



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

THESIS

By:
RAHAYU SUGIYANTO
090210401076

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**



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English Language Education Study Program, Language and Arts Department
The Faculty of Teacher Training and Education, Jember University

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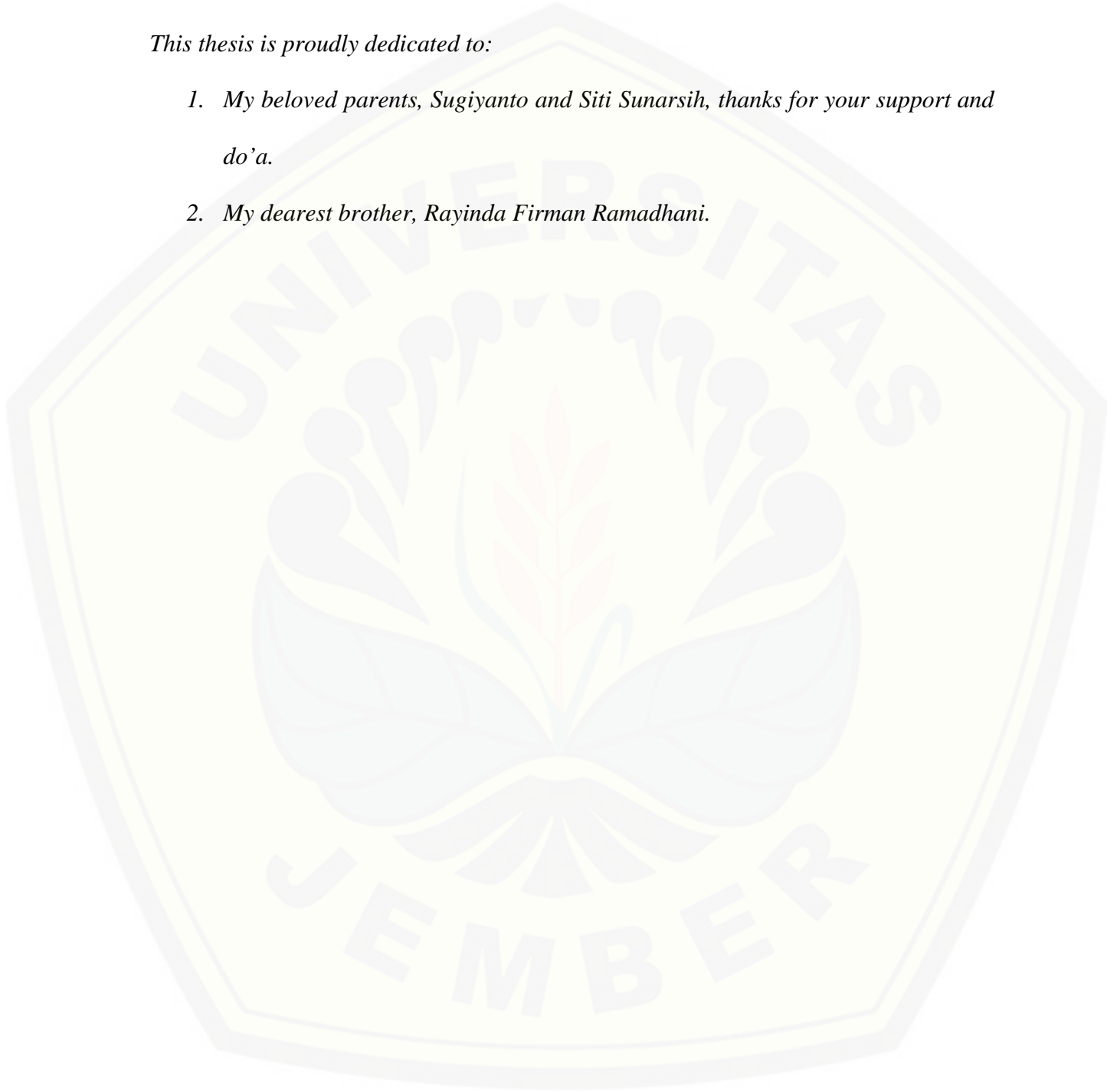
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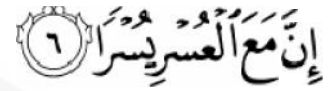
DEDICATION

This thesis is proudly dedicated to:

- 1. My beloved parents, Sugiyanto and Siti Sunarsih, thanks for your support and do'a.*
- 2. My dearest brother, Rayinda Firman Ramadhani.*



MOTTO



“Indeed, with hardship (will be) ease.”

(QS. Al Insyirah: 6)¹

¹ Departemen Agama RI. 2005. *Al Qur'an dan Terjemahnya: Al-Jumanatul 'Ali*. Bandung: CV Penerbit J-ART.

CONSULTANTS' APPROVAL

**REVEALING MEANING OF CHARACTERS'S UTTERANCES ON J.K.
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Name	: Rahayu Sugiyanto
Identification Number	: 090210401076
Place/ Date of Birth	: Malang, September 2nd, 1991
Program	: English Education Program
Department	: Language and Arts
Faculty	: Teacher Training and Education

Approved by

The Second Consultant,

The First Consultant,

Asih Santihastuti, S. Pd, M. Pd
NIP. 19800728 200604 2 002

Drs. Bambang Suharjito, M.Ed.
NIP. 19611025 198902 1 004

APPROVAL OF EXAMINER COMMITTEE

This thesis “*Revealing Meaning of Characters’ Utterances on J.K. Rowling’s Novel of Harry Potter and The Goblet of Fire Using Speech Act Theory*” was approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education of Jember University on:

Day : Tuesday

Date : March, 17th 2015

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

Examination Committee

Chairperson

Secretary

Dra. Musli Ariani, M.App. Ling
NIP. 19680602 199403 2 001

Asih Santihastuti, S. Pd, M. Pd
NIP. 19800728 200604 2 002

The Members:

- | | |
|---|----|
| 1. <u>Drs. Bambang Suharjito, M.Ed</u>
NIP. 19611025 198902 1 004 | 1. |
| 2. <u>Dra. Wiwiek Istianah, M.Kes., M.Ed.</u>
NIP. 19501017 198503 2 001 | 2 |

The Dean
Faculty of Teacher Training and Education
Jember University

Prof. Dr. Sunardi, M.Pd
NIP. 195405011983031005

STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of the thesis is the result of 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.

