

REVEALING MEANING OF CHARACTERS' UTTERANCES ON J.K. ROWLING'S NOVEL OF HARRY POTTER AND THE GOBLET OF FIRE USING SPEECH ACT THEORY

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Abstract

The objective of this research was to know how the speech act theory can reveal the meaning from characters' utterances on J.K. Rowling's novel of "Harry Potter and the Goblet of Fire" using speech act theory. The aim of this research was to give a new teaching and learning media by using novel. This research was a descriptive qualitative study which the data were taken from the original version "Harry Potter and The Goblet of Fire" by J.K. Rowling. This research applied three layers of speech acts theory by J. L. Austin (1962) to reveal the meaning of characters' utterances in the novel through the following parts: 1) Finding the locutionary acts from Rowling's novel 'Harry Potter and The Goblet of Fire'. 2) Finding the illocutionary act, that focuses on the intended meaning or the intention of the utterance. 3) Finding the perlocutionary act from the novel. It focuses on the hearers' response or hearers' action. Based on data analysis, it can be concluded that the utterances from the novel of "Harry Potter and The Goblet of Fire" that using indirect speech act. In this research, 18 utterances consist of 9 directives, 7 expressive, 1 representative and 1 commissive.

Keywords: Descriptive qualitative, Harry Potter and The Goblet of Fire, Speech acts theory

Introduction

Language is a facility for sharing information, emotions, experience and knowledge among the people. Owen (2012: 15) states that language enables users to transmit ideas and desires to one another. Therefore language is a media that we use to share our thoughts, ideas and feelings to other people. Language has four skills, such as listening, reading, speaking and writing. In order to teach these skills, teacher may use many media that are appropriate for the students. One of the media that can be used and quite popular is using literature.

According to Collie and Slater (in Pardede 2011: 15) there are four advantages using literature in language teaching. They are:

The first is authentic material. Collie and Slatter (in Pardede 2011: 16) state that "literary texts contain language intended for native speakers, literature stands as a model for language learners to become familiar with different forms and conventions". It means that authentic material in literature is written by native speaker and it is intended for

native speaker. So, the teachers or students get beneficial information about the structure of sentences, its meaning, etc from literature.

The second, it is cultural enrichment. It means that the teachers or the students get the cultural information from literature which is being learned. The teachers or the students can observe the moral valuable, and also get the knowledge about culture in other societies.

The third, it is language advancement. It means that literature contains of grammatical structures and vocabulary items, so that the teachers or foreign language learners can get knowledge about language structure, about how to connect the ideas, grammar, etc.

The fourth is personal growth. From the explanation above, the cultural information can make the teachers or the students know about the different societies. It means that the teachers or students can appreciate better about other culture, society, etc. Besides, it encourages the teachers or the students to have better moral value or personal growth.

Literary text has a complex language. Khatib (2012: 33) states that the language structure in literature is complex and unique. For example, language in the book of *Harry Potter and The Goblet of Fire* by J.K. Rowling has the complex and unique language. In this case, a reader needs to have a good language competence as well as the knowledge of context used in the story. Therefore, it is necessary to learn pragmatic competence in order to understand the language in literature. Santoso, Sujatna and Mahdi (2014: 108) state that pragmatics competence is regarded as a part of language competence or communicative competence. The importance of learning pragmatics in language learning is to understand the interpretation from the addresser/speaker in the form of spoken or written language. According to Levinson (1983: 226), of all the issues in the general theory of language usage, speech act theory has probably aroused the widest interest. So, it is the greatest interest in pragmatics which concerns with what people said through the language by looking at the context. It is not only about the meaning of the people's speech, but also about the performing some acts behind them. Therefore, this study focused on analyzing the utterances in the novel of J.K. Rowling in the original version by using speech act. The story analyzed in this research was "Harry Potter and the Goblet of Fire".

Research Design

The qualitative research focused on analyzing the document materials as well. It was collected in the form of words or pictures rather than numbers. Punch (in Blaxter et al. 2006: 64) says that qualitative research is empirical research where the data are not in the form of numbers. This research was intended to analyze the utterances from a novel *Harry Potter and the Goblet of Fire* using speech acts theory that consisted of the locutionary, illocutionary and perlocutionary acts. These data were collected by applying elicitation technique. The researcher purposively selected the utterances which contained speech acts to be analyzed.

