

**LANGUAGE FUNCTIONS USED BY DIFFERENT GENDERS
IN *LOVE, ROSIE* MOVIE**

THESIS



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Abstract

Khoiriyah, D.H. (2021). *Language Functions Used by Different Genders in Love, Rosie Movie*. English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ul Milal, M.Pd.

Keywords: discourse, language functions, different genders.

This study focuses on finding out the language functions used by Rosie and Alex as the main male and female characters in “Love, Rosie” movie. Moreover, this study aims to determine the language function used by Alex and Rosie, the situational context of the use of language function, and the last is the different language functions used by Alex and Rosie.

In order to achieve the aims of this study, the study needs to apply a descriptive qualitative approach. The data of this study is the utterances from Alex and Rosie, which contain language functions. The data was collected by identifying the language functions used by Alex and Rosie's utterances. The data is processed through some steps of analyzing data. They are classifying, calculating the average of each type of language function, and drawing the conclusion.

As a result, this study shows that Alex and Rosie used seven of eight language functions. This study also found the context of the use of language function which are the components of interaction. They are setting and scene, participants, action sequence, key, instrumentalities, norms of interactions, and genre, which appeared in Alex's utterances and Rosie's utterances. The differences show Alex used expressive, directive, referential, metalinguistic, phatic, heuristic, and commissive. In contrast, Rosie used expressive, referential, metalinguistic, poetic, phatic, and commissive. The expressive language function is the highest language function used by Rosie, whereas Alex uses the most language function in the directive.

Abstrak

Khoiriyah, D.H. (2021). *Fungsi Bahasa Yang Digunakan Oleh Laki-Laki dan Perempuan pada Film Love, Rosie* English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ul Milal, M.Pd.

Kata Kunci: analisis wacana, fungsi bahasa, perbedaan jenis kelamin.

Fokus dalam penelitian ini adalah untuk menemukan fungsi Bahasa yang digunakan oleh Alex dan Rosie sebagai tokoh utama dalam film “Love, Rosie”. Oleh karena itu, tujuan dari penelitian ini adalah untuk menemukan fungsi Bahasa yang digunakan oleh Alex dan Rosie, untuk menemukan konteks dari penggunaan fungsi Bahasa tersebut, dan yang terakhir adalah untuk menemukan perbedaan fungsi Bahasa yang digunakan oleh Alex dan Rosie.

Dalam mencapai tujuan dari penelitian ini, penelitian ini menggunakan pendekatan dekriptif kualitatif. Data dalam penelitian ini adalah ujaran dari Alex dan Rosie yang mana didalamnya mengandung fungsi bahasa. Data dalam penelitian ini dikumpulkan dengan mengidentifikasi fungsi bahasa pada ujaran Alex dan Rosie. Data diproses melalui beberapa tahap yaitu mengelompokkan data, menghitung rata-rata dari setiap jenis dari fungsi bahasa, membandingkan data, dan menarik kesimpulan.

Hasilnya, dalam penelitian ini menunjukkan bahwa Alex dan Rosie menggunakan tujuh dari delapan fungsi Bahasa. Dalam penelitian ini juga menemukan situasi kontekstual dalam penggunaan fungsi bahasa yang merupakan komponen-komponen dalam suatu interaksi. Komponen-komponen tersebut adalah *setting and scene, participants, acts sequence, key, instrumentalities, norms of interactions*, dan *genre* yang mana komponenen tersebut muncul dalam ujaran Alex dan Rosie. Perbedaan fungsi bahasa menunjukkan bahwa Alex menghasilkan ujaran yang beberapa fungsi bahasa yaitu *expressive, directive, referential, metalinguistic, phatic, heuristic*, dan *commissive*. sedangkan Rosie menghasilkann ujaran yang mengadung mengandung beberapa fungsi bahasa yaitu *expressive, referential, metalinguistic, poetic, phatic*, dan *commissive*. *Expressive* adalah fungsi abahasa yang paling sering digunakan oleh Rosie, sedangkan Alex cenderung lebih sering menggunakan fungsi bahasa *directive*.

INTRODUCTION

This chapter presented the background of the study, statement of the problem, the significance of the study, scope and limitation, and last but not least is the definitions of key terms.

1.1 Background of The Study

Communication is the process of giving and receiving information between a person and a person, a person and a group, or vice versa. Communication may occur if both the speaker and the hearer understand the language used. The hearer understands the message that the speaker wants to convey. It is called communication. According to Hornby (2000 p. 225), “Communication is the activity or process of expressing ideas and feeling or giving information.” As human beings, people need others to live. Therefore, people need language to communicate with others. According to Wardaugh (2006), “A language is what the members of a particular society speak.” Language can be sign language or verbal language. Nevertheless, both of them have the same primary function. It is a communication tool that humans use to convey information.

When people use the language to communicate and have specific purposes, it is called a language function. According to Halliday (cited in Alfina, 2016, p. 4), “language function does not only study what language is used for but also study how language is used.” When people communicate or hear the utterances, they have to understand the primary purposes of what the speaker

Regarding language function, language and gender is also a thing that we often encounter when doing communication. In general, gender and sex come together which gender is the elaboration of biological sex. Furthermore, language and gender refer to the male and female language. “The differences between male’s language and female’s language seem that women speak more linguistically polite than men” (Holmes, 2001). Undeniably, that there are previews researchers have researched language function and language and gender.

Machmudha (2015) conducted research entitled “A Study of Language functions Used by Alicia and dr. Rosen in *A Beautiful Mind*.” The researcher conducted the discourse analysis studies in which the movie utterances of Alicia and dr. Rosen is the data of this study, but not for all the scripts. The researcher gave the limitation toward Alicia and dr. Rosen’s utterances when they were speaking with John Nash. John Nash is the subject of this study who is the main character of the movie, which suffers from schizophrenia. This study applied the theory from Jakobson (1960). The finding is Alicia and dr. Rosen uses five of six language functions which except for the poetic function. The researcher also found that the referential function is the most language function used by Alicia and dr. Rosen because John Nash understands that he speaks with the people who speak softly and clearly.

[illegible]

On the other hand, the language function is also found in the written text, such as Khoir (2016) explored the research entitled “An Analysis of Language Functions Used by Donald J. Trump in His Twitter tweets.” This research tried to answer two research questions. They are what the language function found and the context of language function used by Donald J. Trump in his Twitter tweets. The researcher used Jacobson’s theory (1960) and Hymes’ theory (1974) regarding the research question. The researcher used a descriptive qualitative approach to answer both research questions. For the data, the researcher used not

Besides, Trump used referential functions to share his ideas, one phatic function to express his solidarity, and one metalinguistic function to clarify a problem.

According to previous studies above, the writer concludes that many researchers conducted their research by mentioning and describing language function and why the speakers use the function by Jacobson (1980). The research was in the form of spoken text on movies or film (Yunita, 2020, Linuwih and Frianty, 2020, Marlianasari and Sulaiman, 2019 and Hidayati, 2018), debate (Sartika, 2018), speech (Irawan, 2014 and Kanza, 2020), in a state of advertisement ('Aliyah, 2015, Supriyono, 2015 and Lestari, 2018). However, those research only focus on the most dominant language functions proposed by

Regarding the data source of this research, the writer found the researcher that uses *Love, Rosie* (2014) movie as the subject of their study, such as Junaedi (2017) conducted her research entitled “The Violation of Cooperative Principle Through Gender Language Feature in *Love, Rosie* Movie.” The research aims to find out types of violation maxim, what dominance ones, and describe the gender language feature through how the character violated the maxim. For the result, the researcher found that the women are the dominant ones in violating maxim. Furthermore, the writer has reasons to use *Love, Rosie* as the subject of this research is *Love, Rosie*. *Love, Rosie* is a movie that tells the story of Rosie and Alex, who has been friends since childhood and cannot believe that they are

Concerning the statement before, the writer seeks to analyze and find out the language functions used in the *Love, Rosie* (2014) movie and the context beyond the language used. Besides, the writer also wants to distinguish the different male language functions and female language functions used by the leading male and female characters in *Love, Rosie* (2014) movie.

Regarding the background of the study, the writer formulated the statement of problems as follows:

2.1.2 What are the situational context of language function used by the main male and female characters in *Love, Rosie* movie?

[illegible]

This study is about discourse analysis, especially about language functions, the context of language functions, and the different male and female languages in *Love, Rosie* (2014). The writer expected the results of this study could serve theoretical and practical purposes.

The writer presented a practical contribution when this research can fill the niche and benefit the researcher in analyzing the language function and the different male and female languages. Hopefully, future researchers can use this present study as a reference for further research, especially for the researchers in UINSA.

4.1.1 The Scope

functions used between the main male's and female's languages in the movie

Love, Rosie (2014).