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Rahayu Sugiyanto
NIM. 090210401076

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I thank Allah SWT, for blessing and guidance and The Prophet Rasulullah Muhammad SAW, so that I can finish this thesis entitled *“Revealing Meaning of Characters’ Utterances on J.K. Rowling’s Novel of Harry Potter and The Goblet of Fire Using Speech Act Theory”*

In this opportunity, I would like to express my deepest appreciation and sincerest thanks 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 Language Education Program;
4. My first consultant, Drs. Bambang Suharjito. M.Ed and my second consultant, Asih Santihastuti, S. Pd, M. Pd who have guided and helped me and given me valuable suggestions in writing this thesis.
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Finally, I do expect that this thesis provide advantages to the readers. Any criticisms and suggestions to improve this thesis would be appreciated.

The Writer

SUMMARY

Revealing Meaning of Characters' Utterances on J.K. Rowling's Novel of Harry Potter and The Goblet of Fire Using Speech Act Theory ; Rahayu Sugiyanto, 090210401076, 2015: 55 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education.

One of the most techniques in language teaching is literary text or literature. In this case, literature is an authentic material, so it has complex and unique language. The teachers and students can get the information about structure, grammar, vocabulary, etc from authentic material like a novel of Harry Potter and The Goblet of Fire. That is why, we need to learn about pragmatic competence, such as speech act.

This research was conducted to know how the use of speech act theory can reveal the meaning from the characters' utterances on J.K. Rowling's novel of "Harry Potter and The Goblet of Fire". The research design in this study was qualitative research. The source of data in this study was the utterances taken from the novel of *Harry Potter and The Goblet of Fire* by J.K. Rowling. The data were collected by applying elicitation technique by taking the utterances purposively from the novel.

The results in this research almost the utterances in the novel of Harry Potter and The Goblet of Fire, is using indirect speech act. Based on (Amazon.co.uk) on interviewing to J.K. Rowling, the characters in her novels are based on the people she knows in real life. Even though, they are a bit different in novel, but they have some similarities. That is why, the novel of Harry Potter and the Goblet of Fire mostly uses indirect speech acts. Thus, using speech act theory, we can learn how to understand and reveal the meaning from the utterances in novel. Besides, it can help the teachers to teach language skills for students by using speech acts theory through novel. It seems that the novel of Harry Potter and the Goblet of Fire has the background such as the problem of enslavement (the community who against the Dark Wizard or Lord

Voldemort), community connectedness (friendships and respectful for the eldest), the preoccupation of adolescence (Harry Potter, Ronald Weasley and Hermione Granger are grown up in this novel but still they are students at Hogwarts). That is why, there are almost using directive function in this story.

Furthermore, the utterance from the novel of Harry Potter and The Goblet of Fire uses indirect speech act. It means almost 18 utterances have indirect speech act. It seems that the utterances happened while addresser and addressee have same background and knowledge, so there is not an obstacle to get the meaning.

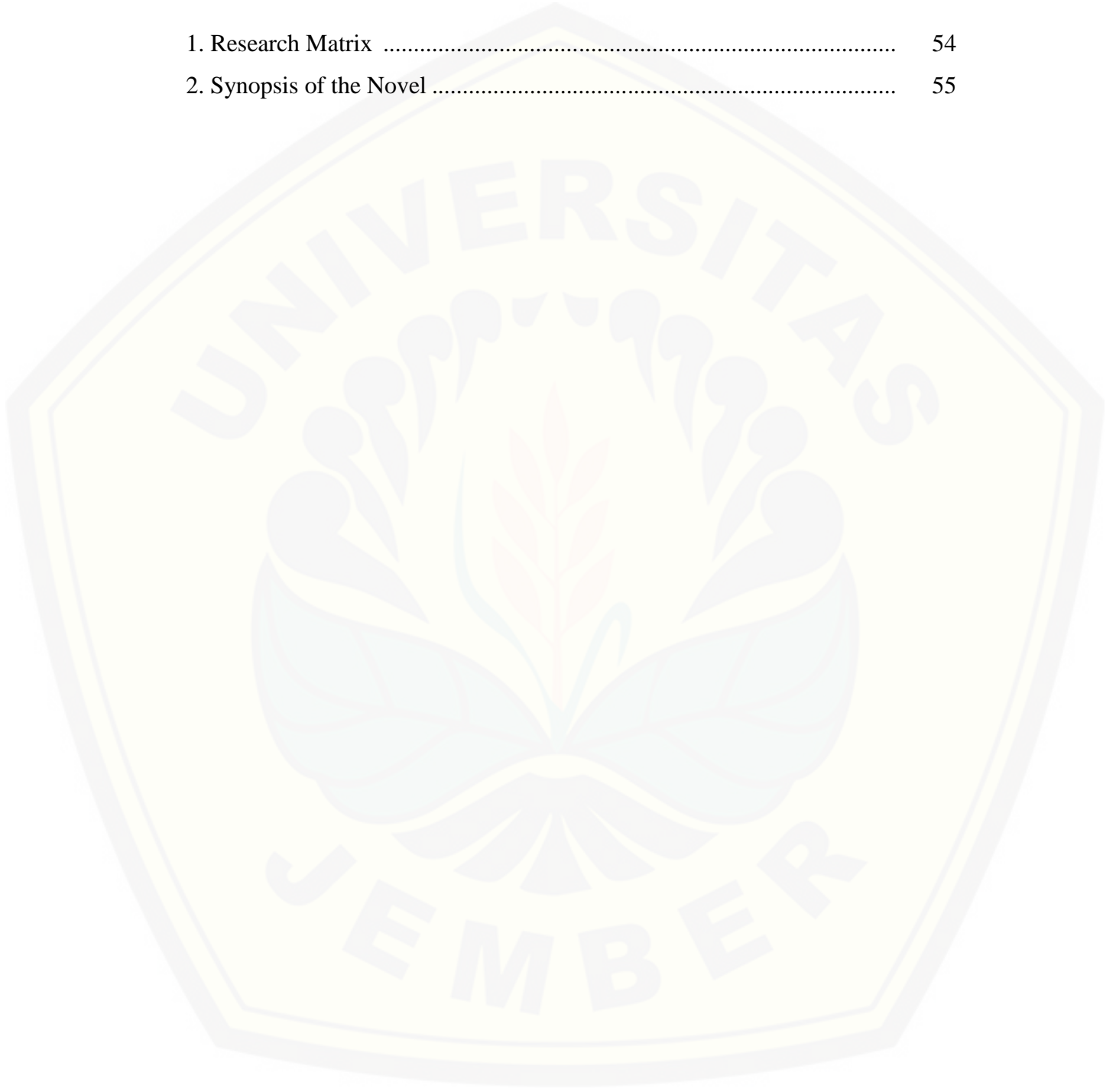
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CHAPTER I. INTRODUCTION

This chapter presents some aspects underlining the topics of the study. It includes background of the research, problems of the study, objectives of the research, significance of the research and the organization of the research.

