumped onto Courtney)
Courtney : Oof! Cutter! I’m gonna kick your ass, you evil whore!
Little girl : Get over it, hag!

The speaker in the dialogue is Courtney, while the hearer is a little girl who accidentally bumps onto Courtney. Courtney then uses a vocative “evil whore” to commit to user.
address to the little girl. She employs the vocative “evil whore” which means “mean female prostitute” because she intends to show her anger to the little girl. The vocative hence shows that Courtney has a bad relationship with the little girl since the little girl has made a mistake. In addition, since the vocative contains a perlocutionary act of dissociation, it brings about a perlocutionary effect such that the hearer’s honor is disgraced. As the result, the little girl becomes angry and beats her down.

C. Discussion

This subchapter presents some findings that are gained from all of the data that have been analyzed in the previous subchapter. The findings are arranged based on the problem statements presented in the first chapter. Thus, the findings cover the types of vocative expressions employed by the characters in the film entitled “Bring It On” and the reasons why the characters in the film “Bring It On” employ a certain vocative expression.

Those findings are drawn in the following explanations.

1. The types of vocative expressions employed by the characters in the film entitled “Bring It On”

The types of vocative expressions employed by the speaker in the film entitled “Bring It On” can be identified based on the classification of vocative expressions
proposed by Susumu 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 film entitled “Bring It On” use all non-referential vocative expression types. Associative non-referential addressing is commonly used by the characters. Meanwhile, dissociative non-referential calling is seldom used since the researcher only found 1 datum.

Associative non-referential calling is used in Data 1, 2, 3, 4, 5, and 20. Associative non-referential calling is employed when the speaker performs a perlocutionary act of association by performing an illocutionary act of calling the hearer by non-referential in-groups terms, which brings about a perlocutionary effect on the hearer such that the hearer feels relieved. Based on the data, the vocatives used to catch the hearer’s attention such as “Mom”, “Guys”, “Dude”, “Honey”, “Girl” and “guys” are non-referential terms that 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 vocatives present an illocutionary act of calling via in-groups members, they must be containing a perlocutionary act of association which brings about a perlocutionary effect such that the speaker relieves the hearer’s mind.
Dissociative non-referential calling can be found in Datum 6 only. Dissociative non-referential calling means that the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of calling the hearer by non-referential out-group terms which brings about perlocutionary effects on the hearer such that his honor is disgraced. Based on the data, the vocative “fags” is used to call the hearers. As pointed out in the data analysis, the vocative “fags” is included as out-group members. Therefore, dissociative non-referential calling employs a perlocutionary act of dissociation since it uses an illocutionary act of calling via out-group term. The perlocutionary act hence brings about a perlocutionary effect such that the hearers’ honor is disgraced.

Data 7, 8, 9, 10, 11, 17, 18, 19, 21, 22, 23 show that the speakers employ associative non-referential addressing. In associative non-referential addressing, generally the speaker performs a perlocutionary act of association by performing an illocutionary act of addressing the hearer with non-referential in-group terms. 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. The vocatives such as “captain”, “baby”, “sweetie”, “dad”, and “baby” are included as in-group members and are used to address the hearers. The same vocative which presents the same illocutionary act may function differently according to the given context of situation. The vocative “baby” as presented in Datum 8 and Datum 11, for example, presents different function. The vocative “baby” in Datum 8 is uttered by a man to his
lover which means that the vocative aims at showing affection. Meanwhile, the vocative “baby” presented in Datum 11 is uttered by a girl to address a girl whom she just met. The vocative “baby” in Datum 11 hence aims to minimize the speaker-hearer distance.

Dissociative non-referential addressing is pointed out in Data 12, 13, 14, 15, 16, 24 and 25. In dissociative non-referential addressing, the speaker performs a perlocutionary act of dissociation by performing an illocutionary act of addressing the hearer with non-referential out-group terms. Thus, the act offends the hearer and brings about a perlocutionary effect such that the hearer feels disgusted to the speaker. The vocatives shown in the data analysis such as “captain”, “new girl”, “moron”, “evil whore” and “freak” are used to address the hearers and are included as out-group members. The vocative “captain” presented in Datum 12 brings about a different perlocutionary effect from the vocative “captain” presented in Datum 7. While the vocative “captain” in Datum 7 is aimed to make the hearer feel relieved, the vocative “captain” in Datum is aimed to make the hearer feel disgusted. Thus, it can be said that the same vocative may be included in the different types of vocatives based on the context of situation.