4.1.2 The Limitation

The limitation means the possible weakness of the study. In this study, the writer limited the related theory in the analysis. It is the kinds of language functions by Holmes (2013) that connected to the social context proposed by Dell Hymes and the differences between male's language and female's language. Therefore, the second limitation is the data used to analyse language functions focusing on the main male and female characters in "Love, Rosie". They are Alex's utterances and Rosie's utterances. Because of time limitations, the writer does not cover all the characters in the "Love, Rosie" movie. Furthermore, the writer can finish the research and answer both research questions within a limited time.

5.1 Definition of Key Terms

To avoid misunderstanding and misinterpretation toward the basic concept of the present study, the writer defines some of the basic concepts of a key term in the study as follow:

1. The language function is a technical term that refers to the how used of language as human interaction tool such as to convey the addresser's mind, express the feeling, and sharing the information.

REVIEW OF RELATED LITERATURE

2.1 Language Functions

2.1.1 Types of Language Functions

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These three of them, Expressive function, Directive function, and Referential function, are the fundamental function of language, perhaps because they derive from the basic components of any interaction-the speaker (expressive), the addressee (directive), and the message (referential). It does not mean that five of eight language functions do not have a role in the communication process. Every language function has its role in the communication process. It depends on the needs of the speakers or addressers when they are communicating. To avoid the misunderstanding in figuring out the types of language function designed by Holmes (2013), the writer describes each language function as follows:

g out the types of language
describes each language fu
n

s (2013,p.275) stated that “the expressive function is a function that indicates the utterances to express the addresser's feelings such as joy, sadness, anger, fear, disgust, and many more. The expressive function is influenced by various factors such as thoughts, attitude, needs, and intonation. Pe

a. positive emotion

1. Sania is feeling on top of the world
2. She loves her to the moon and back

b. negative emotion

1. He feels awful
2. This is the lowest time in his life

2.1.1.2 Directive Function

Holmes (2013, p.275) stated that “the directive function is a type of language function that indicates the utterances attempt to get someone to do something.” When the addresser gives orders or commands to the addressee, they usually use an imperative, declarative, or interrogative form. An imperative sentence may present a strict demand, for instance, ‘Open the door!’ and ‘Clear the floor!’. In contrast, the declarative and interrogative sentences are presenting more polite rather than imperative sentences. For example: ‘You would be more comfortable sitting down!’ (Declarative), and ‘Could you buy a coffee?’ (Interrogative). In summary, the directive function is a language used directly to influence, offer, ask, or giving instructions or commands to the addressee.

2.1.1.3 Referential Function

Holmes (2013, p.275) stated that “the referential function is a type of language function that indicates the utterances provide information.” Jakobson (1960, p.353) adds that the referential function is “the orientation toward the context.” The referential function shows the addresser’s situation to share the knowledge, information, and news with the addressee. Referential function related to the right or wrong information. These functions may use declarative or an interrogative form, for example: ‘The class will begin at 09.00 o’clock’

(declarative) and ‘When the class will begin?’ (interrogative). It means that to talk about something on a specific topic, people use the referential function.

2.1.1.4 Metalinguistic Function

Holmes (2013, p.275) stated that “the metalinguistic function is a type of language function that indicates the utterances comment on language itself.”

Metalinguistic is language that has the function to describe or examine or clarify the language itself. For example: 'Hegemony' is not a command word. Besides, Machmudha (2015, p.15) stated that "whenever the addresser and or the addressee need to check up whether they use the same code, for the example: 'I do not follow you'-'What do you mean?' asks the addressee." Furthermore, Ikromah (2018, p.16) stated that "metalinguistic function is also predominant in a question like 'Sorry, what did you say?' where the code (message) is misunderstood and needs correction or clarification." It means that metalinguistic focus is to clarify or renegotiate a code itself.

2.1.1.5 Poetic Function

The poetic function reveals how the addresser produces the utterances by words playing and rhymes, so it sounds artistic by the addressee. As stated by Holmes (2013, p.275), “the poetic is a type of language function that indicates the utterances that focus on aesthetic features of the language.” Such as in a poem, rhyming word, an ear-catching motto, alliteration or paronomasia, and antithesis. Asdar (2017, p.16) emphasized: “the poetic function in which the particular forms chosen is the essence of a message as in advertising slogan.” For example:

‘BEANZ MEANZ HEINZ’ would lose its point if it were paraphrased as-‘IF YOU ARE BUYING BEANS, YOU WILL NATURALLY BUY HEINZ.’.

2.1.1.6 Phatic Function

Phatic function is a type of language function used to interact with each other. It means that greeting is one of the examples of the phatic function. Holmes (2013, p.275) stated, “the phatic function is the utterances to express solidarity and empathy with others.” For example, ‘Nice to meet you.’ People usually use this function in every interaction or communication. Newmark also confirms this (1988, p.43) “the phatic function of language is used to maintain friendly contact with the addressee than for important foreign information.” Phatic also expresses about a social relationship, such as expression of greeting to the stranger; ‘Hallo’ (less formal) and ‘Good morning/afternoon/evening/night’ (more formal). “The phatic function also performs a gesture, physical contact, and facial expression, such as shaking hand and smile” (Ikromah, 2018, p.16).

2.1.1.7 Heuristic Function

According to Halliday (cited in Holmes, 2013, p.276), the heuristic function is a type of language function identified by arising from particular interest of researcher that is often or focus of a particular study. The heuristic function of language is also well-known as the ‘tell me why’ function in which later on develops into a whole range of questioning forms. It means that heuristic refers to language as a means of investigating reality and learning about things. The addressers who want to know the answer or the facts from their question may

Biological differences between males and females decide gender by causing enduring distinctions in capabilities and dispositions. For instance, the higher levels of testosterone lead men to be more aggressive than women; and left-brain dominance is shown to lead men to be more 'rational'. While their relative lack of brain lateralization should lead women to be more 'emotional'.

On the other hand, Lakoff (2004, p.78) stated that “women tend to use several features in talking or known as ‘women’s language features’ than men.” There are women’s language features of language designed by Lakoff that indicates rising intonation as the following (cited in Holmes, 2012, p.302-303).

- [illegible]

Understanding how language functions in context is central to understanding the relationship between what is said and understood in spoken and written discourse. It requires considering how speakers organize what they want to say, following whom they are talking to, where, when, and under what circumstances.

2.3.1 ‘S’ for Setting and Scene

”Setting refers to the time and place which is the concrete physical circumstances in which speech takes place” (Vakili et al., 2012, p.29).

2.3.3 'E' for Ends

“It refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participations seek to accomplish on particular occasions” (Vakili et al., 2012, p.29). It means ‘ends’ refer to the primary purpose of the utterance delivered by the speaker, addressor, or sender in a particular event.

”It refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand” (Vakili et al., 2012, p.30).

'Key' can be interpreted as a sign that represents the content of the message. 'Key' refers to "the tone, manner, or spirit in which a particular message is conveyed: lighthearted, serious, precise, pedantic, mocking, sarcastic, pompous,

and other. The key may also be marked nonverbally by certain kind of behavior, gesture, posture, or even deportment” (Vakili et al., 2012, p.30).

2.3.6 ‘I’ for Instrumentalities

”It refers to the choice of the channel such as oral, written, or telegraphic, and to the actual form of speech employed, such as the language, dialect, code, or register that is chosen” (Vakili et al., 2012, p.30). It means instrumentalities also refer to the form of language used, such as formal and informal. Besides, Instrumentalities refer to what form they use in the event. For example, spoken (oral) or written (telegraphic).

2.3.7 'N' for Norms of interaction

”It refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, like loudness, silence, and gaze return and so on” (Vakili et al., 2012, p.30). The term ‘norm’ is defined as a social rule governing the event and the participants’ actions and reactions.

2.3.8 ‘G’ for Genre

“It refers to clearly demarcated types of utterance; such things as poems, proverbs, riddles, sermons, prayers, lecture, and editorials” (Vakili et al., 2012, p.30). These are all ‘marked’ in specific ways in contrast to casual speech.

Besides, the genre refers to the type of language function used by the speaker,

e and became the second guest of Rosie's hotel, but he did not come with
 . Then Alex expressed his feeling that he was falling in love with Rosie.

CHAPTER III

RESEARCH METHODS

In this chapter, the writer presents three subchapters. They are research design, data collection, and data analysis. This chapter elaborates on how this study works.

3.1 Research Design

The writer decided to apply the descriptive qualitative method and language function theory designed by Holmes (2013) related to the formulation of research problems. According to Litosseliti (2010, p. 52), “descriptive is concerned with structures and patterns, and how something is.” Besides, Patton (cited in Qosam, 2017, p. 20) stated that “qualitative research is characterized by the aims, which relate to understanding some aspects of social life, and generate words, rather than number as the data of the analysis.” Meanwhile, descriptive is the process of compiling the data without making a hypothesis. Furthermore, “a descriptive qualitative method is to obtain a systematic description and accurate data which are dynamic, complex, and need a deep understanding. Regarding the explanation, the writer uses the words, sentences, phrases, or clauses as the data of the study (Ulum and Setiawan, 2014, p. 3).” Moreover, this study applied descriptive qualitative as the research methods in which the result was the phenomenon without measuring the number or scale because the writer interpreted the data analysis.