1.1. Background of the Research

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.

Khatib, Hossein and Rahimi (2012: 32) say that the dominant method of language teaching was grammar translation and the most popular technique was the translation of literary texts in the mother tongue. It means that the most technique in language teaching is using literary texts or literature. Based on Collie and Slater (in Pardede 2011: 15) there are four advantages using literatures in language teaching. They are:

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

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.

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.

Fourth is personal growth. In 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 be more appreciate about other culture, societies, etc. Besides, it encourages the teachers or the students' moral value or personal growth.

Furthermore, literary texts have 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. Thus, it is necessary to learn pragmatic competence in order to understand the language in literature.

We need to learn about pragmatics in order to understand and get deeper meaning of human language behavior. According to Levinson (1983: 9), pragmatics is the study of those relations between language and context that are grammaticalized or encoded in the structure of a language. Based on the explanation above, pragmatics is the study of language usage that contains some meanings on it. Santoso, Sujatna and Mahdi (2014: 108) states 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 form of spoken or written.

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. Yule (2010: 133) states that speech acts is the action performed by a speaker with an utterance. Furthermore, it seems that speech acts can be associated with speaking skill. According to Searle (1969: 16), speaking a language is performing speech acts, such as making statements, giving commands, asking questions, making promises and so on.

There are some researchers that has conducted the research about speech acts theory, they are:

The first previous study has been conducted by Lestari (2014) about comprehending the conversation in the movie of SpongeBob SquarePants. There are some differences between the previous study and this research, they are (1) differences of using media. Previous study has used movie of SpongeBob SquarePants instead this research uses the stories from J.K. Rowling. (2) The contribution of previous study was in order to comprehend the intended meaning of the conversation in the movie for students' of senior high school. In this research, the contribution is in order to give another story as a media that it help the teachers to teach about the expression from speech act.

The second previous study has been conducted by Rohmah (2009) about speech act analysis in three selected folktales from Indonesian folktales. The results of the research were about analyzing of speech act produced by the characters in three selected folktales. Meanwhile, this study focuses on analyzing the utterances from the novel of J.K. Rowling in form original version by using speech act. In other words, this study is never conducted before.

Harry Potter and the Goblet of Fire by J.K. Rowling contains the story of fantasy and myths. Some selected texts from Rowling's stories are interpreted pragmatically based on speech acts theory proposed by J.L. Austin (1962). The story analyzed in this research was Harry Potter and the Goblet of Fire.

The researcher chooses narrative text from J.K. Rowling because it consists of some moral values that consist of friendship, family, identity and the nature of god and devil. These moral values imply in the 2013 curriculum and 2006 KTSP text-based curriculum to be taught to the students. Besides, narrative text is one of the texts that are learned by the students both in Junior and High School level.

Based on the description above, the discussion presents in this thesis entitled “*Revealing Meaning of Characters’ utterances on J.K Rowling’s Novel of Harry Potter and The Goblet of Fire Using Speech Act Theory*”.

1.2. The Problem of The Study

The problems to discuss in this thesis are formulated as follows:

- 1.2.1. How is the use of speech act theory to reveal the meaning from characters’ utterances in Rowling’s novel “*Harry Potter and The Goblet of Fire*”?

1.3. The Objectives of The Research

The objectives of this research are formulated as follows:

- 1.3.1. The use of speech act theory to reveal the meaning from characters’ utterances in Rowling’s novel “*Harry Potter and The Goblet of Fire*”.

1.4. The Significance of The Study

The researcher expected this thesis will give the following significance:

- a. The Researcher

This thesis gives more understanding to the researcher about the meaning from characters’ utterances by using the locutionary, illocutionary and perlocutionary acts.

b. Future Researcher

The result of this thesis can be used as a reference by the future researcher especially on analyzing the speech acts. Besides, it will give the contribution on the students of English Department in Faculty of Teacher Training and Education. For example they can give the example of some expressions from the novels or stories. Furthermore, they can explain or make a summary from the stories easily.

c. The English Teacher

The teacher may use this research to find other appropriate and amazing stories from J.K. Rowling to make the story into the simple one. Besides, from this research may give the English teacher the easiest way to give explanation about the story to the students.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents the literature review related to the problems of the research. It covers: speech acts theory, type of speech acts, direct and indirect speech act, felicity condition, literature in language teaching, discourse analysis, context, and review of Rowling's language in "Harry Potter and The Goblet of Fire". There will be presented as follows:

2.1. Speech Acts

Speech act theory includes in the study of pragmatics that first is proposed by J.L. Austin (1962) and is elaborated on by his student, J.R. Searle (1969). Every utterance has its meaning and we should learn about how to comprehend the content itself. Hatch (1992: 121) says that the problem with assigning functions to sentences is that speaker intent and sentence meaning is not always the same. So that is why, we need to learn something new, such as speech acts. Searle (1969: 16) claims that the reason for concentrating on the study of speech acts is all linguistic communication involves linguistic acts. Speech acts theory has never been taught by the teachers at school, especially in Indonesia. In other side, according to Van Ek (in Hatch, 1992: 131), speech acts theory has been conducted by creating Notational Functional syllabus for language teaching at foreign country. In pragmatics, it includes about the study of speech acts. The term of speech acts is not only about the act of speaking, but also it is study about the whole communicative situation including the context of the utterance which is related to the meaning of interaction. Searle (1969: 16) says that speaking a language is engaging in a rule-governed form of behavior. It refers to actions being performed by the speaker through the sentence that they produce. Besides, it is not only about the meaning of what the speaker said, but also about the performing some actions behind the utterances.

