

**HARRY POTTER AND THE SORCERER'S STONE (2001) MOVIE
ANALYSIS BASED ON GRICE COOPERATIVE PRINCIPLE
AND ITS CONTRIBUTION TO ENGLISH LEARNING
MATERIAL DEVELOPMENT**



THESIS

Shofi Mashudi

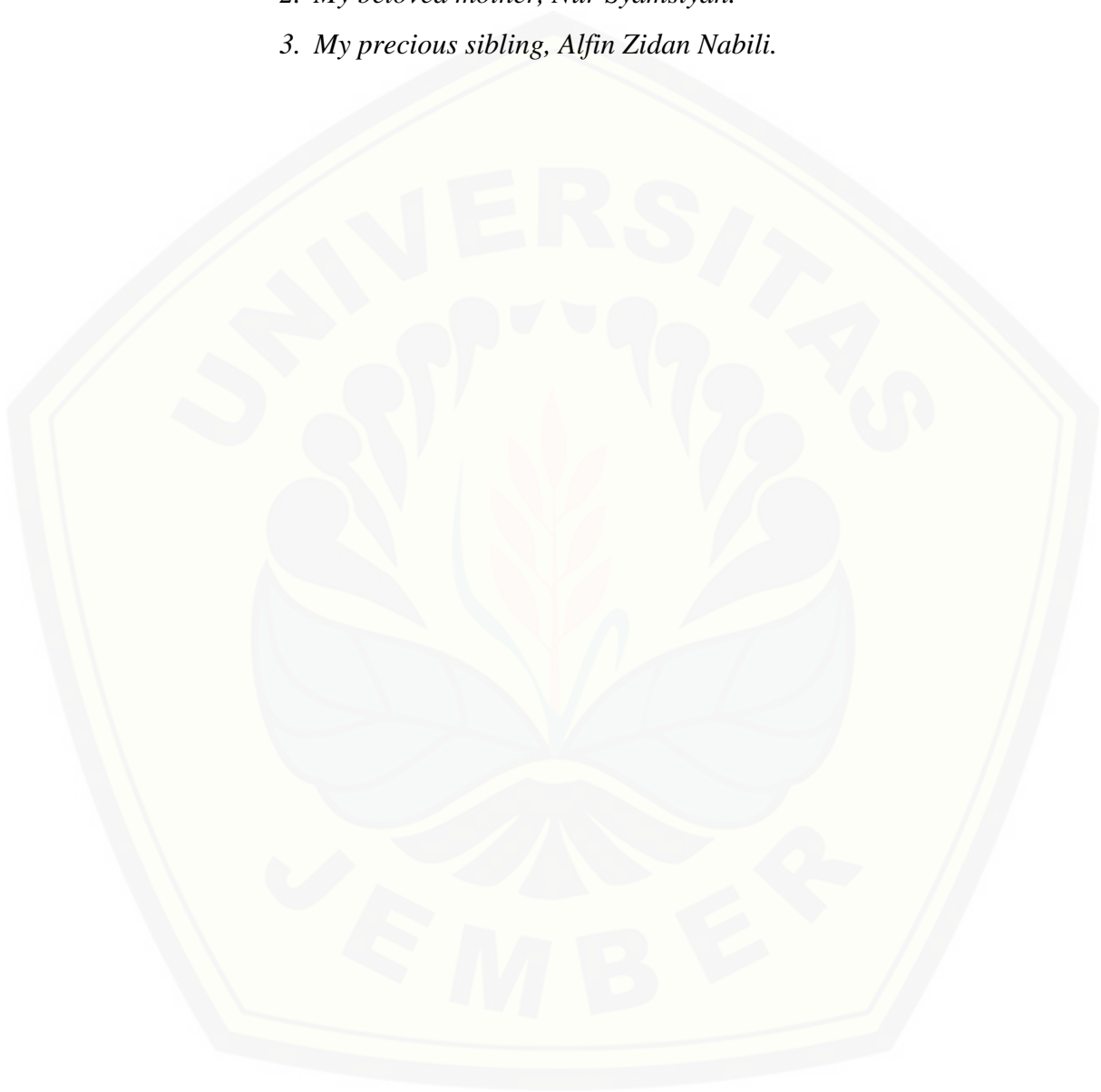
NIM. 140210401004

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

DEDICATION

This thesis is whole heartedly dedicated to:

- 1. In memoriam my beloved father, Achmad Mashudi.*
- 2. My beloved mother, Nur Syamsiyah.*
- 3. My precious sibling, Alfin Zidan Nabili.*



MOTTO

“It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.” (Rowling, 1998)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award. I hereby grant to the University of Jember the right to achieve and to reproduce and communicate to the public my thesis of project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, June 2020

The Writer

Shofi Mashudi

CONSULTANT APPROVAL
HARRY POTTER AND THE SORCERER'S STONE (2001) MOVIE
ANALYSIS BASED TO GRICE COOPERATIVE PRINCIPLE
AND ITS CONTRIBUTION ON ENGLISH LEARNING
MATERIAL DEVELOPMENT

THESIS

Composed to accomplish one of the requirements to obtain S1 Degree at the English Language Education Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

By:

Name: Shofi Mashudi

Identification Number: 140210401004

Level: 2014

Place: Banyuwangi

Date of Birth: June 18th, 1995

Approved By:

The First Consultant

The Second Consultant

Dra. Siti Sundari, M.A.
NIP. 19581216 198802 2 001

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 197802 2 001

APPROVAL OF EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date: 2020

Place: The Faculty of Teacher Training and Education, Jember University

Examination Committee

The Chairperson,

The Secretary,

Dra. Siti Sundari, M.A.

NIP. 19581216 198802 2 001

Dra. Zakiyah Tasnim, M.A.

NIP. 19620110 197802 2 001

Members,

Member I,

Member II,

Drs. Bambang Suharjito, M.Ed.

NIP. 19611025 198902 1 004

Drs. Sugeng Arivanto, M.A.

NIP. 19590412 198702 1 001

The Dean,

Prof. Drs. Dafik, M.Sc., Ph.D.

NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty Allah SWT. Because of the guidance that had been given to me, I could finish the thesis entitled

I fully realise that this thesis would not be finished without the people who kindly showed their support in the thesis writing. I would like to express my deepest appreciation and gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education; Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of the English Education Program.
4. The first and second consultants, Dra. Siti Sundari, M.A. and Dra. Zakiyah Tasnim, M.A. for their guidance and suggestion on the supervision.
5. The examination committee, especially for the examiners, Drs. Bambang Suharjito, M.Ed. and Drs. Sugeng Ariyanto, M.A. for the critics and suggestions.
6. My academic consultant, Drs. I Putu Sukmaantara, M.Ed, for all his suggestions and kindness in guiding and advising me during my college years.
7. The lecturers of English Language and Arts Department for valuable knowledge, guidance and advise during my college years.
8. My family and relatives who always give me moral support, suggestions and motivation.
9. My dearest friends of *Elek-elekan* and all of my friends as well.
10. The big family of Teater Tiang who always support and encourage me to finish this thesis.