Love, Rosie movie is a data source of this study. The movie was released in 2014, and Juliette is the scriptwriter of this movie. The director of the *Love, Rosie* movie is Cristian Ditter. *Love, Rosie* movie has an hour and forty-three long durations, including the movie's opening and closing. The source of data is in the

3.2.3 Research Instruments

Researcher as a key instrument: Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol—an instrument for collecting data—but the researchers are the ones who gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers.

3.2.4 Data Collection Techniques

In collecting the data, the writer followed several procedures. They are downloading the movie and the script, watching the movie, and checking the script. The last is identifying Rosie's utterances and Alex's utterances by giving the code. A more detailed explanation is stated below:

3.2.4.2 Watching the movie and checking the script (2014)

After downloading the *Love, Rosie* (2014) movie, the writer watched the movie and checked the script carefully several times. The writer noticed whether the script matches the movie's utterances when watching the *Love, Rosie* (2014) movie. Besides, the writer also noticed the context when the communication happens.

3.2.4.3 Identifying

[illegible]

3.2.4.5 Coding

To distinguish between one language function and another language function, the writer used different colors as the coding. Every single color indicated one language function. When there are two or more language functions in an utterance, the writer gave more than one color. The coding is as follows:

- The expressive language function is indicated pink.
- The directive language function is indicated in orange.
- The referential language function is indicated soft green.
- The metalinguistic language function is indicated dark green.
- The poetic language function is indicated brown.
- The phatic language function is indicated soft blue.
- The heuristic language function is indicated dark blue.
- The commissive language function is indicated in purple.

3.3 Data Analysis

In Analysing the data, the writer follows some steps. They are
classifying, calculating, comparing and drawing the conclusion. The writer
explained each step more detailed in the following sub-chapter:

3.3.1 Classifying

After coding, the next step is classifying. Classifying is the grouping process where the writer separated the utterances between male and female utterances. Then both the utterances are grouped into eight language functions designed by Janet Holmes (2013), which are each type of language function has each

Table 3.1 Example of Classifying Alex and Rosie's Utterances of Language Functions

Alex's Utterances	Rosie's Utterances
Expressive Language Function	
1. "I thought you might be in love with me or something."	1. "I'm so embarrassed about last night." 2. "It was awful"
Directive Language Function	
1. "Just look at Greg right now"	1. "Come here" 2. "Go for it"
Referential Language Function	
1. "For your information, she has been giving me the eye."	1.
Metalinguistics Language Function	
1.	1.
Poetic Language Function	
1.	1. "Katie." 2. "Sweet little Katie." 3. "I promise, Katie," 4. "I'm going to be a good mummy Katie" 5.
Phatic Language Function	
1. "Hi"	1.
Heuristic Language Function	
1. "You know a rowing boat?"	1.
Commissive Language Function	
1. "I'll see you there."	1.

After classifying the data, the writer creating a table to calculate the total for Rosie's utterances and Alex's utterances (see table 3.1). Then, the writer calculated the average for every type of language function to fill the table. The formula is:

N = the total of data

Language Functions by Male (Alex)			Language Functions by Female (Rosie)		
Type	Amount of Data	Percentage	Type	Amount of Data	Percentage
Ex			Ex		
Di			Di		
Ref			Ref		
Met			Met		
Poe			Poe		
Pha			Pha		
Heu			Heu		
Co			Co		
Total			Total		

- Ex = Expressive function
- Di = Declarative function
- Re = Referential function
- Met = Metalinguistic function
- Poe = Poetic function

FINDING AND DISCUSSION

4.1 Findings

4.1.1 The Types of Language Functions Used by the Main Male and Female Characters

[illegible]

According to the data table above, the finding of this study shows Alex, who is the main male character in *Love, Rosie* (2014) movie produced 50 utterances of language functions. They are divided into three-ten utterances of expressive, twenty-two utterances of the directive, seven utterances of referential, three utterances of metalinguistic, eight utterances of phatic, an utterance of heuristic and six utterances commissive. While Rosie, the main female character in *Love, Rosie* (2014) movie, produced 105 language functions. They are thirty-seven utterances of expressive, seven-ten utterances of the directive, seven utterances of referential, ten utterances of metalinguistic, seven utterances of poetic, eight-ten utterances phatic and eight utterances of commissive.

Language Functions by Male		Language Functions by Female	
Type	Percentage	Type	Frequency
Ex	13	Ex	37
Di	23	Di	18
Ref	7	Ref	7
Met	3	Met	10
Pha	8	Poe	7
Heu	1	Pha	18
Co	6	Co	8
Total	50	Total	105

Language Functions by Male		Language Functions by Female	
Type	Percentage	Type	Frequency
Ex	13	Ex	37
Di	23	Di	18
Ref	7	Ref	7
Met	3	Met	10
Pha	8	Poe	7
Heu	1	Pha	18
Co	6	Co	8
Total	50	Total	105

4.1.1.1.1 Expressive Language Function

According to Holmes (2013,p.275), the expressive language function is “a type of language function that indicates the utterances to express the addresser feelings or emotions,” such as joy, sadness, anger, fear, disgust, many more. The term expression focuses on thoughts, attitude, needs, and intonation. People may express their expression based on what they have experienced and felt. The expression appears due to a social factor and a natural factor.

The following utterances contain the expressive function used by Alex and Rosie in the *Love, Rosie* (2014) movie. The writer analyzed the utterances using language functions theory. While for the contextual aspects, the writer uses Hymes' 'SPEAKING' model.

Datum 1

[illegible]

Rosie: “Alex, you will forever be the boy who wiped bogeys on my favorite party dress, okay? Don’t flatter yourself”.

Alex: “Good. I know boy-girl friendships can be quite complicated sometimes, but you know I’m always here if you need to talk.”

Rosie: “What do you think? Boobs natural or pushed up? In or out?”

Alex: “Well, uh, I mean, it depends. Is it for dancing, or is it, um...”

Rosie: “Who knows?”

Based on the conversation above, Alex produced one utterance in which refers to the expressive language functions. The expressive language function's definition of expressive language function focuses on expressing the addresser's feelings and its language functions to explain human thought or human idea. On datum 1, Alex produced the utterances referred to the expressive language function. It is "I thought you might be in love with me or something." In this case, Alex expressed his opinion or ideas to Rosie. He thinks that Rosie has crushed on him.

Context:

On datum 1, the participants of the conversation are Alex and Rosie. The setting of place and time of the conversation was in Rosie's house. The purpose of the conversation was for Alex to express what he thought about Rosie. Alex thinks that Rosie is falling in love with him. The chronological order began when Alex comes to Rosie's house to ask for help on her tie. Suddenly, Alex said that he thought Rosie was falling in love with him, but Rosie denied that. The key tone shows that Alex's utterance was naive and overproud. The instrument is orally and delivers informally. The norm indicates Alex spoke earnestly, but Rosie responses to him with a joke. The genre of Alex's utterance is expressive.

Datum 2

On the phone

Alex: “Rosie!”

Rosie: “Alex! Thank God! Where are you?”

Alex: “I’m on my way out!”

Rosie: "No, wait, you've got to help me, there's been an accident!"

Alex: **“Christ, what?”**

Rosie: “No, no, no, sorry, no, that’s what I meant. Everything’s fine.”

Alex: “Jesus, you scared me!”

Rosie: "I mean, there was an accident, um, with the thing with Greg, you know?"

Alex: “Well, that happens, Rosie!”

Rosie: “No, no, Alex. Something that I need to figure out right now. Alex, I need to get rid of it. It got lost and I can’t find it and I don’t know what to do.”

Alex: “You’re not making any sense, Rosie! Can we just talk about this later?”

Rosie: “No, Alex, please!”

Alex: "Okay, you need to be really clear and really precise!"

Rosie: "Okay, the condom came off inside my vagina and at present I'm unable to locate it!"

Alex: “That’s way more information than I needed.”

Based on the conversation above, there are some language functions used by Alex and Rosie. Alex produced two utterances that referred to expressive language function. In this case, Rosie called Alex, and Rosie tells him that she has been in an accident. Alex was surprised and produced the utterances “Christ, what?” and “Jesus, you scared me!”. He was shocked because Rosie did not tell her what the accident is. Both of the two utterances contain religious matter swear words in which they used the religious aspect to express shock and amazement. Therefore, those utterances are classified as expressive language function since Alex express the utterances to show his amazement, surprising, shocking aspect.