Austin (in Levinson, 1983: 236) isolates three basic senses in which in saying something one is doing something and hence three kinds of acts are simultaneously performed:

- (i) Locutionary act: the utterance of a sentence with determinate sense and reference.
- (ii) Illocutionary act: the making of the statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase)
- (iii) Perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.

The three kinds of acts above show that every utterance always has the meaning. Shortly, speech acts are the acts of communication which is a technical term being used in linguistics and through learning about speech acts, we can make requests, asking questions, giving orders, making promises, giving thanks, offer, apology, etc.

2.2. The Type of Speech Acts

Austin (in Coulthard, 1985: 18) says that there are three kinds of acts. The first is locutionary act. It means the act of saying something or act of using the words. The second is illocutionary act. It means the act of doing something, such as apologizing, answering, promising, etc. Then, the third is perlocutionary act. Perlocutionary act is the act of affecting someone. It means that a particular act may succeed or not according to the condition.

The illocutionary acts succeed if the audience know the attitude. For example, expressing as a desire for requesting something. Furthermore, a perlocutionary act will succeed if the audience or hearer accepts it and actually does it.

2.2.1. Locutionary Act

Locutionary act is the literal meaning of the utterance. It seems on what the speaker says. Austin (in Coulthard, 1985: 18) says that a locutionary act is the act of saying something in the full sense of “say”. Shortly, locutionary act refers to the referential or factual meaning that the speaker says. For example, “Let’s to the gas station”, that is a locutionary act.

2.2.2. Illocutionary Act

Illocutionary act is the intended meaning from saying something. It is also the act of doing something, such as apologizing, promising, etc. Austin (in Coulthard, 1985: 19) says that illocutionary act is a linguistic act performed in uttering certain words in a given context. Sometimes, a single utterance has several intentions on it. There are two kinds of utterances in illocutionary act, they are utterance that is uttered explicitly (it uses performative words in uttering words) and implicitly (it is not using performative words in uttering words).

2.2.3. Perlocutionary Acts

Perlocutionary act is the effect of the uttered word for hearers or addressee. It means that a speaker expects from hearer to do something from the uttering words. Based on Austin (in Santoso, Sujatna and Mahdi 2014: 109), perlocutionary acts is the effect what is said. For example, ‘*The bar will be closed in five minutes*’ it is uttered by a bartender that causing the patrons to believe that the bar is about to close and of actually getting (and not just urging) them to order one last drink (Degan, in Keith Brown, 2006: 675). Furthermore, based on Kreidler (in Lestari, 2014: 22) the communication is successful if the illocution and perlocution are alike or nearly alike.

2.3. Direct and Indirect Speech Acts

Speech acts cannot be fully understood by hearer without considering the hearers as well as the speakers. Speech acts are also classified into direct and indirect speech acts. Thus, we perform a speech act directly or indirectly, by way of performing another speech act. Yule (1985: 101) says when a speaker does not know something and asks the hearer to inform him he will typically produce a direct speech act, for example '*Can you ride a bicycle?*'. Besides, that is the way how to make a direct. First, we should use the typical association between sentence forms and speech acts. Second, we should use the performative verbs performatively. It means that the directives are all attempts by the speaker to get the hearer to do something.

Indirect speech acts is the speaker communicates to the hearer more than he actually says by way of relying on their mutual shared background information. For example, '*why don't you leave?*', it means we should leave from the room or somewhere. It is regarded as in imperative not a question. Based on Yule (1985: 101), whenever one of the forms in the set above is used to perform a function other than the one listed beside it, the result is an indirect speech act. Furthermore, how to make an indirect speech act is when there is no direct relationship between a structure and a form but rather than an indirect one. Yule (1985: 101) claims that the crucial distinction in the use of these two types of speech acts is based on the fact that indirect commands or requests are simply considered more gentle or more polite in our society than a direct commands. That is why, using indirect speech acts means that they have a similar knowledge and background between speaker and hearer.

2.4. Felicity Condition

The utterance of speech act only succeeds to achieve its goal, if certain conditions are fulfilled. A felicity condition is expected or appropriate circumstances for a speech act to be recognized as intended. Performance will be infelicity, if the speaker is not a judge in a courtroom. Austin (in Levinson, 1983: 229) states that a

typology of conditions which performatives must meet if they are to succeed or be 'happy'. It means that the explanation from the utterance which contains speech act whether it is to be happy or successfully performed. So, this called felicity conditions. Austin (in Coulthard, 1985: 14) states that there are four conditions which must be satisfied if the performative act is not to misfire:

1. There must exist an accepted conventional procedure, having a certain conventional effect, that procedure to include the uttering of certain words by certain persons in certain circumstances. It means that the utterance should be having conventional effect, the certain words which uttered by certain person in a certain circumstance. For example, 'I pronounce you a husband and wife'. It means that the utterance has a conventional effect and it makes changing of people status.
2. Appropriate number and types of participants and circumstances

This condition means that there is usually need for a special procedure, including pronouncement of the speech act by a person who has the institutional authority, in the appropriate place, to give the words the power to be effective. For example, '*Freeze!*' the utterance is uttered by the police to a criminal. It means that the people and appropriate place have the effect or power.

3. Complete execution of procedure
In this case, the procedure should complete, for example the wedding's procedure. The wedding will not appropriate if there is no complete procedure, such as there is no statement of wedding's vow.
4. Complete participation
In this case, the participation of the event should be appropriate. For example, the police cannot say '*Freeze!*', if the criminals are run away.

2.5. Sentences and Utterances

Sentences are different from utterances. Denham and Lobeck (2010, ch. 10) say that sentence meaning focuses on the invariant collective meaning of the words which are used to create a sentence. Utterance meaning is linked to the function or purpose of the utterance and can change easily based on the speaker's intent. Utterance can be considered by the context of situation. Brown and Yule (1983: 38) state that the more analyst know about the features of the context, the more likely he is to be able to predict what is likely to be said. It means that utterance should have a context, such as addresser, addressee, setting, channel, etc. That is why, the utterance should not be understood about its intention without context.

On the other side, the sentence is not necessary for having the context, for example '*I will make a cup of coffee for you.*'. This sentence consists of subject and verb, so it is not necessary the context come along with the sentence.