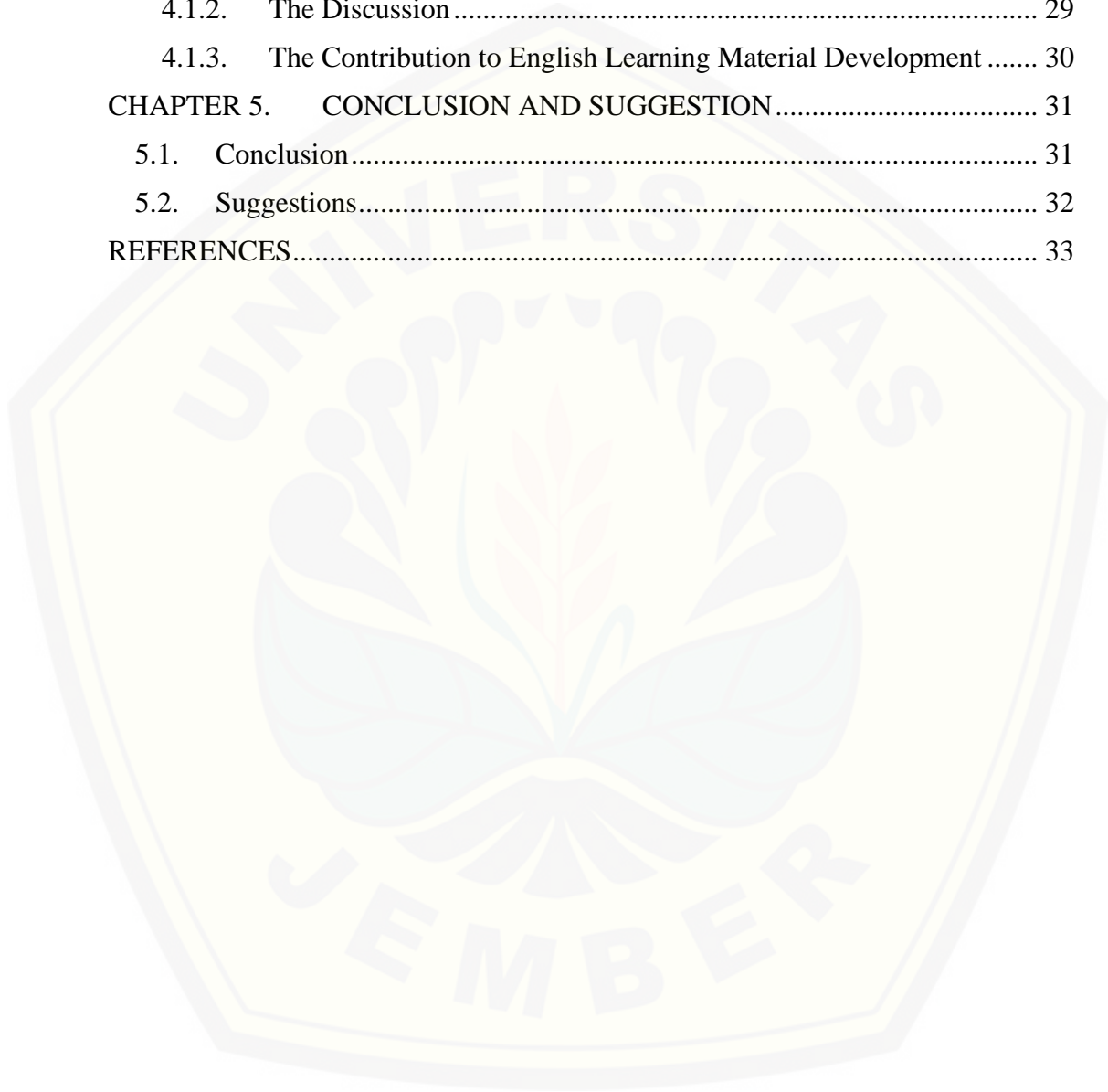
Finally, I hope that this thesis would be useful for the readers. Any suggestions and criticisms are wisely appreciated.

Jember, June 2020

TABLE OF CONTENTS

COVER	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANT APPROVAL	v
APPROVAL OF EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF APPENDICES	x
SUMMARY	xi
CHAPTER 1. INTRODUCTION	1
1.1. Research Background	1
1.2. Research Objectives	3
1.3. Research Contributions	3
CHAPTER 2. RELATED LITERATURE REVIEW	5
2.1. Spoken Discourse in ELT (English Language Teaching)	5
2.2. Grice's (1975) Cooperative Principle	6
2.2.1. The Maxim of Quantity	6
2.2.2. The Maxim of Quality	7
2.2.3. The Maxim of Relevance	8
2.2.4. The Maxim of Manner	8
2.3. Conceptual Review	9
2.3.1. Movie in ELT	9
2.3.2. The Harry Potter and The Sorcerer's Stone	10
2.3.3. The Expression of Intention	11
2.4. Previous Research Review	11
CHAPTER 3. THE STUDY	14
3.1. Research Design	14
3.2. Research Context	14
3.3. Data Collection Methods	14

3.4. Data Analysis Methods	15
CHAPTER 4. RESEARCH FINDINGS AND DISCUSSIONS	17
4.1. Research Findings	17
4.1.1. The Description of Grice's Cooperative Principle.....	17
4.1.2. The Discussion	29
4.1.3. The Contribution to English Learning Material Development	30
CHAPTER 5. CONCLUSION AND SUGGESTION.....	31
5.1. Conclusion.....	31
5.2. Suggestions.....	32
REFERENCES.....	33



THE LIST OF APPENDICES

APPENDIX A. Research Matrix 26

APPENDIX B. The Analysis of Harry Potter and The Sorcerer’s Stone
(Columbus, 2001)..... 29

APPENDIX C. The Example of Expression of Intention Material 31



SUMMARY

The Analysis of “Harry Potter and The Sorcerer’s Stone” (2001) Movie Based on Grice’s Cooperative Principle and its Contribution on English Learning Material Development; Shofi Mashudi, 140210401004, 2020, English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to analyse the utterances produced by the main character of Harry Potter and The Sorcerer’s Stone (2001) movie by using Grice’s Cooperative Principle. The result of this research was expected to contribute on English Learning Material Development besides textbook in teaching the expression of intention. It was also expected to help English teachers be more creative in preparing material for students.