Context:

The participants in the conversation above are Rosie and Alex. The conversation happens at a school dance party at night. The purpose of the conversation is that Rosie asks Alex to help her. It is Because there is an accident between her and Greg. The chronological order began when Rosie had an accident, and she calls Alex to ask for his help. Because they are still in school party in which the place is too noisy. Alex does not hear what Rosie had been said. Rosie explains several times, and finally, Alex understands, and he helps Rosie. The key show's tone shows Alex was panic about Rosie's condition, and they speak loudly. The instruments of the conversation are talking orally by phone, which delivers informally. The Social rule of the conversation is when Rosie asks Alex for help. As her friend, Alex gives his hand to help Rosie. The genre of Alex's utterance is expressive.

B. Rosie's utterances

Datum 3

Rosie's Neighbor: "Hi, Alex. How's it going, mate?"

Alex: "All right."

Rosie's young brother: "It's Alex!"

Alex: “It was totally my fault, the whole thing.”

Rosie's mother: "Oh, I'd love to believe you, Alex, I really would. I just happen to know my own daughter. A fine doctor you're gonna make if this is how you carry on."

Rosie: “Why is everybody shouting? I’m so embarrassed about last night.”

Alex: “No, no, you don’t have to be.”

Rosie: "I'm so embarrassed about last night."

Alex: “Yeah, but bad can be good, too.”

Rosie: **“Good? It was awful. Oh, I feel sick even thinking about it.”**

Alex: “About which part?”

Rosie: “All of it. It never happened. Alex, okay? You can’t tell anyone! Right”

Nevertheless, Rosie felt that it should not happen. She felt what she did was very embarrassing. Rosie expresses her feelings of shame by saying, “It was awful. Oh, I feel sick even thinking about it” for the last time.

TH

hol). So, she does not get drunk and fall. She was embarrassed
the expressive language function. It is “I am so embarrassed
t.” On the conversation, Rosie was so embarrassed that she en
utterance by saying: “I am so embarrassed about last night.” I
ance, she shows her feeling again. Even though Alex tried to
down what she did last night, it was not a bad thing.

Nevertheless, Rosie felt that it should not happen. She felt
very embarrassing. Rosie expresses her feelings of shame by
l. Oh, I feel sick even thinking about it” for the last time.

text:

The participants are Rosie’s neighbor, Rosie’s mom, Alex
conversation above. The setting of place and time of the conver

tone shows that she was ashamed. The instrument is orally and delivers informally. The norm indicates that Alex listens carefully to his complaints and gives a verbal response to reassure Rosie. The genre is expressive.

Datum 4

Alex: "I know we're not officially talking, but I need help with my tie. For a minute there, I thought you might be in love with me or something."

Rosie: “Alex, you will forever be the boy who wiped bogeys on my favorite party dress, okay? Don’t flatter yourself.”

Alex: “Good. I know boy-girl friendships can be quite complicated sometimes, but you know I’m always here if you need to talk.”

Rosie: “What do you think? Boobs natural or pushed up? In or out?”

In the previous utterances, Alex's expression was when he expressed his thoughts or ideas about Rosie. Therefore, Rosie also does the same thing where she also expresses her thoughts or ideas to Alex. In this conversation, she produced the utterance: "Alex, you will forever be the boy who wiped boogies on my favourite party dress, okay?" In this case, Rosie thinks that even though Alex is an adult, Rosie still thinks Alex still looks like the boy she has seen at his dance party. In the utterance, Rosie expresses her feelings by not accepting Alex's opinion regarding her love for him. She denial about it by expressing her opinion, thought, or idea about Alex using that utterance. Therefore, Rosie's utterance is an expressive language function.

Context:

On datum four, the participants of the conversation are Alex and Rosie.

The setting of place and time of the conversation was in Rosie's house. The purpose of the conversation was for Rosie to express what she thinks about Alex. Rosie thinks that he is just a kid who wiped boogies on her favourite party dress. Explicitly, Rosie does not like Alex. The chronological order began when Alex comes to Rosie's house intends to ask Rosie to help him. Suddenly, Alex said that he thought Rosie was in love with him, but Rosie denied that. Rosie rejected Alex's statement indirectly. She said that Alex is the boy who wiped boogies on her favourite party dress. The key shows that the tone of Alex's utterance was naive and overproud. The instrument is orally and delivers informally. The norm indicates Rosie does not justify Alex's statement. Alex listened carefully when Rosie was talking with him. The genre of Rosie utterance is expressive.

4.1.1.1.2 Directive Language Function

Directive language functions are “a type of language functions indicates the utterances attempt to get someone to do something” (Holmes, 2013,p.275). When the addresser gives the orders or commands to the addressee, they usually use an imperative, declarative, or interrogative form. The directive language function is a language used directly to influence, offer, ask, or giving instructions or commands to the addressee.

A. Alex’s utterances

Datum 5

Rosie: “Don’t get blown up by terrorists.”

Alex: "Okay."

Rosie: "Or lose cabin pressure and fall out of the sky."

Alex: “Rosie, wait, wait, wait...”

Rosie: “Or fly into a flock of birds. I mean it!”

Alex: “

Rosie: “No. You’re getting on that plane.”

Alex: “I’ve got you something.”

“Close your eyes.”

“Close your eyes.”

“Give me your finger, okay. Keep it there.”

Rosie: “North America. Keep in touch, okay?”

Alex: "Okay. See you in two weeks, so...Boston."

In that conversation, Alex used four utterances but uses three sentences. Alex repeated the first sentence twice. They said:

1. "Close your eyes."
2. "Close your eyes."
3. "Give me your finger, okay."
4. "Keep it there."

Those four utterances are directive language functions. For the first and second utterances is a sentence that was said two times. In that sentence, Alex gives the command to Rosie to close her eyes. Alex uses a direct imperative sentence pattern which can be seen from the first word. It means the word 'close.' The word 'close' is a verb that is, when placed at the beginning of the sentence, the word has the imperative meaning. Alex uttered the sentence two times because he wants to strengthen that he wants Rosie to close her eyes. Besides, Alex also asked Rosie to give her his finger. It means Alex wanted to give something to Rosie. The direct imperative is also used in this third sentence. The last is on the four utterances. Alex uses the direct imperative form when he asks Rosie to do something. In this case, he wants Rosie to keep the gift. Therefore, these four utterances are declarative language functions because the language uttered gives the command to someone.

Context:

The participants of the conversation above are Rosie and Alex. The setting of place and time of the conversation is in the airport in daylight. The purpose of the conversation is that Alex said goodbye to Rosie when he was about to fly to Boston, Massachusetts, and gave a gift so that Rosie would never forget him. The chronological order is when Rosie takes Alex on the flight to Boston, Massachusetts. Before Alex's boarding pass, Alex asked Rosie to close her eyes, and Alex gave her a globe-shaped keychain. However, Rosie felt sad because circumstances prevented her from going to Boston, Massachusetts, with Alex to continue her study. The key shows that the tone of Alex's utterance is excited and happy. The instrument is orally and delivers informally. The norm of this conversation indicates that Alex is happy because he finally flew to Boston and is about to make his study at Harvard University. However, Rosie is sad because she cannot be like Alex because of her fault. Before Alex left, they hugged goodbye, and finally, Alex did a boarding pass. The genre is directive.

Datum 6

Alex: “A gin and tonic.”

Alex's friend: "Cell? Car keys?"

Alex: “Oh, dude. Come on. Guys, guys, guys no, no, no!”

Alex's friends: "Yup. It's happening! We're going! It's gonna happen! Come on, come on! Come on! Please!"

Alex's friends: "One, two, three!"

Alex: "Okay, okay! Rosie, Rosie, come on, come... **Can you give me a hand?**"

Rosie: "All right."

Alex: **“Come on. Come on! I’m sorry, I’m sorry.”**

Rosie: "Oh."

Alex: "You're looking way too hot right now, Rosie. Come on, all right, okay. If you want it like that."

Rosie: “No, no, no!”

B. Rosie's utterances

Datum 7

Rosie: “Walk to Mummy. Come to me. Good girl!”

Katie: “smiling and walk to Rosie”

In the conversation above, Rosie produced the utterance that referred to the directive language function. In this case, Rosie is with her daughter, Katie. The data shown that Katie started to learn to walk and Rosie gave orders to Katie to walk over to her. Rosie gave the command by uttered the utterance: ‘Walk to Mummy. Come to me’. In order to follow his instructions, Rosie uses the imperative form to give a command to Katie. Katie responses to Rosie using non-verbal language, and she followed what her mother had said by taking a few steps to walk over her. In this case, Rosie uses the directive language function sine Rosie uses the language to request an act from Katie.

Context:

The participants of the conversation above are Rosie and Katie. The conversation is taken place in a yard on a morning on Christmas day. The purpose of the conversation is that Rosie requests action from Katie. It means that Rosie asks Katie to walk over to her. The chronological order happens when Katie start learns to walk. Rosie asks Katie to walk and come closer to her. Katie started to walk and come closer to Rosie. The tone of the conversation is happy. The instrument of the conversation orally and delivers informally. The norm is that when Rosie instructs Katie, Katie follows that instruction. The genre is directive.