In this research, the researcher used speech acts theory proposed by Austin (1962). The steps of analysis are: 1) analyzing each utterance by speech acts theory, 2) analyzing the context from the utterances, 3) analyzing the felicity condition of the utterances.

Research Finding and Discussion

In this research, the speech acts were identified in *Harry Potter and The Goblet of Fire* but they could not be found in all utterances in the novel. The researcher found 18 utterances which indicated speech acts. The speech acts were analyzed based on the felicity conditions from the utterances. To reveal the meaning from the characters' utterances in Rowling's novel '*Harry Potter and The Goblet of Fire*', it was necessary for the readers to use three layers of speech acts theory by Austin (1962) using following steps: 1) Finding the locutionary acts from

Rowling's novel '*Harry Potter and The Goblet of Fire*'. This layer focused on the literal meaning which made the readers understand the meaning of the utterance. 2) Finding the illocutionary act. It focused on the intended meaning or the intention of the utterance. The illocutionary act could be interpreted by looking at the context of the utterance. 3) Finding the perlocutionary act from the novel. It focused on the hearers' response or hearers' action.

The research found that almost those 18 utterances in the novel of *Harry Potter and The Goblet of Fire*, used indirect speech act. This are the utterances which are founded in the novel.

Excerpt 1

"**You,** he barked at Harry. **In the living room..Now.**" (Ch. 3, p. 29).

The locutionary act from the utterance is Uncle Vernon orders Harry Potter to come in the living room. The illocutionary act from Uncle Vernon's utterance is Uncle Vernon urges Harry Potter to come in the living room for clarifying the post or letter from Mrs. Weasley. The perlocutionary act from this utterance is Harry took an action of coming into the living room by force. So, this utterance is regarding as a felicity condition because this utterance has reached the goal to make Harry come to the living room, although it is by force.

Excerpt 2

"**Look at this,**" he growled. (ch. 3, p. 30)

The locutionary act from the utterance '**Look at this!**' means Uncle Vernon asks Harry to look and explain the post or letter which is from Mrs. Weasley. Then, the illocutionary act from the utterance above is Uncle Vernon feels anxious and afraid when he gets the post from Mrs. Weasley. Perlocutionary act from this utterance is Harry feels annoy and wants to stop arguing with Uncle Vernon. This utterance is regarding as a felicity condition because Uncle Vernon and Harry Potter are insulting each other. In this case, Uncle Vernon is insulting Harry by saying "**Look at this!**". Uncle Vernon concerns and afraid that everyone knows about wizardry and such a thing. On the other side, Harry is insulting Uncle Vernon by saying 'She did put enough stamps on, then'.

Excerpt 3

"**So-can I go, then?**" he asked. (ch. 3, p. 31)

The locutionary act from the utterance "**So- can I go, then?**" is Harry asks Uncle Vernon to allow him to go to the Quidditch World Cup. The illocutionary act from this utterance is Harry Potter is feeling annoy and he wants to stop answering Uncle Vernon's questions. Perlocutionary act from this utterance is Uncle Vernon still asks Harry some questions, it seems that Uncle Vernon does not give him permission to go to the Quidditch World Cup. In this case, character of Harry Potter is including anger, impulsiveness, innately honourable. That is why, Harry feels irritated that Uncle Vernon always blames everything to him. Furthermore, this utterance is not regarding as a

felicity condition or infelicity condition because this utterance has not reached the goal.

Excerpt 4

'It's upstairs,' said Harry, grinning back. (Ch. 4, p. 45)

Locutionary act from Harry's utterance is Harry tells to Mr. Weasley that his trunk is in upstairs. The illocutionary act from the utterance **'It's upstairs'** is Harry informs that his trunk is ready and it is in his bedroom. So, that is why Harry just says 'upstairs' to Mr. Weasley, Fred and George, because they have already know about his bedroom (in Harry Potter book 2, ch. 3, p. 21). Perlocutionary act from this utterance is Fred and George takes Harry's trunk in his bedroom immediately because they know about Harry's room position. This is based on Harry Potter book 2 (ch. 3, p. 21), Fred, George and Ron Weasley had picked up Harry Potter in his bedroom for going back to Hogwarts.