Paul Grice introduced The Cooperative Principle on 1975. Grice said that when we communicate, we assume, without realising it, that we and the people we were talking to, will be conversationally cooperative – we will cooperate to achieve mutual conversational ends. According to Grice (1975), people will have a successful conversation if they achieve the Cooperative Principles which are explained in four sub-principles called maxims. They are the maxim of quantity, quality, relation, and manner. These four maxims establish how the participants should participate in a conversation such as telling the truth, being relevant, and trying to be as clear as they know how to make the conversation runs smoothly. Cooperative principle can be found not only in the real-life communication but also in a movie since it reflects human’s real life. The movie provides real life language input which may be difficult to get in a country which consider English as a foreign language. Sherman in (Khan, 2015) states films are a shift from conventional and offers students realistic learning environment. By watching movies, the students can have entertainment and learn the examples of how language is used to communicate which they cannot find in their textbook.

The research used discourse analysis design. The data were taken from Harry Potter and The Sorcerer’s Stone (Columbus, 2001) movie in the form of

utterance which dealt with expression of intention. The data that had been obtained were analysed and described. The data were also interpreted to get deeper understanding. This research was considered as qualitative research because the data of this research is in the form of words and sentences rather than numbers. The data were analysed by using document analysis. Grice's cooperative principle was used as analysis tool.

The analysis result showed that there were 13 conversations performed by main characters that contained (Grice, 1975) cooperative principle. There were 18 and 8 conversations that belonged to obeying and disobeying Grice's cooperative principle. The researcher found that there were 9 utterances obeyed the maxim of quantity, 12 utterances obeyed maxim of quality, 11 utterances obeyed maxim of relation and 11 utterances obeyed maxim of manner. Meanwhile, there were 4 utterances disobeyed maxim of quantity, 1 utterance disobey maxim of quality, 2 utterances disobey maxim of relation and 2 utterances disobey maxim of manner. Based on the syllabus of *Kurikulum 2013 (K13)*, the result of the analysis can contribute to the English Language Material Development to teach senior high school students especially for speaking skill.

Some suggestions were given to English teachers, English language education students and future researchers. English teachers were suggested to be more creative in preparing learning material for students. In teaching English, an English teacher usually only use textbook to teach their students and sometime it is not adequate for students to learn the material only from the textbook, especially speaking skill. They need to prepare and develop the material that can be used to teach speaking skill, one of them is the conversation in the movies. English language education students were suggested to use this research as a reading reference to get more knowledge about Grice's (Grice, 1975) cooperative principle theory and they also can use this research as the reference in preparing teaching material for *KKMT* program. Future researchers were suggested to use this research as their reference to provide information about (Grice, 1975) cooperative principle analysis.

CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the research. They are research background, research problem and research contribution.

1.1. Research Background

In Indonesia, English is considered as an international language which means it is not used for daily communication. In addition, it is an international language which must be taught at the school. So, students face some difficulties in learning English because usually in learning a new language they transfer their native language habits to the new language. There are four language skills which are related in communicating through language. They are listening, speaking, reading and writing. Besides, there are also language components such as grammar, vocabulary and pronunciation that must be covered.

In order to be good at using language, students need to master four language skills. According to the researcher's experience, an English teacher sometimes focuses on grammar during the English language teaching. He or she may assume that students will understand English when they know the structure of English. The teacher usually explains the grammatical rules and asks the students to do the exercises on their worksheets. The teacher dominates the teaching and learning process with their explanation. Students' communication skill is rarely considered, so they have small chance to use English in the classroom. However, the students are supposed to know how to use the language in real communication context and situation. Therefore, it is important for the students to learn a language both in the written and spoken form.

Based on the 2013's Curriculum, senior high school students in first semester are required to learn many expressions of English, for example the expressions of self-introduction; complementing and showing care; intentions; congratulating others; describing people and place; and giving announcement. The utterances were analysed based on the Grice's maxim. They should be able to use the expressions correctly. Yet, the examples of

the expressions which are provided in the textbook are simple and lack of variation, they cannot show the real use of the expression for communication. In other words, the materials that are provided in the textbook are not adequate for the students to learn.

In the real-life communication, people may perform some expressions as the researchers mentioned in the paragraph above in order to be cooperative. According to Grice (1975), people will have a successful conversation if they achieve the Cooperative Principles which are explained in four sub-principles called maxims. They are the maxim of quantity, quality, relation, and manner. These four maxims establish how the participants should participate in a conversation such as telling the truth, being relevant, and trying to be as clear as they know how to make the conversation runs smoothly.

Cooperative principle can be found not only in the real-life communication but also in a movie since it reflects human's real life. The movie provides real life language input which may be difficult to get in a country which consider English as a foreign language. Sherman (Khan, 2015, p. 46) states films are a shift from conventional and offers students realistic learning environment. By watching movies, the students can have entertainment and learn the examples of how language is used to communicate which they cannot find in their textbook.

There were previous researchers who conducted researches dealing with Grice's cooperative principle. Firstly, a research investigated the communication strategies employed by experienced ground service staff in Chinese domestic airlines. The result showed that the violation of Grice's maxims produced conversational implicature (Xiaoqin, 2017). Secondly, the previous research was aimed to enable students in a single class activity to understand the theoretical foundation of conversation to develop their conversational skills. Upon the completion of this activity, students were able to identify the four Grice's cooperative principles within their conversations. The result showed that this activity had been successful in a

small class (20 students) lasting 50 minutes and easily adapted for different class sizes. In conclusion, this activity allowed students to develop their conversational knowledge and skill in a supportive classroom setting (Jones, 2017). Thirdly, the study investigated the language of five electoral political propaganda texts delivered by Barack Obama. It aimed to show how politicians utilise Grice's maxims and the politeness principle in issuing their propaganda (Al- Ameedi & Khudhier, 2015).

This research will investigate utterances expressed by the main characters in the movie "Harry Potter and The Sorcerer's Stone" (Columbus, 2001), and they were: Harry Potter (Daniel Radcliffe), Ronald Weasley (Rupert Grint) and Hermione Granger (Emma Watson). The utterances were analysed based on Grice's Cooperative Principles (1975).

1.2. Research Objectives

Based on research background, there are two research objectives proposed in this research as follows:

- a. To describe Grice's maxims operated in the utterances expressed by the main characters of "Harry Potter and The Sorcerer's Stone" (Columbus, 2001).
- b. To describe the contributions of the analysis results based on Grice's Cooperative Principle to English Learning Material Development.