Brown and Yule (1983: 19) state that it might seem reasonable to propose that the features of spoken language outlined in the preceding section should be considered as a feature of utterances and those features typical of written language as characteristic of sentences. In this study, the researcher analyzed the utterances in the novel of *Harry Potter and the Goblet of Fire*. It is according to the explanation above that the utterances are considered as a spoken language.

2.6. Literature in Language Teaching

Based on *Webster's New World, College Dictionary*, literature means the all writings in prose or verse, especially those of an imaginative or critical character. Furthermore, literature is a part of communicative competence of the language. Based on Khatib, Hossein and Rahimi (2012: 32), the use of literature in language teaching traces back to the nineteenth century. It means that using literature in language teaching has been implemented for many years. Liaw (in Khatib, Hossein and Rahimi 2012: 32) state that literary works provided additional material of grammar practice,

vocabulary learning and translation. Fortunately, by learning literature we get the beneficial not only about cultures, but also the knowledge about grammar and vocabulary. Pardede (2011: 17) states that literature has some different formats such as picture books, newspapers, novel, poetry, drama and short stories. In this study, the researcher chooses a novel of Harry Potter and The Goblet of fire in analyzing speech act. Novels can be used for language teaching because it provides authentic material, it has moral value which can motivate the teachers and the students and it gives some knowledge about culture. Almost novels are using narrative text. It seems that narrative text also gives some knowledge about different language and culture.

2.7. Discourse Analysis

Discourse analysis is one of the method to study language. Yule (2010: 142) says that the word 'discourse' is usually defined as 'language beyond the sentence' and so the analysis of discourse is typically concerned with the study of language in texts and conversation. Based on Douglas (2001: 1), discourse analysis is the examination of language use by members of a speech community. Discourse is similar with concentrating on linguistic description and it is concern with the accurate representation of the forms and structures. Besides, the aim of discourse analysis is to produce explicit and systematic descriptions from the units of language. Language teaching has divided discourse into two major categories, the spoken and the written discourse. Spoken discourse is often considered to be planned and orderly, more open to intervention by the receiver. There are some kinds of spoken discourse, such as lessons, interview, or narrative structure (Douglas, 2001: 1).

Narrative structure or narrative text is one of the text which has to be taught whether in Junior High School or Senior High School. Furthermore, one of the kinds of narrative text is fairy tales, legend and myth. Besides, the researcher chose the novel of Harry Potter and The Goblet of Fire because it is polyphonic, it means that Rowling makes this novel producing many dialogues. Then, this novel contains

speech act. That is why, researcher chose the novel of Harry Potter and The Goblet of Fire by J.K. Rowling as a source of data and it was taken from original version.

2.8. Context

Utterance is the speech production of linguistic behavior. It plays an important role in communication which is the speaker presents the intention to the hearers. When people produce some utterances, the people can deny that they also need some acts to imply something. It means that the people are not only produce utterance but also some acts. Yule (2010: 129) states that there are different kinds of context. First, linguistic context or co-text. It means that the set of other words use in the same phrase or sentence. For example, the word “Bank”, it has some meanings. If someone says “She has to get to the bank to withdraw some cash”, we know which type of bank is. Second, physical context. For example, if we talk about “bank” and on the wall the building in a city, the physical location will influence our interpretation.

Utterance can be considered by the context of situation. Brown and Yule (1983: 38) state that the more analyst know about the features of the context, the more likely he is to be able to predict what is likely to be said. The intended meaning of the utterance will be different from its interpretation, because it does not notice the context of situation. Besides, context gives the contribution to the hearer’s interpretation of the speaker’s mean through giving the utterance. The features of context as indicated by Hymes (in Brown and Yule, 1983: 38) are:

- Channel (it relates to the maintain of the contact between the participants in the event-by speech, writing, signing, or signal).
- Code (which relates to what language, dialect, or style that is being used).
- Message-form (which concerns with the form of the whether it is an intended-chat, debate, sermon, love-letter, or other types).
- Event (which is related to the nature of the communicative event within which a genre may be embedded).

- The addresser (the person who originates the message. This is usually the same as a person who is sending the message).
- The addressee (the person to whom the message is addressed. This is usually the person who receives the message).
- The topic (the information carried in the message)
- The setting (the social or physical context).

2.9. Review of Rowling's Language in "Harry Potter and The Goblet of Fire"

The fourth book in the Potter series begins more than fifty years before the present day, with the strange death of the Riddle family, wealthy land owners and their older son, Tom. The family's groundskeeper, once suspected of murdering his employers, now looks after the abandoned house. One fateful night he notices a light within the house that has been abandoned for years; and goes to investigate assuming it is local youths. He is mistaken however and it is the last mistake poor Frank ever makes. Somewhere in Surrey, Harry Potter, a fourteen year old orphan who lives with his aunt and uncle, wakes with a throbbing pain in the scar on his forehead.

The real story begins at the Quidditch World Cup, where wizards have gathered in their hundreds to support their various teams. However, in the middle of the night there is a disturbance when a group of Death Eaters, wizards who supported the dark wizard Lord Voldemort when he was in power fifteen years previously, attack the local muggles. This all culminates in someone inscribing the "dark mark" – the symbol Lord Voldemort would always leave after committing a murder – in the night sky. As ever Harry and his two best friends Ron and Hermione find themselves caught right in the middle of all the action. When they return to school they are greeted by their new Defence Against the Dark Arts teacher, All-star "Mad-Eye" Moody; a one-eyed ex-auror whose replacement eye has the ability to see through walls. They also learn that for the first time in several years Hogwarts will be hosting the "Triwizard Tournament"; a competition between three of Europe's biggest

magical schools that involve a series of trials that must display both physical and magical ability. Only contestants over a certain age may compete in the tournament. However, by some strange twist of fate Harry's name is chosen by the enchanted Goblet of Fire listing him as the fourth contestant in the tournament. Also taking part are the beautiful French student Fleur Delacour, the famous Quidditch player Viktor Krum and the handsome Hogwarts student Cedric Diggory, who readers will have met briefly in the previous book.

Harry is truly put through his paces in the subsequent trials, however he eventually finds himself in the lead upon entering the maze that signifies the final task. Upon completion the winner must pick up the coveted Triwizard Cup, they will then be transported out of the maze and crowned winner. However, the cup has been tampered with and when Harry, accompanied by Cedric in an effort to ensure that they are both winners, touches the cup he is transported to a place that will change the wizarding world forever.