Excerpt 5

'Why don't you show Harry where he's sleeping, Ron?' said Hermione from the doorway. (Ch. 5, p. 54)

The locutionary act from the utterance **'Why don't you show Harry where he's sleeping, Ron?'** is Hermione asks Ron Weasley to show Harry's room. The illocutionary act from this utterance is Hermione orders Ron to take Harry with Ron from Mr and Mrs Weasley's debate. So, Hermione orders Ron to take Harry with him in order to not interfering with Mr and Mrs. Weasley's problem. Therefore, this utterance is not a question. The perlocutionary act from the utterance above is Ron Weasley does not understand what Hermione's said by saying by saying *'He knows where he's sleeping'*. It seems that Ron still does not understand what he should do if there is an arguing between the parents. This utterance includes infelicity condition because it has not reaches the goal. It seems that Ron Weasley does not understand what Hermion said.

Excerpt 6

'Why can't we Apparate too?' (Ch. 6, p. 66)

The locutionary act from the utterance **'_Why can't we Apparate, too?'** is Fred asks his mother give him permission to do *Apparate*. The illocutionary act from this utterance is Fred Weasley feels envious, upset and disappointed toward his mother and his brother (Bill, Charlie and Percy Weasley). Fred feels envious to his brother and he wants to try *apparate* badly. Bill, Charlie and Percy Weasley can do the *Apparate* as they wish, anytime and anywhere. That is why, Fred says this utterance and it is regarded as an expressive of upset or disappointed. The perlocutionary act from this utterance is Mrs. Weasley does not give Fred permission.

Excerpt 7

'What is that in your pocket?' (ch. 6, p. 68)

The locutionary act from the utterance **'What is that in your pocket?'** is Mrs. Weasley asks George what

something in his pocket. The illocutionary act from this utterance is Mrs. Weasley orders George to show what George has in his pocket by saying the utterance sharply. That is why, this utterance is regarded as a directive not a question. The perlocutionary act from the utterance above is George Weasley makes an excuse. It means that George lies to his mother. This based on George's utterance *'Nothing!'*, it seems that George deny that he has something in his pocket. This utterance regards as a felicity condition. It seems that George understands what his mother means and he makes an excuse by saying *'Nothing!'*.

Excerpt 8

'Weasley – two tents, booked a couple of days ago?' (Ch. 7, p. 76).

The locutionary act from the utterance **'Weasley – two tents, booked a couple of days ago?'** is Mr. Weasley asks Mr. Robert about his tents. The illocutionary act from the utterance above is Mr. Weasley is ensuring and confirming the tents to Mr. Robert. In this case, Mr. Weasley concerns and worries when he confirms the tents at that time because there are a lot of rich wizards and witches who has reserved the tents before. Mr. Weasley concerns that he and his family cannot watch the Quidditch World Cup because of no tent for them. Mr. Weasley uses a question mark on the utterance. So, this utterance is regarded as an expression. The perlocutionary act Mr. Robert confirms hesitantly to Mr. Weasley by saying *'... just the one night?'*

This utterance is regarding as a felicity condition because it has reached the goal. The setting takes place in Quidditch World Cup and Mr. Robert as a site manager in that event and Mr. Weasley as a visitor who booked the tents.

Excerpt 9

'A Galleon?' Ludo Bagman looked slightly disappointed, but recovered himself. **'Very well, very well...any other takers?'** (ch. 7, p. 88)

The locutionary act from the utterance **'A Galleon?'** **'Very well, very well...any other takers?'** is Ludo Bagman asks Mr. Weasley and others to gamble. The illocutionary act from Ludo Bagman's utterance is Ludo Bagman feels disappointed with Mr. Weasley because he only gives him a galleon, then he asks the others to do the same thing. It seems that Ludo Bagman requests them for gambling. The perlocutionary act from the utterance above is Mr. Weasley ensures Ludo Bagman that his children, Hermione and Harry are too young for gambling. On the contrary, Fred and George accept Ludo's offer to gamble. This utterance regards as felicity condition because it is uttered by the speaker where the Quidditch World Cup was held. There were some people to do gambling. On the other side, Fred and George still doing for gamble, because they spend much money on it.