Datum 8

Alex: “Uh... Hi.”

Rosie: “Hi...”

The Man (Ruby's boyfriend): "Hey, guys!"

Katie: “No, I want to see him!”

The Man (Ruby's boyfriend): "Come on, out. No, out. I said out! Come on, out, out, out!"

Katie: “No, but I...”

Alex: "So, I, uh... I guess I need a room."

Rosie: “Any baggage?”

Alex: “No. I left it behind.”

Rosie: “So, your wife...”

Alex: “Won’t be joining me. We both knew it wasn’t right.”

Rosie: "Sea view or garden view? I... recommend the sea."

Alex: “Um, sea it is. One room with sea view.”

Rosie: “Um, Ruby would you mind showing our guest upstairs to his room? Please.”

Ruby: "Sorry, chief, but I'm really busy doing the files right now."

Rosie: “Um, please, follow me.”

Alex: "So, I had this weird dream on the plane over..."

Rosie: “Let me guess, you were a clip on the seatbelts? No, I know, you were, um, a valve in those annoying fans that blow cold air on you? I can never turn those things off.”

Alex: "No. No, uh... I was me. And you were you, standing where you are right now, perfect. And I took you in my arms, in a manly kind of way. Like this. And said "Rosie Dunne, can I take you to the dance?"

Rosie: “Better late than never.”

In the conversation above, Rosie produced two utterances that referred to the directive language function. The first is Rosie produced the utterance, “Um; Ruby would you mind showing our guest upstairs to his room? Please.” The utterances belong to the directive language function because the utterance instructs someone to follow that instruction. In this case, Rosie instructs Ruby to accompany and show the room that has been reserved by the visitor, Alex. The utterance uses the Interrogative sentence form. The second is, “Um, please, follow me.” That utterance is a directive language function because the addresser gives

the command to do something. In this case, Rosie accompanies and shows the room by herself. Moreover, she instructs her to follow her instruction. Therefore, both two utterances are labelled as directive language functions.

Context:

The participants in the conversation above are The Man (Ruby's boyfriend), Katie, Ruby, Alex, and Rosie. The conversation sets in Rosie's New Hotel in daylight. The purpose of the conversation is that Rosie wants to deliver and show Alex a room from her hotel by instructing Ruby. The act sequence began when Rosie already has her hotel. In the opening ceremony of his hotel, Alex came as the visitor. So, Alex and Rosie met in the hotel. Alex orders one room for herself. As the hotel owner, she instructs Ruby to accompany and show Alex's room, but Ruby does not want to. Therefore, Rosie accompanies and shows to Alex's room by herself. The key tone of this conversation is awkward and amazed. The instrument is orally and delivers formally. The norm of this conversation is that Rosie asks Ruby to accompany and show Alex's room using polite and formal language. Ruby listens to Rosie and gives a verbal response to Rosie to refuse Rosie's order and say that she is busy. The genre of Rosie's utterances is directive.

4.1.1.1.3 Referential Language Function

Holmes (2013, p.275) stated that “the referential function is a type of language function that indicates the utterances provide information.” Jakobson (1960,p.353) adds that the referential function is “the orientation toward the context.” The referential function shows the addresser’s situation to share the

The participants of the conversation above are Rosie and Alex. The conversation is taken place in the house in daylight. Incredibly, they built a tent from fabric in the house and labeled it as a hotel. The purpose of this conversation is that the addresser (speaker) wants to share the information that he has a weird dream. The chronological order of this conversation is the addresser (speaker) give known to the addressee (hearer) that he has a dream. Then he said that in his dream, he was a rowlock. Finally, to make sure the addressee (hearer) understood, he explained what the rowlock is. The key tone of this conversation is enthusiasm and amazement. The instrument is orally and delivers informally. The norm of this conversation was when the addresser told the story. The addressee was enthusiastic about listening to it, and she responses with a gesture like a smile. There is no verbal reaction from the addressee. The genre of the addresser's utterances is referential.

Datum 10

Rosie: “That was one of the most embarrassing moments of my entire pathetic existence.”

Alex: "You know what? Let's get out of here."

Rosie: “Dino’s should still be open.”

Alex: “I was thinking more Boston, Massachusetts.”

Rosie: “Oh, you think I should flee the country?”

Alex: "I'm serious. This place is a dead end, we've been saying it for years. And, uh, my dad wants me to try for a scholarship at Harvard."

Rosie: "You are serious."

Alex: **“It’s one of the best medical schools in the world and Boston College happens to have a really great hotel management course. That is what you want to do, isn’t it?”**

In the conversation above, Alex produced one utterance. The utterance is a referential language function. A referential function is a function of language

used to share knowledge and gives the information to the addressee. In this case, Alex shared his knowledge about Harvard University and Boston College, and he gives the information about Boston College. In this case, Alex produces the utterance, “It is one of the best medical schools in the world. And Boston College happens to have a great hotel management course”.

Context:

In the conversation above, Rosie and Alex talked about the school dance party last time. They were on their way home by car at night. The purpose of the conversation is that Alex inquires Rosie to continue her studies in Boston. He told Rosie that Boston College had a great hotel management course. The chronological order started while Alex was driving. Suddenly, Alex said, “You know what? Let us get out of here.” It means that Alex invites Rosie to continue their studies in Boston. However, Rosie does not understand Alex’s what Alex means, and she replies, “Dino’s should still be open.” Therefore, Alex explained that he invites her to go to Boston, Massachusetts, and continue their studies. The key shows that the tone of Alex’s utterance was severe. The instrument is orally and delivers informally. The norm of this conversation indicates that when the addresser told the story, the addressee was enthusiastic about listening to what he said. The genre of Alex’s utterance is referential.

B. Rosie's utterances

Datum 11

Ruby: “It is so great having you as a friend. I mean, every time something goes wrong in my life, all I got to do is look at yours and it puts everything into perspective.”

Rosie: “He proposed to her on a boat. It’s like Kate and Leonardo in that scene on the deck.”

Ruby: “The Titanic.”

Rosie: “Mm-hmm.”

Ruby: "How appropriate. Look, Alex is yours, he always has been. This is just proof of ownership."

Rosie: “He wrote that months ago! And anyway, he’s my best friend!”

Ruby: “No! I’m your best friend! Get it yet?”

Rosie: “We just keep missing each other. Maybe we’re just not meant to be.”

Ruby: “Right. Let me just try and explain this in a language you might understand. Ship. Iceberg. Ship hits iceberg, mayhem, horror, ocean of ice and then Alex on the last lifeboat. One space left. Is it Bethany? Or Rosie? Who’s it going to be?”

On datum 11 above, Rosie is talking to Ruby. In the conversation, Rosie produced two utterances in which referred to the referential language function. It is because Rosie wants to inform and explain something. For the first utterance, she produced the utterance in the form of a declarative sentence. It is: “He wrote that months ago!”. Rosie produced that utterance to explain that she wrote the letter a month ago but that she had just found the letter and read it. Rosie felt the letter was too old to ask Alex about the promise in the letter. On the other hand, Rosie confirmed that Alex would not love her, saying, “he is my best friend!”. Therefore, those two utterances are Referential language functions because both provide the information that was shared to be addressed.

Context:

The participants of the conversation above are Rosie and Ruby. The conversation was taken place and time on a rooftop in the daylight. The purpose is that Rosie examines that the letter was written last month, and she examines Ruby

about her relationship with Alex. The action sequence is when Rosie meets Ruby to tell her that she found the letter from Alex, which contains an expression of Alex's feelings, but they are just friends, so when Rosie tries to contact Alex through the video call. Alex has been living with Bethany and is getting married next week. The key tone shows feelings of sadness, regret, and misfortune. The instrument is orally and delivers informally. The norm indicates that when Rosie spoke, Ruby listened intently, and when Rosie felt she was unlucky to find the letter late, Ruby tried to calm her down. So, in the conversation above, there is an adjacency pairs phenomenon. The genre of Rosie's utterance is referential.

4.1.1.1.4 Metalinguistic Language Function

According to Holmes (2013, p.275), “the metalinguistic function is a type of language function that indicates the utterances comment on language itself.” Metalinguistic is a function in which the language is used to describe or examine or clarify the language itself. For example, ‘Hegemony’ is not a command word.

A. Alex’s utterances

Datum 12

Alex: “Just look at Greg right now. What a bimbo.”

Rosie: "Seriously hot, though. He invited me to the school dance."

Alex: “Uh, what did you say?”

Rosie: “No, obviously. I’m going with you.”

Bethany: "Hey, Alex."

"I missed you in the library today."

Alex: "Yeah, uh, I had nothing... Uh, I mean, yeah. I was a bit... A bit of busy..."

Bethany: “Don’t be a stranger.”