The Goblet of Fire is the first really long Harry Potter book, where there seems to be a constant stream of action and drama and the tension is almost permanently high, which really takes the edge off the book's length. Rowling kicks the suspense off from the word go, with the murder of Frank Bryce and the revelation that Voldemort is already far more powerful than anyone would have expected, thanks to his servant Wormtail, who has been disguised as the Weasley's pet rat for over a decade. The suspicion and tension stay high throughout the Quidditch World Cup and into the first term at Hogwarts, where tiny confusing incidents and the huge mystery of who put Harry's name in the Goblet of Fire, all entwine to help develop this surprisingly complex story. The Triwizard trials are interesting to read and a few are certainly very exciting, but personally I found the whole maze and Voldemort bit a little anti-climatic. Cedric's death is a swift and heartless incantation, the shock of which is more likely to catch you out than genuine grief is. Although this part of the

book is of infinite importance, the ritual that raises Voldermort is skimmed over and it just seems as though Rowling could have made more of it: she doesn't utilize the setting and darkness of the ritual enough to truly demonstrate the terror that Voldermort is supposed to incite. The story of Barty Crouch Jr is the more intriguing story in my mind, and his deception and Rowling's construction of the All-star Moody character are both so well thought out and intricate that you will never see the revelation coming. The emergence of the Moody character allows Rowling the opportunity to bring together several separate and seemingly insignificant strings and begin to weave them into the story so that they become core parts of the construction of the story and the magical world.

As with all the Potter books there are some brilliant comedy moments, including Hermione's new love of house elves and the "Society for the Protection of Elfish Welfare" (SPEW), which throws up – excuse the pun – loads of brilliant one liners from Ron and Harry, and in fact becomes notably important in the development of a certain relationship. Also, Ron's sheer ignorance and jealousy surrounding the Yule Ball is one of the best parts of all the Potter books, as it is, as ever, the characters that carry Rowling's series. Otherwise her writing is adequate, and shows significant development in this book and the previous one, when compared to the first two, but it is still not the books best asset. The Goblet of Fire is when things really begin to heat up in Harry's story, his relationships with friends and peers become more complex, his sense of duty and courage become more defined and the plot line itself begins to move in a more certain and structured direction.

CHAPTER 3. RESEARCH METHOD

This chapter presents the methods that are used in this study, they includes research design, source of data, data collection, and data analysis method. Each of them is presented as follows:

3.1. Research Design

Research design for this research was descriptive qualitative research. They are 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. Blaxter *et al.* (2006: 64) qualitative research on the other hand, is concerned with collecting and analyzing information in as many forms, chiefly non-numeric, as possible. It means that the qualitative research focuses in analyzing the documents materials as well. This research is intended to analyze the utterances from a novel *Harry Potter and the Goblet of Fire* using speech acts theory that consists of the locutionary, illocutionary and perlocutionary acts.

3.2. Source of Data

The data source of this research was the utterances taken from the novel of *Harry Potter and the Goblet of Fire* by J.K. Rowling. The researcher chose *Harry Potter and the Goblet of Fire*, 4th edition and original version. Based on Collie and Slater (in Pardede, 2011: 15) there are four advantages using literature in language teaching. They are: 1) authentic materials, 2) cultural enrichment, 3) language advancement, 4) personal growth. Furthermore, the researcher chose narrative text because it is an interesting and imaginative story for students. In this study, the data analyzed in this research were in the form of utterances which was taken from a novel *Harry Potter and the Goblet of Fire*. Brown and Yule (1983: 6) state that the notion of text as a printed record is familiar in the study of literature.

3.3. Data Collection Method

Collection of the data is an important thing for conducting a research because the data provides the information dealing with the problems of the research. The data analyzed in this research was in the form of utterances from a novel of *Harry Potter and the Goblet of Fire*. These data are collected by applying elicitation technique. It means that the researcher purposively selected the utterances to be analyzed. Blaxter *et al.* (1996: 141) state that documents are written materials as a basis for your research. It means that the researcher used written materials as the data/documents. Besides, Hartani (2010: 62) says that written document is using the data or information from notes, transcripts, books, newspapers, magazines, etc. Thus, researcher chose J.K. Rowling's novel and the data of this research were collected from selected utterances that contains of speech act.

The steps in collecting the data are as follows:

1. Choosing the Harry Potter series.
2. Reading the novel of *Harry Potter and the Goblet of Fire*.
3. Selecting the utterances that contain speech acts based on Austin (1962).

3.4. Operational Definition of the Terms

In the research the operational definition is important. An operational definition is needed in order to avoid different perspective between the writer and the readers. The terms which are needed to be defined are text, speech acts theory, locutionary acts, illocutionary acts and perlocutionary acts.

3.4.1. The novel of *Harry Potter and the Goblet of Fire*

Harry Potter and the Goblet of Fire is one of the series from Harry Potter written by J.K. Rowling. The story is including in narrative text. There is some information, for example the young one should be respect to the elder, we should care each other, understanding in family, friendship etc. Furthermore, this story has

imaginative story. That is why, almost students like narrative text, especially the story of Harry Potter.

3.4.2. Speech Acts Theory

Speech act theory is an approach which tries to formulate how knowledge is brought into play. It means that a statement can be applied into some acts. For example, there is a statement “I name this ship the Queen Elizabeth”, so the speaker is not describing what he is doing, nor stating that he is doing it, but actually performing the action of naming the ship, from that moment the ship is named (Austin, in Coulthard, 1985: 13). That is speech act which consists of locutionary act (the statement), illocutionary act (declarative) and perlocutionary act (the speaker persuaded hearer to do something). It is formulated by John L. Austin and these ideas are further developed by John R. Searle. So, speech act is the statements which are applied into some acts.

3.4.3. Locutionary Acts

The locution is a statement conveying information. A locutionary act is the act of saying something, for example “Shoot her” (Austin, in Coulthard, 1985: 18).

3.4.4. Illocutionary Acts

An Illocutionary act is an act performed in saying something, the act has been identified by the explicit performative. For example, from the statement “Shoot her”. It includes in directives and it means that he urged or advised me to shoot her.