Excerpt 10

'Prime seats!' said Ministry witch at the entrance, when she checked their tickets. 'Top Box! Straight upstairs, Arthur and as high as you can go.' (Ch. 8, p. 96)

The locutionary act from the utterance **'Prime seats!' said Ministry witch at the entrance, when she checked their tickets. 'Top Box! Straight upstairs, Arthur and as high as you can go.'** is the Minister of Witch informs Mr. Weasley about his seat. The illocutionary act from the utterance above is the Minister of Witch surprises when she knows the Weasley family get the Top Box. This utterance is regarded as an expressive. The perlocutionary act from the utterance above is Mr. Weasley and his family feel enthusiasm although they should climb into the top of staircase. Besides, Mr. Weasley and his family pretend to not hear anything what people said.

Excerpt 11

'Good Lord, Arthur,' he said softly. 'What did you have to sell to get seats in the Top Box? Surely your house wouldn't have fetched this much?' (ch. 8, p. 101)

The locutionary act from the utterance above is Lucius Malfoy asks Mr Weasley, how they get the Top Box. The illocutionary act from Lucius's utterance above is Lucius Malfoy insults Mr Weasley about his status by saying **'What did you have to sell to get seats in the Top Box? Surely your house wouldn't have fetched this much?'**. The perlocutionary act from the utterance above is Mr Weasley and the others do not care about it. Mr. Weasley recovers himself by saying *'How – how nice'*...with a strained smile after hearing Fudge's explanation about Lucius Malfoy. Mr Weasley, Harry, Ron and the others do not want to give some arguments to Lucius. So, this utterance regards as an infelicity condition because it has not reached the goal. It means that Lucius does not success to insult Mr. Weasley.

Excerpt 12

'And now,' roared Ludo Bagman's voice, 'kindly put your wands in the air... for the Irish National Team Mascots!' (ch. 8, p. 104)

The locutionary act from the utterance above is Ludo Bagman informs that the team for Irish has come. It is uttered by Ludo Bagman to spectators. It seems that Ludo Bagman as a commentator at that time. The illocutionary act Ludo Bagman's utterance is Ludo Bagman requests for the audience to give welcoming for the athletes through put the wands up. The perlocutionary act from the utterance above is the audiences put their wands up in the air and yelling as well as possible for welcoming the athletes. This based on Harry Potter book 4 (ch. 8, p. 104) it seemed to be a green and gold comet came zooming into the stadium. Then, the utterance regards as a felicity condition. Ludo Bagman as a commentator and a host on the Quidditch World Cup. Besides, there are a lot of spectators on the event.

Excerpt 13

'Granger, they're after Muggles,' said Malfoy. 'D'you want to be showing off your knickers in mid-air?' 'Because if you do, hang around... they're moving this way, and it would give us all a laugh.' (Ch. 9, p. 122)

The locutionary act from the utterance above is Draco Malfoy tells Hermione that there are the Death Eaters at that time. The illocutionary act Draco Malfoy's utterance is Draco Malfoy provokes Hermione to fight against death eaters in order she is killed by death eaters, then he is insulting her on being *Mudblood* by saying **'Because if you do, hang around... they're moving this way, and it would give us all a laugh.'** This utterance is regarded as an expressive. The perlocutionary act from the utterance is Hermione does not care about Draco. It seems that Hermione asks Harry and Ron to go find the others (in Harry Potter 4 ch. 9, p. 122).

Excerpt 14

'I don't like people who attack when their opponent's back's turned,' growled Moody, as the ferret bounced higher and higher, squealing in pain. **'Stinking, cowardly, scummy thing to do...'** (Ch. 13 p. 205)

The locutionary act from the utterance **'I don't like people who attack when their opponent's back's turned,'** is Alastor Moody tells the students that he does not like if the students do the coward things. The illocutionary act from the utterance above is Alastor Moody warns and threats toward Draco Malfoy because he does a coward thing. The perlocutionary act Draco Malfoy and his friends are urged by Alastor Moody for not doing a coward thing. This utterance is regarded as a felicity condition. In this case, Alastor Moody's threat as a teacher success to warn Draco Malfoy and his friends.

Excerpt 15

'My pupils,' said Madame Maxime, waving one of her enormous hands carelessly behind her. (Ch. 15, p. 244)

The locutionary act from the utterance above is Madame Maxime tells Dumbledore about her students. The illocutionary act from the utterance above is Madame Maxime asks her students to come in the Hall of the castle at Hogwarts School. Based on the utterance, Madame Maxime has the right to introduce and ask her students to come in the hall, because she was a headmistress of Beauxbatons. It is regarded as a directive.