1.3. Research Contributions

The results of this research are expected to give some contributions to the English teachers, the students and the future researchers:

1. For English teachers

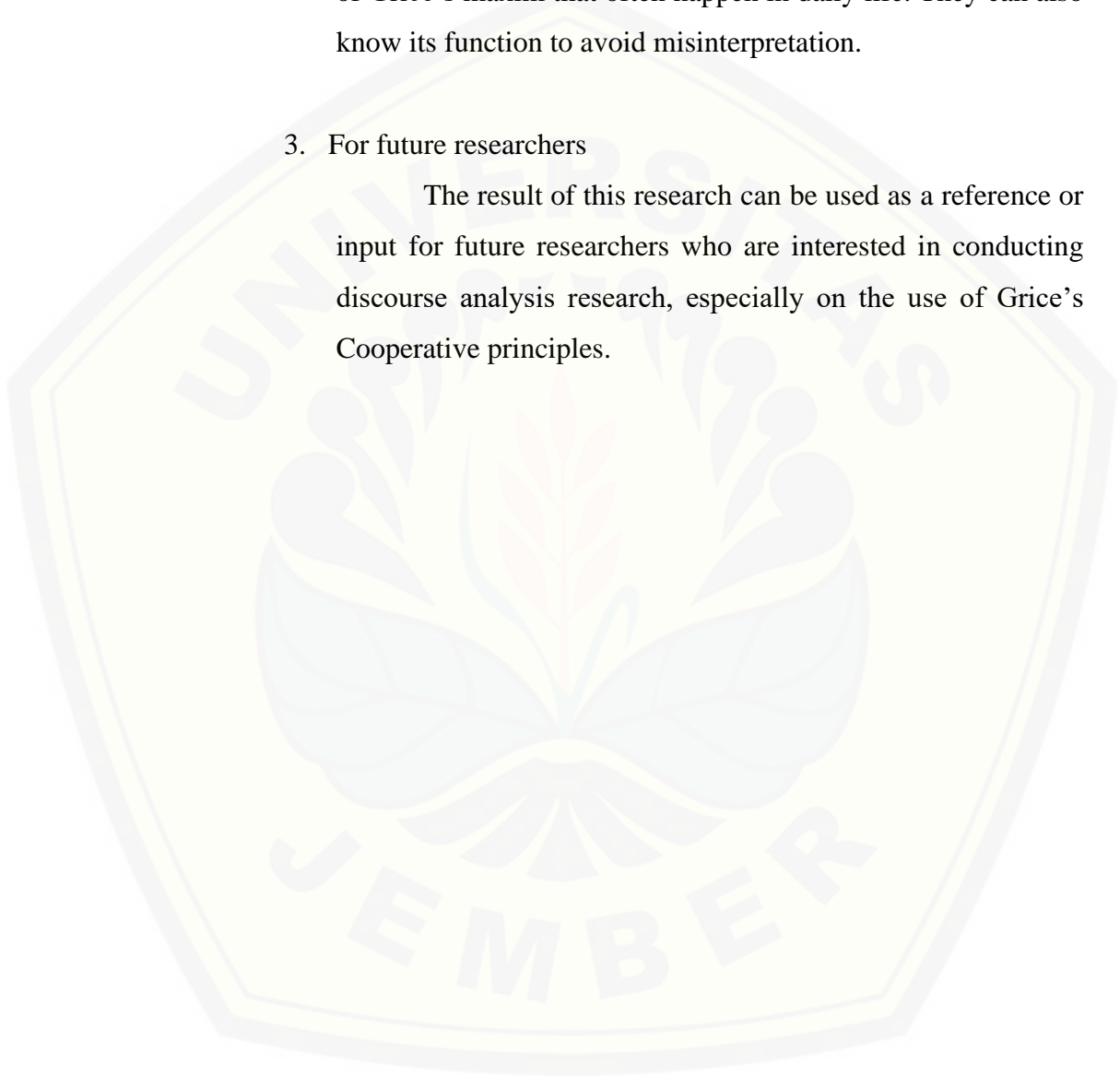
This research result is expected to motivate the English teacher to be more creative in preparing the learning materials for speaking, mainly materials related to the principles of Grice's maxims.

2. For students

This research result can be useful as the reflection of developing the teaching materials of speaking. Besides, it is beneficial for the English teachers to understand the principles of Grice's maxim that often happen in daily life. They can also know its function to avoid misinterpretation.

3. For future researchers

The result of this research can be used as a reference or input for future researchers who are interested in conducting discourse analysis research, especially on the use of Grice's Cooperative principles.



CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents some aspects related to the research, including: theoretical framework, conceptual review and previous research review.

2.1. Spoken Discourse in ELT (English Language Teaching)

Spoken discourse is an interactive speech between two or more people, which is a general language phenomenon in daily life. Speaking, in everyday conversation, usually takes place in real time, is conducted face-to-face, is interactional (Cornbleet & Carter, 2001, p. 59). Spoken discourse is what certain individual means by saying such in a particular place, at a particular time, and to particular other individuals. Spoken discourse will only last long as written discourse if it is recorded electronically (Kreidler, 1998, p. 27). Further, he notes that Just as conventional signals like the blowing of a whistle can have different meaning in different situation. From this statement, we can infer that discourse might be the same but the meaning could be different depending on the context, knowledge and relevance. In the new words, studying discourse means studying the utterances and sentences which are pieces of language which will have different meanings in different situations.

A sentence is not the same as an utterance. An utterance can be understood based on the context, but when it is written, its meaning is limited to the meaning of a sentence. An utterance is an act of speech or speech act; it is a specific event, at a particular time and place and involving at least one person, the one who produces the utterance, but usually more than one person (Kreidler, 1998, p. 26). He adds, “the meaning of an utterance is the meaning of the sentence plus the meaning of circumstances: the time and place, the people involve, their backgrounds, their knowledge, their relationship between one and another, and what they know about one another”. Thus, it can be said that the utterance is a specific event, which is produced in a certain situation to a certain individual (Kreidler, 1998, p. 27). For instance: “*Shut up.*” It sounds familiar in everyone’s ears. The meaning

of *shut up* can be vary because the spoken discourse itself can be produced in many different ways. People should notice who is talking to whom and in what situation the conversation happens. English education teachers cannot just say that the discourse, for instance, *shut up*, is rather inappropriate to say in the classroom. They should explain to their students when and to whom this discourse is allowed to be spoken when it can be considered a rude saying. In the movie, we have to take a look at the character's utterances so that we can know and understand what they really mean.

2.2. Grice's (1975) Cooperative Principle

The cooperative principle refers to the conversational contribution as it is required, in the stage which occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (Yule, 2010, p. 147). It is assumed that participants are trying to be cooperative. He adds that people must follow specific maxims in their communication. These maxims are as follows:

2.2.1. The Maxim of Quantity

Make your contribution as informative as is required, but not more or less, than is required (Yule, 2010, p. 147). Here are the examples of utterances that obey the maxim of quantity and one that disobey/violate the maxim:

The example of obeying:

Train waitress : Anything off the trolley, dears?

Ron : No, thanks. I'm all set.

Harry : **We'll take the lot.**

(Columbus, 2001)

In the example, Harry gives an answer to Train waitress without adding other information.

Example of disobeying/violation:

Hermione : It's guarding something.

Harry : Guarding something?

Hermione : That's right. Now, if you two don't mind, **I'm going to bed** before either of you come up with another idea to get us killed. Or worse, expelled.