3.4.5. Perlocutionary Acts

Perlocutionary act is the acts of the addressee / hearer after he or she hears and know the statement. For example of perlocution act is advising, urging, persuading or something else. So, the statement which it is said by someone, it always has its meaning and acts.

3.5. Data Analysis

The important thing of the research is data analysis, because in this part, the data is revealed. 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. The further explanations about the steps are discussed in the following parts.

1. Analyzing each utterance by speech acts theory.

Researcher will analyze the utterances from each selected story. Afterwards, it analyzed by using speech acts theory which consisted of locutionary act, illocutionary act and perlocutionary act.

2. Analyzing the context from the utterances.
3. Analyzing the felicity condition of the utterances.

CHAPTER 4. RESULT AND ANALYSIS

Chapter four presents the result and analysis of the research data. The result is about the explanation on the use of speech act, locutionary act, illocutionary act, and perlocutionary act from the utterances produced in the novel of “Harry Potter and the Goblet of Fire”. Furthermore, this chapter contains the analysis of the result. They are presented in the following section.

4.1. The Result of the Research

Excerpt 1

”You,’ he barked at Harry. ‘In the living room..Now.” (Ch. 3, p. 29)

“So,’ he said, marching over to the fireplace and turning to face Harry as though he was about to pronounce him under arrest. ‘So.’

The locutionary act from the utterance of **“You,...in the living room. Now”** uttered by the uncle to his nephew, Harry Potter to the living room. In that utterance, 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. This is based on the way Uncle Vernon said that utterance by barking toward Harry. It means that his voice must be very loud and crisp with strong intonation. It seems that Uncle Vernon extremely angry.

Furthermore, Vernon Dursley or Uncle Vernon is a muggle, he detested afraid of magic and anything unusual or out of the ordinary, which he labeled as ‘funny business’. He is petty-minded bully who had no tolerance for people who were different than himself. He is unsympathetic to beggars and vagrants. Furthermore, he is very concerned with status, wealth and tended to judge people based on wealth instead of personality or good manner.

Thus, Uncle Vernon hates Harry Potter because Harry is a wizard, and Uncle Vernon never tolerates with magic stuff. Although Harry Potter is Uncle Vernon's nephew, he regards Harry as a boarder in Dursley family. That is why, Uncle Vernon always feels displeased and being rude toward Harry all the time.

The perlocutionary act from this utterance is Harry took an action of coming into the living room by force. In this case, Harry Potter is the nephew of Mr. Vernon Dursley who has to live in Dursley family until he gets old enough to be independent. Based on the novel, Dursley family is the only family that Harry has left. Uncle Vernon always regards that Harry has to do the orders from him without delay. So, Uncle Vernon believes that the action will be done. In this case, it can be inferred that the speaker considered his nephew will do what he wants to do.

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)

‘She did put enough stamps on, then,’ said Harry, trying to sound as though Mrs Weasley’s was a mistake anyone could make. His uncle’s eyes flashed.

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. Based on Harry Potter book 1 (ch. 1, p. 1), the Dursley family has the greatest fear. It is about wizarding world, and they regard it as an abnormal thing. Afterwards, Uncle Vernon gets a post from Mrs. Weasley who is a witch. Unfortunately, Mrs. Weasley does not know how the way to send a post, so she pastes many stamps on it. Automatically, it makes a postman

wondering and noticing something wrong with Dursley family when a postman delivers that post to Dursley family. Besides, the problem from this utterance is Mrs. Weasley sends the letter for Mr and Mrs. Dursley to allow Harry go to Quidditch World Cup (the sport competition which use a broomstick). That is why, when Harry hears talking at the door, and someone laughing, then Uncle Vernon answering curtly. Then the front door closed, and the sound of ripping paper came from the hall (Harry Potter book 4, ch. 3, p. 29). That someone who is laughing is a postman. He laughs because that is the first time for him to send a letter which many stamps on it. That is why, Uncle Vernon concerns that the postman notices something and so angry toward Harry. This is based on that Uncle Vernon said the utterance by growling. This utterance means an expression of anxious, angry and afraid. So, this utterance is not the order but the expression of anxious, angry and afraid.

Perlocutionary act from this utterance is Harry feels annoy and wants to stop arguing with Uncle Vernon. This is based on Harry's utterance "She did put enough stamps on, then". It seems that Harry is insulting Uncle Vernon. Besides, he knows that Uncle Vernon will not allow him to go to Quidditch World Cup (the most popular sport in the wizarding world six tall goal posts, four flying balls, and fourteen players on broomsticks (Harry Potter book 2, ch. 1, p. 3).

This utterance is regarding as a felicity condition because this utterance has reached the goal. 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)

‘Who is this woman?’ he said staring at the signature with distaste.

‘You’ve seen her,’ said Harry. She’s my friend Ron’s mother, she was meeting him off Hog – off the school train at the end of last term.’

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. It is uttered by Harry potter to Uncle Vernon.

The illocutionary act from this utterance is Harry Potter is feeling annoy and he wants to stop answering Uncle Vernon’s questions. This is based on Harry Potter book 4, (ch. 3, pp. 32-33) Uncle Vernon makes many questions, such as:

....

“Who is this woman?” he said, staring at the signature with distaste.

“You’ve seen her,” said Harry. “She’s my friend Ron’s mother, she was meeting him off the Hog — off the school train at the end of last term.”

“Dumpy sort of woman?” he growled finally. “Load of children with red hair?” Uncle Vernon was perusing the letter again.

“Quidditch,” he muttered under his breath. “*Quidditch* — what is this rubbish?” Harry felt a second stab of annoyance.

“It’s a sport,” he said shortly. “Played on broom —”

“All right, all right!” said Uncle Vernon loudly.

....

In this case, Mrs. Weasley asks permission to Dursley family through the letter that she wants to invite Harry for going to the Quidditch World Cup. Actually, Uncle Vernon does not give Harry permission, so that Uncle Vernon asks Harry many questions. That is why, Harry regards that Uncle Vernon is being rude by asking him many questions. It is not Uncle Vernon’s business after all.

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

“Er — yes — sorry about that,” said Mr. Weasley, lowering his hand and looking over his shoulder at the blasted fireplace.