Alex: "Yeah. Yeah, absolutely not. I'll see you there."

The conversation above indicates metalinguistic language function. Alex produces the metalinguistic language function because he used the language to clarify the language used by herself. In order to make a clear the utterance, “Yeah, uh, I had nothing...” Alex uttered the utterance, “Uh, I mean, yeah. I was a bit....A bit of busy”.

Context:

The participants of the conversation above are Rosie, Alex, and Bethany. The conversation above was taken place on a beach in daylight. The purpose is that Alex clarifies that he did not come to the library because he was busy. The act sequence showed when Alex and Rosie were talking. Suddenly, Bethany came and said that she was missing him. Alex examines that he was busy, then Bethany goes and joins with her friends. The key tone indicates that Alex feels awkward and stranger. The instrument is orally and delivers informally. The social rule shows that the turn talking on the conversation above was successful. They portrayed an excellent role on turns talking in the conversation. The genre of Alex's utterance is metalinguistics.

B. Rosie's utterances

Datum 13

Jonathan: “So, you’re new here. I’m Jonathan!”

Rosie: "Rosie!"

Jonathan: “Rosie? So, what do you do, Rosie?”

Rosie: “I’m a Mum!”

Jonathan: "Is that some kind of, uh, performance thing? You're a drama major?"

Rosie: "I'm a mother of a 5-year-old girl!"

Jonathan: "Cool! Cool!"

Rosie: “Um...”

Jonathan: "Can I get you a drink or something?"

Context:

4.1.1.1.5 Poetic Language Function

[illegible]

rhyming word, an ear-catching motto, alliteration or paronomasia, and antithesis.

In this movie, Alex does not produce the utterances that referred to the poetic functions, so the following example covers the utterances of Rosie.

A. Rosie's utterances

Datum 14

Rosie's Mother: "Hello. That'll be the social worker."

Rosie's young brother 1: (Silent and pay attention the baby)

Rosie's young brother 2: (Silent and pay attention the baby)

Rosie's Father: (Silent and pay attention the baby)

Nurse: "Would you like to hold her? Or should I bring her straight downstairs?"

Rosie: **“Katie.”**

“Sweet little Katie.”

“I promise, Katie,”

“I’m going to be a good mummy Katie”

Language Functions:

From the conversation above, Rosie used a poetic language function in which the rhyme of the utterances constructed that utterances sound like a poem. The utterances contain rhyming words. Rhyme is a phenomenon where the last word or syllable in a sentence has the same sound as the last word or syllable before or after it. The utterances rhyme A-A-A-A. Rosie, as the addresser, uttered the utterances to show her feeling to her baby. However, because the utterances have rhymes, they make the sentence sound artistic. Therefore, the utterances are poetic language functions. The utterances are:

"Katie."

"Sweet little Katie."

"I promise, Katie,"

"I am going to be a good mummy Katie."

Context:

The participants in the conversation are Rosie's mother, both of Rosie's young brothers, Rosie's Father, the nurse, and Rosie. The conversation was taken place in Rosie's house at night. The purpose is that Rosie unconsciously expresses her feeling toward her baby through the poem. When the baby is born, the action sequence is when Rosie intends to give it to people to adopt the baby. However, the nurse asks Rosie if she does not want to hold her baby just once. Finally, Rosie held her own and did not permit her to adopt her child. The key tone shows Rosie's utterance is compassionate, and she produced the utterance using low voices. The instrument is orally and delivers artistically. The norm is when Rosie uttered her utterances as the addressee, Rosie's mother, both of two Rosie's young brothers, Rosie's Father, and the nurse listened to what Rosie said carefully without giving a verbal response. The genre of Rosie's utterances is poetic.

Datum 15

Ruby: “It is so great having you as a friend. I mean, every time something goes wrong in my life, all I got to do is look at yours and it puts everything into perspective.”

Rosie: **"He proposed to her on a boat. It's like Kate and Leonardo in that scene on the deck."**

Ruby: “The Titanic.”

Rosie: “Mm-hmm.”

Ruby: "How appropriate. Look, Alex is yours, he always has been. This is just proof of ownership."

Rosie: "He wrote that months ago! And anyway, he's my best friend!"

Ruby: “No! I’m your best friend! Get it yet?”

Rosie: "We just keep missing each other. Maybe we're just not meant to be."

Ruby: “Right. Let me just try and explain this in a language you might understand. Ship. Iceberg. Ship hits iceberg. Mayhem, horror, ocean of ice and then

Alex on the last lifeboat. One space left. Is it Bethany? Or Rosie? Who's it going to be?"

In the conversation above, Rosie produced one utterance that referred to poetic language function in which poetic language function usually uses aesthetic words or parables used in a poem. In conversation, Rosie produced the utterance, “He proposed to her on a boat. It is like Kate and Leonardo in that scene on the deck”. The utterance is a poetic language function because he compares Alex’s proposal to the proposal made by Leonardo when proposing to Kate in the *Titanic* Movie using the word ‘like’. In this case, the utterance is a figure of speech that involves an explicit comparison to make it more assertive and vivid. It is labeled as a simile. The simile is a figure of speech that uses the word ‘like’ or ‘as’. Therefore, the utterance is a poetic function because the utterance compares two things using the word ‘like’.

Context:

The participants of the conversation above are Rosie and Ruby. The conversation was taken place and time on a rooftop in the daylight. The purpose is that Rosie tries to explain how Alex proposed to Bethany by equating or comparing or comparing Alex to Leonardo in *Titanic* movie in which Alex proposed to Bethany on a boat whereas Leonardo proposed Kate on the deck. The chronological order is when Rosie meets Ruby to tell her that she found the letter from Alex, which contains an expression of Alex's feelings. However, when she contacts Alex, Alex will marry Bethany. The key tone shows feelings of sadness and regret. The instrument is orally and delivers informally. The norm indicates that when Rosie spoke, Ruby listened intently, and when Rosie felt she was

unlucky to find the letter late, Ruby tried to calm her down. The genre of Rosie's utterance is poetic.

4.1.1.1.6 Phatic Language Function

According to Holmes (2013,p.275), he stated: “the phatic function is the utterances to express solidarity and empathy with others.” For example, ‘Nice to meet you’. People usually use this function in every interaction or communication. This is also confirmed by Newmark (1988,p.43) “the phatic function of language is used for maintaining friendly contact with the addressee rather than for crucial foreign information.

A. Alex's utterances

Datum 16

Phil: “So, the last time I looked that depressed, I tried to hang myself with my favorite tie. Hi, I’m Phil.”

Alex: "Alex."

Phil: “I’ve been sent to play fairy godmother.”

Alex: "You don't look the part, mate."

Phil: "My sister's been driving me crazy. She wants to know, would you buy her a drink?"

Alex: “Which one is she? The hot girl from class?”

Phil: “Sally, the bright sunflower in the family window box.”

Sally: “Hey!”

Alex: “Hey!”

Sally: "Everybody has been wondering. Why the cute British guy looks so sad."

Alex: "Sorry."

Sally: "It's time to realize you're here with us and that we might be fun to be with."

In the conversation above, Alex produced one utterance that referred to the phatic language function. Phatic language functions are usually used in daily interactions such as greeting, gossip, and others. In this case, Alex produced the

utterance “Hey!” when he met Sally. The utterance also shows solidarity because Alex replays to Sally’s greeting.

Context:

The participants in the conversation are Phil, Alex, and Sally. The conversation happens in a bar at night. The end of the conversation shows Phil wants to introduce Sally to Alex. Alex was interested in it, and he meets Sally. The chronological order began when Alex was drinking, and he looks half-drunk. Phil comes closer, introduces himself, and says: “my sister’s been driving me crazy. She wants to know, would you buy her a drink?”. Alex interest in that, and finally they met and gave a greet to each other. The key tone of this conversation shows that Alex was talking with Sally and Phil unconsciously because he was drunk. The instrument is orally and delivers informally. The social rule shows Alex was shocked because Rosie already has a child without him knowing it before. Alex was stressed about it. The genre of Alex’s utterances is phatic.

Datum 17

Alex: “All right! All right! Good to see you! So, tired? Hungry?”

Rosie: "No. Why?"

Language Functions:

The conversation above contains a language function. That is phatic language function. In the conversation above, the function of the phatic language function is to greet someone. In this case, Alex uttered, “Good to see you!”. The utterance involves a greeting expression in the form of informal language. Alex used those utterances to maintain friendly contact with the addressee. Besides,

Alex's utterances show the sentence used to start a conversation and social interaction. Besides, Alex uttered, "So, tired? Hungry?" to show his solidarity and empathy toward the addressee. In this case, Alex asks about Rosie's condition in which she recently arrived from England to visit Alex in Boston, Massachusetts. Moreover, Alex's utterances are phatic language functions since he used the language to interact with the addressee, and the language shows solidarity and empathy.