(Columbus, 2001)

In this example, Hermione's gave Harry and Ron too much information because she wanted to sleep though they talking about the dog at first.

2.2.2. The Maxim of Quality

Do not say what is believed to be false and for which the speaker lacks adequate evidence (Yule, 2010). Here are the examples of the utterance that obeys the maxim of quality and that one violates the maxim.

Obeying:

Hermione : Holy cricket, you're Harry Potter! I'm Hermione Granger. And you are?

Ron : I'm Ron Weasley.

Hermione : Pleasure. You two better change into robes. I expect **we'll be arriving soon.**

(Columbus, 2001)

In the example, Hermione tells the truth that the train was about to arrive.

Violating:

Hermione : Good. You can help Harry then. **He's going to the library to look up for the information on Nicholas Flamel.**

Ron : But we've looked hundred times!

(Columbus, 2001)

In the example, Hermione gave Harry and Ron wrong information regarding Nicholas Flamel.

2.2.3. The Maxim of Relevance

Both the speaker and the hearer must be relevant (Yule, 2010, p. 147). Here are the examples:

Obeying:

Ron : Take a bit of toast, mate. Go on.

Hermione : Ron's right, Harry. **You'll gonna need your strength today.**

(Columbus, 2001)

In the example, Hermione's relates to what's Ron's suggestion, not talking about something else.

Violating:

Hermione : It's guarding something.

Harry : Guarding something?

Hermione : That's right. Now, if you two don't mind, **I'm going to bed** before either of you come up with another idea to get us killed. Or worse, expelled

(Columbus, 2001)

In the example, Hermione's answer is not relevant to Harry's question. Hermione says something else which is not about Harry's problem.

2.2.4. The Maxim of Manner

Put what you say in the clearest, briefest, and most orderly manner (Yule, 2010, p. 147). Here are the examples of utterance that obeys the maxim of manner and that one violates the maxim:

Obeying:

Harry : **I'll go first. Don't follow until I give you a sign.** If something bad happens, get

yourselves out. Does it seem a bit... quiet to you?

(Columbus, 2001)

In the example, Harry obeys the maxim of manner: be orderly, because he gave instruction in good order.

Violating:

Hermione : It's Snape. He's jinxing the broom!

Ron : Jinxing the broom? What do we do?

Hermione : **Leave it to me.**

(Columbus, 2001)

In the example, Hermione's statement was leaving obscurity. It can be interpreted Hermione took care of Snape. Another interpretation she would come to Snape to distract him.

Based on the explanations above, these maxims state what participants have to do in order to converse in a maximally efficient, rational, cooperative way: they should speak sincerely, relevantly, clearly and provide sufficient information. In this research, the researcher identified how Grice's maxims operated in the utterances expressed and which utterances can be developed for the learning materials of English in senior high school by the main characters in the "Harry Potter and The Sorcerer's Stone" (Columbus, 2001).

2.3. Conceptual Review

2.3.1. Movie in ELT

Indonesia is a non-English speaking country which makes the teaching of English challenging. Teaching English in a non-English speaking country differs from teaching it in a natural environment where it is spoken every day. In teaching English as a foreign language, teachers should provide appropriate material that can help the students to know the real use of English. Movie can be used as the alternative material to teach English. It can be great help to make language learning become interesting. Movies are

enjoyable source of entertainment and language acquisition (Ismaili, 2013, p. 122). It shows the real use of language that is not presented in the textbooks. Most of the English textbooks used in the English teaching only show the form of the dialogues of some expressions. It makes the students only know about the language meaning without knowing the meaning beyond the expressions. Learning experience can be boosted through the movie by bringing the concepts out of the textbook and into reality.

2.3.2. The Harry Potter and The Sorcerer's Stone

The Harry Potter and The Sorcerer's Stone was a fantasy movie directed by Chris Columbus and distributed by Warner Bros. Pictures. It was based on J. K. Rowling's 1998 novel of the same name (Rowling, 1998). This movie was about an average spectacled eleven-year-old boy who has lived with the Dursley family ever since his parents died in a car crash. The family has always mistreated him for some reason. A giant man named Rubeus Hagrid (Robbie Coltrane) hands him a letter telling him that he has been accepted as a student at the Hogwarts School of Witchcraft and Wizardry on his eleventh birthday. Harry found out that his parents were wizards and were killed by the evil wizard Voldemort (Theo Kypri), a truth that was hidden from him all this years. He started out for his new life as a student, gathering two good friends called Ron Weasley (Rupert Grint) and Hermione Granger (Emma Watson) along the way. They soon learned that something very valuable is hidden somewhere inside the school and Voldemort was very anxious to lay his hands on it (Soumitra, 2016).

Harry Potter and The Sorcerer's Stone (2001) movie was selected as the data source because the language used in this movie is English and the character are English native speakers. This language in the Harry Potter and The Sorcerer's Stone (2001) was easy to understand. This means that this movie can be one of the alternative learning materials to teach how to use language appropriately.

2.3.3. The Expression of Intention

In order to master the expression of intention, learners need to be capable to not only identify the social function, structure and language features and also to produce and write about statement and question about intention. Here were the examples of expression of intention:

Example	Statement form	Question form
I would like to...	I would like to bake cookies.	Would you like to bake cookies?
I will...	I will bake cookies.	Will you bake cookies?
I am going to...	I am going to bed.	Are you going to bed?
I would rather...	I would rather be going to bed.	Would you rather be going to bed?

(Widianti, Rohmah, & Furaidah, 2014, p. 37)

2.4. Previous Research Review

There were some various research findings dealing with (Grice, 1975) cooperative principles:

The first research was investigating the communication strategies employed by experienced ground service staff. The data was collected from questionnaires and in-depth interviews with Chinese domestic airlines' ground staff. This study identified that the communicative challenges usually happened in service failure and service recovery. The result found out the violation of four maxims of Grice's cooperative principle as sub-strategies of over informativeness, telling a white lie, irrelevance, and ambiguity or prolixity. These strategies led to overcommunication which could be routinely employed for the specific professional purposes of saving the passenger's face, gaining the passenger's understanding, reducing conflicts, avoiding complaints, or even establishing a harmonious relationship with passengers. This study exploited that in the ground service communication context, two salient reasons stimulated the overcommunication strategies. Firstly, it was to improve the service quality

and secondly to enhance the passenger's satisfaction to determine the factors to the sustainable development of the airlines. This study was ambitious to seek a new means of understanding and investigating the ground service communication from the perspective of pragmatics. By integrating business communication in ESP context to the classical theory of pragmatics, this study attempted to offer practical suggestions to the frontline communicators (Xiaoqin, 2017).