Based on the data analysis, the different types of vocative expression are influenced by different context of situations. Generally speaking, in performing an illocutionary act of addressing and calling a person in a status as a person in another status, the speaker is presumed 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 relationship between the speaker and the hearer, the researcher then can analyze the reasons why the speakers use a certain vocative expression.

2. **The reasons why the characters in the film “Bring It On” employ certain vocative expressions**

When a person utters a certain vocative, he or she must be having the reason why he or she utters the vocative expression. From the data analysis, some reasons why the characters in the film entitled “Bring It On” employ a certain vocative expression are gained. In this case, the reasons why the characters employ certain vocative expression are analyzed based whether the vocative contains perlocutionary act of association or perlocutionary act of dissociation.

There are two reasons found namely to associate and dissociate the hearer. Each reason is specifically divided into some reasons. 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 associate the hearer who dissociates the speaker, and to motivate the hearer. Meanwhile, the latter reason is divided into three reasons namely to tease the hearer, to show that the speaker does not like the hearer and to show the speaker’s anger.
Data 1, 4, 5, 8, 9, 10, 17 show the reason why the speaker employs a certain vocative is that the speaker intends to show his affection and to respect the hearer. Based on the perlocutionary act, the data containing this reason include 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 does not only occur when the speaker addresses his/her lover, but also when the speaker addresses his/her parents and even someone who has just been met. In Datum 1, for example, the vocative “Mom” is addressed to the speaker’s mother. Meanwhile, the call “girl” in Datum 5 is addressed to Pauletta, someone whom the speaker has just met. Since Pauletta can fulfill what the speaker wants, the speaker shows her affection by uttering the vocative “girl”. Thus, it can be said that this reason usually occurs when the speaker and the hearer have a close and good relationship.

Data 11, 18, 19, 20 show the reason that is the speaker intends to minimize the speaker-hearer distance. The data containing this reason includes associative non-referential calling and associative non-referential addressing. As its nature, both types of vocative employ a perlocutionary act of association by minimizing the distance between the speaker and the hearer. In addition, this reason usually happens when the speaker has a higher status than the hearer and the relationship between them is close enough. In Datum 18, for instance, the vocative “guys” is uttered by a senior to his
juniors. Meanwhile, in datum 20, the vocative “you guys” is used by a captain of cheerleaders to her cheerleader members. All of the vocatives in those data are aimed at minimizing the distance between the speaker and the hearer.

Data 2, 3, 21, 22 show the next reason that is the speaker intends to associate the hearer who dissociates him. The data containing this reason include associative non-referential calling and associative non-referential addressing. Since both vocative types contain a perlocutionary act of association, the speaker tries to relieve the hearer’s mind by associating the hearer who dissociates him. This reason hence usually happens when the speaker is hated by the hearer but the speaker is still willing to associate him since the speaker maintains a good relationship with the hearer. The vocative “guys” in Datum 22 shares different function with the vocative “guys” presented in Datum 18. Since the context in Datum 22 is that the hearers hate the speaker, the reason in uttering the vocative “guys” hence is that the speaker intends to associate the hearers who dissociate her.

Data 7 and 23 imply the reason that is the speaker intends to motivate the hearer. Both data are associative non-referential addressing. Thus the data contain a perlocutionary act of association which means making the hearer feel relieved by giving him motivation. In addition, this reason usually occurs when the hearer needs to be motivated and the relationship between the speaker and the hearer is close enough.
Datum 12 shows the reason that the speaker intends to tease the hearer. Since the datum is included as dissociative non-referential addressing, the vocative contains a perlocutionary act of dissociation which means the speaker intends to make the hearer feel disgraced by giving him a tease. This reason hence occurs when both speaker and hearer have a bad relationship. Different from the vocative “captain” presented in Datum 7, the vocative “captain” in Datum 12 is aimed at teasing the hearer since the context is that the hearer is a naughty boy and he never lives in harmony with the speaker.