Context:

The participants in the conversation above are Rosie and Alex. The conversation sets in the airport in daylight. The purpose of the conversation is social interaction, like giving a greeting and asking the condition of the addressee after not seeing each other for a long time. The chronological order began when Rosie arrived from England, and Alex greeted her and asked about her condition. The key tone shows that Alex is excited and happy. The instrument is orally and delivers informally. The norm of this conversation is that Alex was happy to see Rosie arrived in Boston; he greeted her and asked her how she was with enthusiasm. Rosie also enjoyed meeting Alex and enthusiastically listened to what Alex had to say and then verbalized Alex. The genre of Alex's utterances is phatic.

B. Rosie's utterances

Datum 18

Rosie: “Hi”

Alex: "Hi"

Teacher: “Alex Stewart?”

Student 1: “Yeah!”

Student 2: “Yeah!”

Language Functions:

From datum two above, Rosie used the phatic expression. Rosie greets Alex because she tries to be friendly to the children at the school. This scene is when Rosie and Alex were first met and greeted each other, then eventually became friends until they grew up. Rosie greets Alex with the greeting ‘Hi,’ which is used in everyday conversation. The word ‘Hi’ is a greeting sentence that can greet people we already know or the stranger. Rosie used the utterance to interact with Alex. In this case, Rosie greets Alex when they do not know each other yet. Therefore, that utterance was categorized as a phatic language function because the aim of that utterance is for greeting.

Context:

The participants in the conversation above are Rosie, Alex, the students, and the teacher. The conversation about was taken place in the kindergarten school, especially in the playground in daylight. The purpose of the conversation is social interaction. The act sequence started went Rosie said “Hi” to Alex in a playground or playground. Suddenly, the setting of place moves into class, and the teacher called Alex because he is still playing and talking to Rosie when the class already started. Rosie watches what Alex is doing while smiling. The teacher tweaks Alex. The key tone of the conversation is enjoyed and spirited. The instrument is orally and delivers informally. The social rules are that there is no exchange of the role of turn-taking in the conversation between Rosie and Alex.

When the teacher directly calls and tweaks him, Rosie only pays attention and smiles. The genre of Rosie utterances is phatic

Datum 19

Ruby: Rosie? Rosie, it's time.

Rosie: **“Everybody!”**

“Please! For those I haven’t had the chance to say hi to properly, I’m Rosie. And this has got to be one of the happiest days of my life.” (after that she is crying).

Language Functions:

In datum 19, there is a conversation between Rosie and Alex when they were five years old. In that conversation, Alex used a heuristic language function for one time. The heuristic language function is language function refers to the language to investigate reality and learn about things. Therefore, the heuristic function on the conversation above is the utterance “You know a rowing boat?” in this case, Alex inquires Rosie to reveal what the rowlock is. Therefore, the utterance was a heuristic language function.

Context:

The participants of the conversation above are Rosie and Alex. The conversation is taken place in the house in daylight. Significantly, they built a tent from fabric in the house and labeled it as a hotel. The purpose of this conversation is that the addresser (speaker) asks the addressee to discover the definition of something. In this case, the addresser asks the addressee about what the rowing boat is. The act sequence of this conversation started when the addresser had a weird dream and informed what the dream is to the addressee. However, the addressee did not give any verbal response. The key tone of this conversation is

enthusiasm and amazement. The instrument is orally and delivers informally. The norm of this conversation is the addressee's enthusiasm in order to listen to what was saying. The genre of the addresser's utterances is heuristic.

4.1.1.1.7 Heuristic Language Function

According to Halliday (cited in Holmes, 2013, p.276), a heuristic function is a type of language function identified by arising from particular interest of researcher that is often or focus of a particular study. The heuristic function of language is also well-known as the ‘tell me why’ function in which later on develops into a whole range of questioning forms. It means that heuristic refers to language as a means of investigating reality and learning about things. The addressers who want to know the answer or the facts from their question may use the heuristic function in their communication (Degaf, 2014, p.48). In “Love, Rosie (2014) ,” the writer did not find a heuristic language function in Alex’s utterances. Rosie did not produce the heuristic language function. Therefore, the following is the analysis of Alex’s utterances.

A. Alex's utterances

Datum 20

Alex: “I had a dream last night.”

<i>...even Alex's weirdest ones. </i>

Alex: **“You know a rowing boat?** That little curvy bit the oar sits in. It’s called a rowlock, by the way. A what? Rowlock, like “bollock” with an “R.” That was me. I was that thing.”

Rosie: (Nodding a head and smiling)

On datum 20 is a conversation between Rosie and Alex when they were little. In this case, he was five years old. In that conversation, Alex used a

Context:

4.1.1.1.8 Commissive Language Function

A commissive function is a category of language function to deal with promises and threats (*commissives*) and marriage vows, bets, and declarations of war (*performatives* or declarations).

A. Alex’s utterances

Datum 21

Alex: “Just look at Greg right now. What a bimbo.”

Rosie: "Seriously hot, though. He invited me to the school dance."

Alex: “Uh, what did you say?”

Rosie: “No, obviously. I’m going with you.”

Bethany: “Hey, Alex.”

"I missed you in the library today."

Alex: “Yeah, uh, I had nothing... Uh, I mean, yeah. I was a bit... A bit of busy...”

Bethany: “Don’t be a stranger.”

Alex: “Yeah. Yeah, absolutely not. **I’ll see you there.**”

Bethany: “Hey, girls!”

Bethany's friend: "What did he say to you?"

Alex: “She wants me to take her to the dance.”

Rosie: “Really?”

Alex: "Yeah, imagine."

Rosie: "Take her, if it means that much to you."

Alex: "Come on. You'd have no one to go with."

Rosie: “Uh I got asked by the fittest guy in our year, Alex. I think I’m fine.”

Alex: “What, so actually this is quite convenient for you.”

Rosie: “Yeah.”

Alex: “All right. Well, yeah, **I’ll go ask her then.**”

Rosie: “Go for it”

Alex: “Ok fine, I will.”

On datum 21, there is a conversation between Rosie, Alex, and Bethany.

They are talking about the school dance event. In the conversation above, Alex produced three utterances that referred to the commissive language function. The commissive language function is usually used to commit themselves to do something in the future. First, Alex always comes to the library, but he misses coming to the library one day. It makes his friend, Bethany, come to Rosie Alex, who is talking, and she said, “Hey, Alex, I missed you in the library today.” Alex feels like the next day, and he will come to the library again and meet Bethany.

Context:

Datum 22

[illegible]

“Rosie, “you deserve someone who loves you with every beat of his heart. Someone who will and who will love every part of you, especially your flaws. I always be there for you, I know Katie needs her dad. I don’t want to intrude. So, if this is all wrong, just ignore it and **I promise I’ll never broach the subject again.** Greg’s not the man for you, Rosie. Twice I’ve let you slip through my fingers. Let’s stop being afraid and take the chance. I know now I can make you happy. Call me if you feel the same way. Love, Alex”.

Language Functions:

On datum 22, there is one utterance of Alex referred to commissive language function. He directly expresses what he intends to commit himself to do in the future with the promise. In this case, Alex promises that he will not talk about his feelings for Rosie again Rosie denied her by uttered:” I promise I’ll never broach the subject again.” In this case, the utterance was a commissive language function since Alex used the language to commit some future actions toward the addressee.

Context:

The participant on datum 22 is Rosie as the reader and Alex as the sender. The conversation above sets in Rosie's house in daylight. The act sequence began when Rosie found the letter that Greg had hidden from her all this time. The key tone shows sadness and regret. The instrument is telegraphic and delivers informally. The norm indicates that Rosie read the letter carefully. The genre of Rosie's utterance is commissive..

B. Rosie's utterances

Datum 23

Rosie: “Alex. What are you doing here?”

Alex: "Just back for the weekend. Thought I'd surprise you."

Rosie: “Great! Uh, yeah. Let’s go for a coffee then.”

Alex: “Ah! No, no. Let’s stay here Why don’t you put the kettle on? So, what have you been up to?”

Rosie: “Oh, just this and that, you know? Nice haircut by the way.”

Alex: “Yeah, thanks. You okay? You seem stressed.”

Rosie: "No! No! Uh, so, how's medicine?"

Alex: “Fascinating. Yeah. We’ve just been doing obstetrics, in fact. Mm-hmm. So much to learn. How do you find these breast pumps, By the way? Some women don’t like them.”

Rosie: “Oh, total nightmare. Oh, God.”
“How did you...”

Alex: “Bethany.

Rosie: "Fast work. I was gonna tell you, Alex, I promise."

Alex: “When?”

Rosie: “I didn’t want to hold you back. She’s had colic for months. My whole life is feeding, winding and nappies. All I can think about is poo. How much, when, what color”.

Alex: “I hope you mean hers. What happened to Greg?”

Rosie: "He miraculously got a job in IBIZA the minute he heard."

Alex: "Can I be godfather?"