Then, the second research was investigating the development conversational knowledge and skill through mini-conversations. This research was conducted in a single class activity to enable the students to understand the theoretical foundations of conversation and to develop their conversational skills by talking in dyads with classmate. This students were expected to be able: (1) To understand the importance of conversational skill across communication contexts; (2) To identify the four maxims of Grice's cooperative principle within their conversations; (3) To recognise the factors that affect language use (gender, intimacy, and power) within their conversation; and (4) To produce communication strategies for furthering conversation in future face-to-face and mediated interactions. A small class (20 students) lasting 50 minutes was successfully implemented by this activity. Nevertheless, this exercise could easily be adapted for different class sizes, hybrid or online course formats, and session lengths. For classes of varying lengths, each activity component can be lengthened or shortened, or the activity can be split between two sessions. Briefly, this activity allowed students to develop their conversational knowledge and skill in a supportive classroom setting. The students found listening to their own conversations enlightening, helping them become more aware of the cooperative principle in action. After completing this activity, having a more prepared and effective conversation were felt by the students (Jones, 2017).

The third research was investigating the language of five electoral political propaganda texts delivered by Barrack Obama. It attempted to

achieve a goal to show how politicians utilise Grice's maxims and the politeness principle in issuing their propaganda. To achieve the goal of this study, it was hypothesised that the cooperative principle was frequently observed in political propaganda. The procedures had been done by reviewing the literature about political propaganda along with some pragmatic notions such as cooperative principle was relevant to the goal of the study. The conclusion of this study showed that abiding by the cooperative principles are very important. In all the political propaganda texts, Obama asides by Grice's maxims to keep the communication effective. This was clear in the following percentages: quality 100%, quantity 80%, relevance 80% and manner 60% (Al- Ameedi & Khudhier, 2015).

Based on the previous researches above, the researcher has a final remark that Grice's cooperative principle can be used for analysing the data collected from the utterances expressed by the main characters in the "Harry Potter and The Sorcerer's Stone" (Columbus, 2001). Then, the findings were developed for the English teaching materials of speaking in the form of dialogue.

CHAPTER 3. THE STUDY

3.1. Research Design

A qualitative research is a research which is concerned with developing the explanation of social phenomena (Hancock, 1998, p. 2). Then, (Vanderstoep & Johnston, 2009) explain that the qualitative research produces narrative or textual descriptions of the phenomena under studies. Hence, this research was conducted by using descriptive qualitative design. The researcher chose this descriptive qualitative design because it was intended to describe the results of the analysis of the conversations in the film entitled “Harry Potter and The Sorcerer’s Stone” (Columbus, 2001). Therefore, the research did not only analysed and described the data but also interpreting the data to get a rich and more in-depth understanding of how Grice’s maxims operated in the utterances expressed by the main characters and choosing which utterances that can be developed for learning materials in the “Harry Potter and The Sorcerer’s Stone” (Columbus, 2001) movie. In order to get deep understand movie’s context, the researcher also read the novel written by J.K Rowling in 1998.

3.2. Research Context

The context of this research is the conversations of the main characters in the movie entitled “Harry Potter and The Sorcerer’s Stone” produced in 2001. Harry Potter and The Sorcerer’s Stone is a 2001 fantasy film directed by Chris Columbus and distributed by Warner Bros. Pictures (IMDb: Harry Potter and the Sorcerer's Stone (2001), 2006). The researcher chose this movie to be analysed because the writer, the producers and the characters in the movie are English native speakers, their language can be used as authentic material of the teaching of speaking skill.

3.3. Data Collection Methods

The data of this research were collected through document analysis. The document analysis is a systematic procedure for reviewing or

evaluating document, both printed and electronic material (Bowen, 2009, p. 27). In (Babbie, 2010, p. 333) he affirms that document analysis is the study of recorded human communications, such as books, websites, paintings and laws. Therefore, the data was collected by analysing the document in the form of transcriptions of the conversations of the main characters in the movie of “Harry Potter and The Sorcerer’s Stone” (Columbus, 2001). Then, to get in-depth understand the context of the conversation, the researcher also read the Harry Potter and The Sorcerer’s Stone novel written by J.K. Rowling because the existence of the movie was based on the novel. The research data of this research were the utterances spoken by the main characters who appear frequently in the “Harry Potter and The Sorcerer’s Stone” (Columbus, 2001) movie. In the movie, the main characters are Harry Potter (Daniel Radcliffe), Ron Weasley (Rupert Grint) and Hermione Granger (Emma Watson).

Here are the procedures of collecting the data:

1. The researcher watches the “Harry Potter and The Sorcerer’s Stone” (Columbus, 2001) movie several times to understand the whole storyline and the role of the characters.
2. The researcher reads the “Harry Potter and The Sorcerer’s Stone” (Rowling, 1998) novel to get in-depth understanding of the context.
3. Reading and matching the subtitle and the transcript.
4. Selecting the main characters’ utterances of intentions.
5. Eliminating characters utterances that do not belong to expression of intentions.