The perlocutionary act from the utterance above is the students come to the hall. This based on Harry Potter book 4 (ch. 15, p. 244) the students look like late teens, had emerged from the carriage and were now standing behind Madame Maxime. In this utterance, the felicity condition has reached the goal. Olympe Maxime just say *'My pupils!'* for introducing and asking her students to come in the hall of Hogwarts School.

Excerpt 16

'I assure you that Hagrid will be well up to the job,' said Dumbledore, smiling. (ch. 15, pg. 245)

The locutionary act from the utterance above is Albus Dumbledore ensures Madame Maxime about Rubeus Hagrid. The illocutionary act from Prof. Dumbledore's utterance is Albus Dumbledore orders Madame Maxime to take Hagrid as a good teacher in Care of Magical Creatures. It is regarded as an order for Madame Maxime to take Hagrid as a good teacher in Care of Magical Creatures. The perlocutionary act from the utterance above is Madame Maxime accepts Dumbledore's advice (in Harry Potter book 4, ch. 15, p, 245). It seems that the utterance included in felicity conditions. The utterance said by Professor Dumbledore as the headmaster of Hogwarts, so he had the rights to tell Madame Maxime about the capability of Care of Magical Creatures' teacher. Then, the utterance took place in a wizard school of Hogwarts, so that they were talking about taking care of magical creatures.

Excerpt 17

'Talking about breathing in front of me!' she said shrilly, and her voice echoed loudly around the bathroom. 'When I can't...when I haven't...not for ages...' She buried her face in her handkerchief and sniffed loudly. (Ch. 25, p. 465)

The locutionary act from the utterance above is Moaning Myrtle tells Harry that she cannot breathe. The illocutionary act from Myrtle's utterance is Moaning Myrtle orders Harry to stop saying a word 'breathe'. The perlocutionary act from the utterance above is Harry is apologizing to Myrtle immediately (in Harry Potter ch. 25, p. 465). The felicity condition from this utterance has reached the goal. Moaning Myrtle orders Harry for not saying a word 'breathe' anymore. Then, Harry is apologizing to her.

Excerpt 18

'Oh, Ron,' said Hermione, shaking her head skeptically, 'we thought Snape was trying to kill Harry before, and it turned out he was saving Harry's life, remember?' (Ch. 26, p. 480)

The locutionary act from the utterance above is Hermione tries to tell Harry and Ron that Severus Snape was still mysterious person. The illocutionary act from Hermione's utterance is Hermione Granger is ordering Harry and Ron not to suspect Professor Snape. The perlocutionary act from the utterance above is Harry and Ron still curious toward Prof. Snape. The utterance is not successfully persuading Harry and Ron, so this utterance is regarded as an infelicity condition.

Searle (in Altikriti, 2011: 1375) says that in indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and nonlinguistic, together with the general powers of rationality and inference on the part of the hearer. It means that a speaker does not always say explicitly about something, but he or she can say implicitly by saying the words with literal meaning that is different what its intention. The interview with J.K. Rowling (in Amazon.co.uk), the characters in her novels are based on the people she knows in real life. Even though they are a bit different in novel, they have some similarities.

The conclusion in this research is that the novel of Harry Potter and the Goblet of Fire mostly use indirect speech acts. Indirect speech act is used if the 2 people the have same background knowledge in their interaction. Furthermore, using speech act theory, we can learn how to understand and reveal the meaning from the utterances in the novel. Besides, it can help the teachers to teach language skills for students by using speech acts theory through novel. Therefore, the English teachers would be able to create certain meaning from the utterances by applying speech acts theory, and then they can explain it to the students.

Based on the results of analysis, the suggestions are given to the teachers and the future researchers. The English teachers are suggested to learn about pragmatic competence, especially speech act. So, the teachers can improve their comprehension to understand the meaning of each utterance in the novels or short stories. Furthermore, the teachers can give the students of Senior High School the authentic material for reading comprehension. Then, the future researchers are suggested to learn about pragmatics competence, especially speech acts. Furthermore, they can use the research results as information in doing the research using the same theory but with different object.

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