Rosie: "I'd love nothing more."

On datum 23 is the conversation between Alex and Rosie. On the conversation, Rosie produced one utterance that referred to the heuristic language function. It is “I was gonna tell you, Alex, I promise.” The utterance demonstrated some characteristics. The first is the utterance that expresses what the addressee wants to do in the future. It can be seen that there is the word ‘gonna.’ The word ‘gonna’ has the same meaning as ‘will.’ ‘Gonna’ is the informal form of ‘will.’ The second is that utterance categories with promises, it indicates with “I promise” at the end of the utterance. Therefore, that utterance was a heuristics language function..

Context:

4.1.2 The Differences Language Functions Used between The Main Male and Female Characters

[illegible]

On the other hand, Alex tends to use directive language functions. In this case, Alex used the highest language function on the directive function. Alex produced 23 utterances of directive language function. In contrast, Rosie tends to use expressive language functions in her communication. Rosie produced 37 utterances of expressive language function, which is the highest frequency of language function used by Rosie.

The second differences are the percentage of the utterances that contain language function. The percentage of language function is used to determine the difference percentage of each language function. The writer found seven of eight language functions used by the main male and female characters in *Love, Rosie* (2014) movie. Each type has a different percentage for male and female utterances. First, a male used seven language functions in their conversation, which is the same as a female character. However, the percentage is different. In male utterances, there is one utterance of heuristic language function or 2%. In comparison, female does not produce any single heuristic language function.

[illegible]

metalinguistics, and phatic, a female character has higher than a male character. The different percentage on male and female characters is inexpressive, and a female has 35% than a male has 26%. In metalinguistics, a female has 9% than a male has 6% and for phatic, female has 17% than a male has 16% in some types of language function. It means in a directive, referential and commissive, male has higher than female. In a directive, a male has 24 % than female has 17%. In referential, a male has 14%than a female has 7%. Last is commissive. In commissive, a male has 12% than female has 8%. The highest percentage of females' language function is expressive, but the highest percentage of males' language function is directive for the male character. The whole language function used by the male and female characters is the expressive language function of a female character. She produces 37 utterances of expressive language function or 35%. The more percentage ratio of language functions are illustrated on the table below:

The second is the different way they expressed directive language functions. Female directive language function tends to be influenced by the context. It means what kind of communication, who, and with whom of the communication has occurred. When and where the communication has occurred. Why and how the communication has occurred are the factors that influence the rising intonation, the use of lexical hedges, formality, and politeness when uttered the directive function.

Datum 25

Rosie: “Like a sister loves a brother and a friend loves a friend. I’ll always stand guard over your dreams, Alex. No matter how weird or twisted they get. **So, please everybody, join me in a toast to the bride and groom.**”

The guests: "To the bride and groom!"

On datum 25, Rosie utterance the directive language function in the form of declarative. A declarative form is more polite than an imperative form when the addresser gives the instruction to be followed by the addressee. In this case, Rosie uses the declarative form to give a speech on her friend's wedding day. Therefore, the situation is formal speech, and she uses the more-polite form when she uttered the utterances.

Last but not least is the difference in the way they express phatic language function. Rosie tends to use phatic utterances to show his empathy, such as asking about the condition. Besides, Alex uses the phatic language function to greet someone.

Datum 26

On the text message

Alex: “I dreamt, I was an arrow. The little metal bit right at the tip of an arrow, Whizzing through the air”

Rosie: “What did it feel like?”

Alex: “Weird.”

Rosie: “Don’t worry, you always have dreams like that”

Alex: "I miss u Rosie, please come visit, ok?"

The conversation above shows when Alex tells Rosie that he has a bad dream. He calls Rosie by texting the message. Rosie asks Alex about his condition to show her solidarity. Besides, Rosie tries to explain that there is nothing happens. In, females use the phatic language function to shows their solidarity and empathy rather than a male to greet the addressee..

4.2 Discussions

This chapter extends the interpretation of the meaning of finding based on the theory and previous study. In this study, the writer analyses the language function and language used by the main male and female characters in *Love, Rosie* (2014). This present study has a related topic with the previous research by Ikromah (2018) entitled “Language Function Based on Gender Differences in *A Walk to Remember*” and Alfina (2015). She conducted the research entitled “A study of Language Functions Used by the Main Character in *The Pacifier* Movie.” Therefore, in this subchapter, the writer compared the finding of the present study and both of the previous research.

The first previous study is “Language Function Based on Gender Differences in *A Walk to Remember*” by Ikromah (2018). This study covers three research problems. They are about the language functions used by London and Jennie, the second is about the dominant language functions used by London and

Jennie, and the third is about the different language functions used by London and Jennie. The researcher found that London and Jennie used seven of eight language functions on their utterances for the first research problems. London used expressive, directive, referential, metalinguistic, phatic, and commissive. While Jamie's used expressive, directive, referential, metalinguistic, poetic, and phatic. The second research problem is about the language functions used that London and Jennie mostly use. In this study, the writer found that London and Jenny mostly used expressive language functions.

The last finding is about the differences in language functions used by London and Jennie. The first is about the types of language functions used by London and Jennie. London used expressive, directive, referential, metalinguistic, phatic, and commissive. At the same time, Jamie used expressive, directive, referential, metalinguistic, poetic, and phatic. The second aspect is seen from the frequency in the percentage of using the language functions.

Regarding this aspect, the writer found that the percentage of the language functions used by London and Jennie is different. However, there is the same percentage when using the heuristic language functions both of London and Jennie did not produce the utterances that referred to the heuristic function. Furthermore, the portion showed 0% of the heuristic function. The third aspect difference is seen from the way they expressed the language functions. The researcher found that London and Alex said the expressive, directive, referential, metalinguistic, and phatic functions differently in this study. The researcher also found that Jannie tends to speak expressively, emotionally, more politely, give

Another previous researcher is Alfina (2015). She conducted the research entitled “A study of Language Functions Used by the Main Character in *The Pacifier* Movie.” This study covered two research problems. They are about the kinds of language functions Shane used in talking to the children in *The Pacifier* movie. The second is about the contexts of language functions used by Shane's character when talking to the children in *The Pacifier* movie. The finding showed that Shane used seven of eight types of language functions. They are expressive, directive, referential, metalinguistic, phatic, heuristic, and commissive language functions. The second finding is about the context of language functions used by Shane in talking with the children. In this study, the researcher found that “the social status and occupational status influenced by the language or mode of speaking, and variability of communication depends on those social or cultural traits” (Alfina, 2015, p.70).

[illegible]

There are some findings in this present study. According to the previous study above (Ikromah, 2018 and Alfina, 2015), the researchers found seven of eight language functions in those research. Thus, in this study, the writer also found seven of eight language functions used by Alex and Rosie in *love*, *Rosie* (2014) Alex produces 50 utterances containing seven language functions. They are as follow:

- In contrast, Rosie produces 105 utterances that contain seven language functions.
- They are:

- [illegible]

- well Hymes (1974). 'SPEAKING' model is the abbreviation for setting, participants, ends, act sequence, key, instrumentalities, the norms of interaction, and genre. Compared with the previous study, this study has the same focus on analysing the context of the language function. The previous research showed that contextual or the component of interaction influence the language function (Sina, 2015). Moreover, the present study displayed the social factor in the language used. It means the people communicate and use the function of language consider when the communication occurs, which covers what is the communication, who, and with whom of the communication. When and where the act has occurred, and why and how the transmission has occurred. It is a difference in language function used in every context or social

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This study has the same finding as the previous study (Ikromah, 2018), which is expressive is the highest percentage of language functions used by the female character. The last is about the differences in the way they expressed each type of language function. In this study, how they spoke the language functions is different when they used the expressive, directive, and phatic functions.

By all the explanations above, to some extent, this study supported the result of the previous researchers, which are the language functions is used in the movie, and considering the context when using language function can help the

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Regarding the answer to the first and second statements of problems, the writer applied Holmes' eight language functions theory (2013) and Hymes' (1974) '*SPEAKING*' model to analyze the context of the language used. Based on Holmes' eight language function theory (2013), the writer found seven of eight

percentage shows that the expressive function used by a female character is the most dominant language function that is found in *Love, Rosie (2014)* movie. It is 35% of female's expressive function. The third differences are about the way they expressed the language function. In this study, the writer found the difference between males and females used the language function on some types of language function. They are in expressive language function, directive language function, and the last differences in the use of poetic language function.

5.2 Suggestions

This section provides the suggestion and warning. The writer considers it essential to share the suggestion and advice from this research to future research. Furthermore, the writer recommends to future researchers who want to research language function as the main focus of their study. They can explore more about the language function in the different subjects. Then, future researchers could combined language function research with another factor. The writer hoped that the researcher applied another aspect to be combined with the study of language function used in future research. Last but not least is hopefully, this study can be a helpful reference for them.

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CURRICULUM VITAE



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