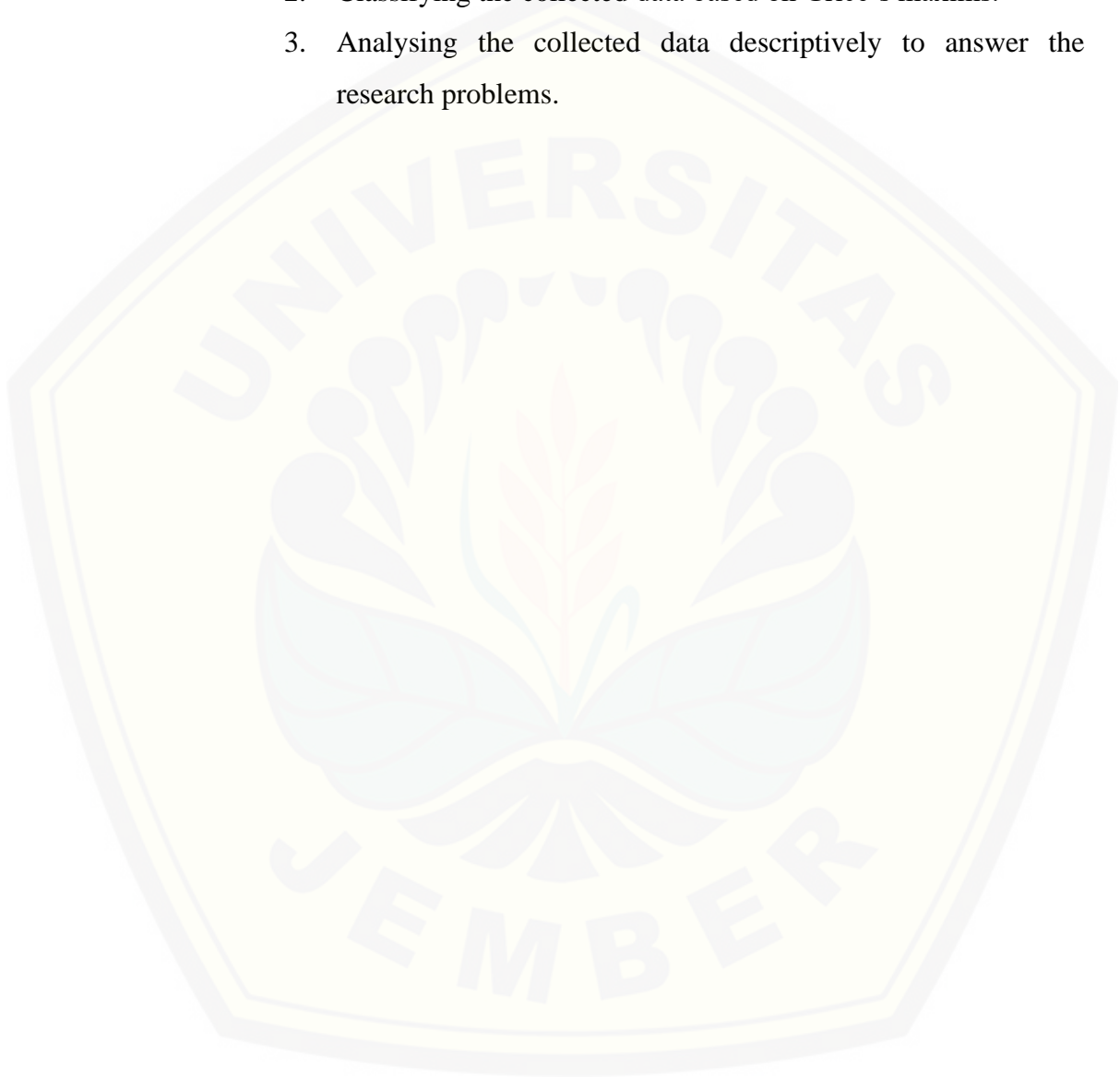
3.4. Data Analysis Methods

(Bogdan & Biklen, 1982, p. 145) state that data analysis works with data which includes organising, classifying, synthesising, understanding the data, and determining the data that was presented. In this research, Grice’s cooperative principle was used as the analysis tool. The data collected from the conversations of the main characters in the movie of “Harry Potter and

The Sorcerer's Stone" (Columbus, 2001) was analysed descriptively to explain the findings.

The steps to analyse the data as follows:

1. Identifying the main characters' utterances of intentions.
2. Classifying the collected data based on Grice's maxims.
3. Analysing the collected data descriptively to answer the research problems.



CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The conclusions were derived from the analysis results and discussion of the research in the previous chapter. The suggestions are given to the English teacher, students and future researchers.

5.1. Conclusion

After analysing the utterances which were found in the Harry Potter and The Sorcerer's Stone movie, it was found that there were 13 conversations containing Grice's cooperative principles. It was found out that every conversation contained more than one maxim. The maxim of quantity was the least that obeyed by the main characters with 9 conversations and 4 conversations that disobey. The maxim of quality had the most conversation with 12 conversations with obeyed the maxim and only 1 conversation disobeyed. The maxim of relation and manner had the same value with 11 obeyed conversations and 2 conversations that disobeyed. From the data above, it could be that the main characters mostly obeyed the Grice's maxim by saying not too little or too much, telling the truth, related, brief and clear information that the contains expressions of intention matched the context and place.

The conversations in the movie can be one of the alternative learning materials, especially for the speaking skill. In non-English country like Indonesia, the movie can encourage students to learn the language more easily because movie provides real life language input which may be difficult to get in non-English environment. The utterances in the movie could be used to develop speaking materials by considering the maxims of Grice's cooperative principles. By using the movie, teachers can show how expressions of intentions as used in the real-life context and situation. The conversations can be used as the teaching materials of expressions of intentions. The researcher created an example of expression of intention

material to make the realisation of contribution of the analysis result based on Grice's maxim. The lesson plan can be found on Appendix C.

5.2. Suggestions

Some suggestions will be given to English teachers, English language education and future researchers.

1. For English Teachers

English teachers are suggested to be more creative in preparing learning material for students, especially in teaching speaking skill. In teaching English, an English teacher usually only used textbook to teach the students and sometime it is not adequate for students to learn the material only from the textbook, especially speaking skill. The needs to prepare and find the alternative materials that can be used to teach speaking skill, one of them is the conversation in the movie. This research result showed that the Harry Potter and The Sorcerer's Stone movie can be used as the alternative learning source in teaching the expression of intentions. By using the movie, teachers can show how the expressions of intention are used in the real-life context and situation.

2. For English Language Education

The Students are suggested to use this research as the reading source in order to get additional knowledge about Grice's cooperative principle theory and they can also use this research as a reference of the teaching materials of speaking results in KKMT program.

3. For Future Researchers

The Future researchers are suggested to use this research as result reference to provide information about Grice's cooperative principle. This research only focusses on the Grice's cooperative principle in a movie entitled Harry Potter and The Sorcerer's Stone. They can analyse the movie based on Grice's cooperative principle.

REFERENCES

- Al- Ameedi, R. T., & Khudhier, Z. A. (2015). A Pragmatic Study of Barak Obama's Political Propaganda. *Journal of Education and Practice* , 86.
- Babbie, E. (2010). Content Analysis. In E. Babbie, *The Practice of Social Research, Twelfth Edition* (p. 333). Wadsworth: Cengage Learning.
- Bogdan, R., & Biklen, S. (1982). *Qualitative Research for Education: An Introduction to Theory and Methods*. Massachusetts: Allyn & Bacon, Inc.
- Bowen, G. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 27-40.
- Columbus, C. (Director). (2001). *Harry Potter and The Sorcerer's Stone* [Motion Picture].
- Cornbleet, S., & Carter, R. (2001). The Language of Speaking. In S. Cornbleet, & R. Carter, *The Language of Speech and Writing* (p. 59). London: Routledge.
- Grice, H. P. (1975). Logic and Conversation. In P. Cole, & J. Morgan, *Syntax and Semantics*. New York: Academic Press.
- Hancock, B. (1998). The nature of qualitative research. In B. Hancock, *An Introduction to Qualitative Research* (p. 2). Trent: Trent Focus Group.
- IMDb: Harry Potter and the Sorcerer's Stone (2001)*. (2006, September 25). Retrieved from IMDb (Internet Movie Database): <https://www.imdb.com/title/tt0241527/>
- Ismaili, M. (2013). The Effectiveness of Using Movies in the EFL Classroom - A Study Conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 121-132.
- Jones, E. B. (2017). Conversing cooperatively: Using “miniconversations” to develop conversational. *Communication Teacher*, 193-197.