Data 6, 13, 24 show the reason that the speaker does not like the hearer. The data containing this reason are included as dissociative non-referential calling and dissociative non-referential addressing. Thus they contain a perlocutionary act of dissociation which means that the speaker makes the hearer feel disgusted by showing that the speaker does not like the hearer. This reason occurs when the speaker has a bad relationship with the hearer.

Data 14, 15, 16, 25 point out the reason that is the speaker intends to show his anger. The data containing this reason are included as dissociative non-referential addressing so it contains a perlocutionary act of dissociation by showing the speaker’s anger. Thus, it brings about a perlocutionary effect such that the hearer’s honor is disgraced. In addition, this reason happens when both speaker and hearer have a bad relationship.
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

The conclusion is drawn from the results of data analysis in Chapter IV as the answers of the problem statements in Chapter I. The conclusions can be seen as follows:

1. Since the research is limited to non-referential vocatives which mean that the vocatives do not mention the hearer’s real name, there are four types of vocative expressions employed by the characters in the film entitled “Bring It On”. They are associative non-referential calling, dissociative non-referential calling, associative non-referential addressing, and dissociative non-referential addressing. Those different types of non-referential vocative expressions are certainly influenced by different context of situations. Therefore, the same vocative expressions show different meanings so that the vocatives might be included in the different types of vocative expressions.

2. The reasons why the characters employ certain vocative expression are analyzed based on either a perlocutionary act of association or a perlocutionary act of dissociation contained in the vocative expression.
Basically, there are two reasons why the characters employ certain type of vocative expressions namely to associate the hearer and to dissociate the hearer. The reason that the speaker intends to associate the hearer is specifically divided into four reasons. The first reason is that the speaker has an intention to show his or her affection and to respect the hearer. This reason maintains a close relationship between the speaker and the hearer. The second reason that can be identified is that the speaker intends to minimize the speaker-hearer distance. This reason occurs when the speaker has a higher social status than the hearer. The next reason is that the speaker intends to associate the hearer who dissociates the speaker. The basic context of this reason is that the speaker is hated by the hearer. However, the speaker is still willing to associate the hearer. The last reason that can be identified is that the speaker has an intention to motivate the hearer. From the analysis of the data, this reason occurs when the hearer needs to be motivated. The reason that the speaker has an intention to dissociate the hearer is divided into three reasons namely to tease the hearer, to show that the speaker does not like the hearer, and to show the speaker’s anger. The intention to tease the hearer is the first reason. This reason occurs when the speaker and the hearer have a bad relationship. The second reason is that the speaker intends to show that he or she does not like the hearer. Similar with the first reason, this reason occurs when the speaker has a bad relationship with the hearer. The last reason points

commit to user
out that the speaker intends to show his or her anger. The context occurred in this reason is that the hearer makes a mistake to the speaker. As the result, the speaker is angry and he or she hence uses a vocative expression to show his anger. Therefore, it can be identified that the speaker has a bad relationship with the hearer.

**B. SUGGESTIONS**

Based on the conclusion of the research, the researcher proposed the following suggestions.

1. The researcher suggests to the linguistics students especially the students who are interested in the field of pragmatics and socio-pragmatics and also other researchers to take another source of data such as comics to analyze the vocative expressions.

2. The researcher suggests that there should be analysis of referential vocative expressions.

3. The researcher suggests to other researchers to continue the research further by exploring the other aspects of deixis such as social deixis, time deixis, place deixis and discourse deixis.

4. The researcher found various types of vocative expressions in the dialogues uttered by the characters in the film entitled “Bring It On”.

*commit to user*
However, the researcher did not find vocative expressions which employ insincere perlocutionary acts, exploitation of group-term distinction and inconsistent vocative phrases. Therefore, the researcher suggests the film maker to apply more vocative expressions which contain insincere perlocutionary acts, exploitation of group-term distinction and inconsistent vocative phrases so that the analysis will be more various and complete.