- Khan, A. (2015). Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. *ELT Voices- International Journal for Teachers of English*, 46-52.
- Kreidler, C. W. (1998). Utterance and sentence. In C. W. Kreidler, *Introducing English Semantics* (pp. 26-29). London: Routledge.
- Rowling, J. (1998). *Harry Potter and The Sorcerer's Stone*. New York: Scholastic Press.
- Soumitra. (2016, August 25). *Harry Potter and The Sorcerer's Stone Plot Summary*. Retrieved from IMDb:
<https://www.imdb.com/title/tt0241527/plotsummary>
- Vanderstoep, S., & Johnston, D. (2009). *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*. San Fransisco: Jossey-Bass.
- Widianti, U., Rohmah, Z., & Furaidah. (2014). Expressing Intention. In U. Widianti, Z. Rohmah, & Furaidah, *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X Semester 1* (p. 37). Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Xiaoqin, L. (2017). Overcommunication Strategies of Violating Grice's Cooperative. *English Language Teaching*, 163-172.
- Yule, G. (2010). The co-operative principle. In P. Grice, *The Study of Language* (p. 147). Cambridge: Cambridge University Press.

Appendix A

RESEARCH MATRIX

TITLE	OBJECTIVES	VARIABLE	INDICATORS	RESEARCH METHODOLOGY
<p>HARRY POTTER AND THE SORCERER'S STONE (2001) MOVIE ANALYSIS BASED ON GRICE COOPERATIVE PRINCIPLE AND ITS CONTRIBUTION TO ENGLISH LEARNING MATERIAL DEVELOPMENT</p>	<p>1. To describe Grice's maxims operated in the utterances expressed by the main characters of "Harry Potter and The Sorcerer's Stone" (2001)</p> <p>2. To describe the contributions of the analysis results based on Grice's maxims to English Learning Material Development.</p>	<p>Grice's cooperative principle, Harry Potter and The Sorcerer's Stone (2001) movie, and English Learning Material Development</p>	<p>The types of Grice's Cooperative Principles:</p> <p>1. Maxim of quality (Both are telling the truth, being genuine.)</p> <p>2. Maxim of quantity (Both saying what was required.)</p> <p>3. Maxim of relation (what they are saying is relevant to the conversation.)</p> <p>4. Maxim of manner (Both were clear, unambiguous, brief and orderly.)</p>	<p>1. Research Design Discourse Analysis</p> <p>2. Research Context Harry Potter and The Sorcerer's Stone and the script</p> <p>3. Research Object The utterances uttered by the main characters in "Harry Potter and The Sorcerer's Stone" (2001) movie</p> <p>4. Data Collection Method</p> <p>a. The researcher watches the "Harry Potter and The Sorcerer's Stone" (Columbus, 2001) movie several times to understand</p>

				<p>the whole storyline and the role of the characters.</p> <p>b. The researcher reads the “Harry Potter and The Sorcerer’s Stone” (Rowling, 1998) novel to get in-depth understanding of the context.</p> <p>c. Reading and matching the subtitle and the transcript.</p> <p>d. Selecting the main characters’ utterances of intentions.</p> <p>e. Eliminating characters utterances that do not belong to expression of intentions.</p> <p>5. Data Analysis Method</p>
--	--	--	--	--

				<ul style="list-style-type: none">a. Identifying the main characters' utterances of intentionsb. Classifying the data based on Grice's maxims.c. Analyzing the collected data descriptively to complete the research objectives
--	--	--	--	---

Appendix B

The Analysis of Harry Potter and The Sorcerer’s Stone (Columbus, 2001)

Data: D (-) QN : Disobeying Maxim of Quantity
 QN : Obeying Maxim of Quantity (-) QL : Disobeying Maxim of Quality
 QL : Obeying Maxim of Quality (-) RL : Disobeying Maxim of Relevance
 RL : Obeying Maxim of Relevance (-) MN : Disobeying Maxim of Manner
 MN : Obeying Maxim of Manner

Code	Minute and Data	Maxims							
		QN	QL	RL	MN	(-) QN	(-) QL	(-) RL	(-) MN
D1	Harry: We’ll take the lot.	√	√	√	√				
D2	Hermione: Pleasure. You two better change into robes. I expect we’ll be arriving soon.	√	√		√			√	
D3	Harry: What’s Seamus trying to do to the water?	√	√	√	√				
D4	Hermione: That's right. Now, if you two don't mind, I'm going to bed before you come up with another idea to get us killed. Or worse, expelled.		√			√		√	√
D5	Hermione: Ron's right. You'll need your strength today.	√	√	√	√				
D6	Hermione: But why would anyone go near that dog?	√	√	√	√				
D7	Hermione: Leave it to me.		√	√		√			√
D8	Hermione: Good. You can help Harry then. He's going to the library to look up for the information on Nicholas Flamel.	√		√	√		√		

D9	Harry: With the Elixir of Life, Voldemort will be strong again. He'll come back.	√	√	√					√
D10	Harry: I'll go first. Don't follow until I give you a sign.	√	√	√	√				
D11	Ron: Go on, Harry! If Snape could catch it on that old broomstick, you can. You're the youngest Seeker in the century.		√	√	√	√			
D12	Hermione: Ron, you don't suppose this is going to be like real wizard's chess , do you?	√	√	√	√				
D13	Harry: He's going to sacrifice himself.	√	√	√	√				

Appendix C

The Example of Expression of Intention Material

A. Materi Pembelajaran

“Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu.”

1. Fungsi Sosial:

Menyatakan niat dan rencana.

2. Contoh Ekspresi

- I'd like to tell about my family.
- I will visit my uncle tomorrow.
- I'm going to fix my bike on Monday.
- I plan to go to college.
- I intend to write a novel.
- I would rather stay at home than go fishing

3. Unsur Kebahasaan

- Kata kerja (Verb) di dalam ungkapan:
 - I would like to + V1 + C/O
 - I will + V1 + C/O
 - I'm going to + V1 + C/O
 - I want to + V1 + C/O
 - I plan to + V1 + C/O
 - I intend to + V1 + C/O
 - I would rather + V1 + C/O
- Tata Bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan/cetak yang rapi dari kota kata yang ada dalam video.

4. Contoh teks

- Teks 1

Ron : Take a bit of toast, mate. Go on.

Hermione : Ron's right, Harry. **You're going to need your strength today.**

Harry : I'm not hungry.

- Contoh tersebut diatas dapat digunakan untuk menyatakan niat kepada teman untuk mengingatkan betapa pentingnya makan sebelum mengikuti lomba.

- Teks 2

Train waitress : Anything off the trolley, dears?

Ron : No, thanks. I'm all set.

Harry : **We'll take the lot.**

- Contoh diatas dapat digunakan untuk mengungkapkan niat untuk membeli suatu barang dalam jumlah banyak.

- Teks 3

Hermione : It's Snape. He's jinxing the broom!

Ron : Jinxing the broom? What do we do?

Hermione : **Leave it to me.**

- Contoh diatas dapat digunakan untuk ungkapan niat akan melakukan suatu rencana.