“It’s all my fault. It just didn’t occur to me that we wouldn’t be able to get out at the other end. I had your fireplace connected to the Floo Network, you see — just for an afternoon, you know, so we could get Harry. Muggle fireplaces aren’t supposed to be connected, strictly speaking — but I’ve got a useful contact at the Floo Regulation Panel and he fixed it for me. I can put it right in a jiffy, though, don’t worry. I’ll light a fire to send the boys back, and then I can repair your fireplace before I Disapparate.”

‘Hello, Harry!’ said Mr Weasley brightly. ‘Got your trunk ready?’

‘**It’s upstairs,**’ said Harry, grinning back. (Ch. 4, p. 45)

‘We’ll get it,’ said Fred at once.

The analysis of the utterance can be explained as follows:

Locutionary act from Harry's utterance is Harry tells to Mr. Weasley that his trunk is in upstairs. This utterance is uttered by Harry to Mr. Weasley.

The illocutionary act from the utterance **'It's upstairs'** is Harry informs that his trunk is ready and it is in his bedroom. In this case, Mr. Weasley and his children pick up Harry to go to Quidditch World Cup. Harry feels so happy when they arrive to his house. Besides, Harry regards Weasley family as his family after his parents died. The Weasley family has also regarded Harry as their family, so they always protect him and come to pick him up for going to Hogwart. At that time, Mr. Weasley and his sons (Ron Weasley, Fred Weasley and George Weasley) come to the Dursleys' house to pick up Harry Potter for going to Quidditch World Cup (it is competition played on broomstick). So that is why Harry is grinning back to them, it seems that Harry feels happy.

The utterance **'It's upstairs,'** it seems that Harry' stuffs should be in his bedroom. Furthermore, Harry has a lot of magic stuffs, so it should be only in his bedroom and no one can know about them. Besides, Harry's bedroom is in the upstairs according to Harry Potter book 2 (ch. 1, p. 9). 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). Based on the novel, Fred, George and Ron Weasley had picked up Harry Potter for going back to Hogwarts. So, Harry has a purpose to say that utterance that he just telling the truth of his trunk's (a big bag) position.

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

“We didn’t give it to him because he’s a Muggle!” said Fred indignantly.

“No, we gave it to him because he’s a great bullying git,” said George. “Isn’t he, Harry?”

“Yeah, he is, Mr. Weasley,” said Harry earnestly.

“That’s not the point!” raged Mr. Weasley. “You wait until I tell your mother —”

“Tell me what?” said a voice behind them.

“Tell me *what*, Arthur?” Mrs. Weasley repeated, in a dangerous sort of voice.

“It’s nothing, Molly,” mumbled Mr. Weasley, “Fred and George just — but I’ve had words with them —”

“What have they done this time?” said Mrs. Weasley. “If it’s got anything to do with Weasleys’ Wizard Wheezes —”

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

‘He knows where he’s sleeping,’ said Ron. ‘In my room, he slept there last_’

‘We can all go,’ said Hermione, pointedly.

‘Oh,’ said Ron, cottoning on. ‘Right.’

The analysis of the utterance can be explained as follows:

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. This utterance is uttered by Hermione to Ronald Weasley.

The illocutionary act from this utterance is Hermione orders Ron to take Harry with Ron from Mr and Mrs Weasley’s debate. This is based on the situation that Mr and Mrs Weasley are debating about Fred and George’s mistake. At that moment, Harry is in The Weasley’s house and Harry as a guest, he should not to hear

anything from their arguing.. 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 setting from the utterance is Mr and Mrs. Weasley is arguing about Weasleys' Wizard Wheezes (it is a magic stuff like fake wands, trick sweets, etc at Fred and George's room). In this case, Fred and George wanted to make some magic stuff but their mother, Mrs. Weasley did not give them permission. So that is why, Mrs. Weasley is really furious about Fred and George's pig-headed. Besides, the utterance above is using question tag, because this utterance includes an order. One of the purposes by using question tag is to soften an order to do something or to give more polite way to request information. Hermione using question tag on her utterance, because she feels little bit respect and affair toward Ron Weasley according to Harry Potter book 3 (ch. 6 p. 88). Besides, Hermione's characters are extremely intelligent, quite responsible, perfectionist, well put-together and hard-working. That is why, she always be responsible to do something if there is a problem.

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

“What d’you think?” he asked anxiously. “We’re supposed to go incognito — do I look like a Muggle, Harry?”

“Yeah,” said Harry, smiling, “very good.”

“Where’re Bill and Charlie and Per-Per-Percy?” said George, failing to stifle a huge yawn.

“Well, they’re Apparating, aren’t they?” said Mrs. Weasley, heaving the large pot over to the table and starting to ladle porridge into bowls. “So they can have a bit of a lie-in.”

.....

“So they’re still in bed?” said Fred grumpily, pulling his bowl of porridge toward him. **“Why can’t we Apparate too?”** (Ch. 6, p. 66)

‘Because you’re not of age and you haven’t got your test,’ snapped Mrs Weasley. “And where have those girls got to?”, she bustled out of the kitchen and they heard her climbing the stairs.

The analysis of the utterance above can be explained as follows:

The locutionary act from the utterance ‘**__Why can’t we Apparate, too?’** is Fred asks his mother give him permission to do *Apparate*. It is uttered by Fred to his mother, Mrs. Weasley.

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). At that time, the Weasleys family is preparing to go to Quidditch World Cup in early morning. While they had breakfast, Bill, Charlie and Percy Weasley have gone by using *Apparate*. That is why, 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. On the other side, Fred Weasley was not given

permission by his mother to do the *Apparate*. 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. Mrs. Weasley forbids her son to try *Apparate*, because he has not got the test and under age to *apparate*. Besides, *Apparate* is forbidden to do for students without license (A license to *Apparate* is required to practice *Apparation* legally, this can be gained from the Department of Magical Transportation. Someone must be at least seventeen years old to obtain such a license). Mrs. Weasley forbids her son to do *Apparate*, because she knows the character of her sons (Fred and George Weasley) that they will try to do something magic stuff without permission. The characters of Fred and George Weasley are energetic, brave, pig-headed and smart. They will do everything for getting what they want, for example according to Harry Potter book 2 (ch. 3 pg. 21) Fred and George tried to use the 'fly' car for picking Harry up. Besides, Mrs. Weasley always forbids her sons and her daughter for not doing anything without permission, it is because she does not want anything happen to her children. That is why, she is not responding what Fred says by saying '*And where have those girls got to?*'

Excerpt 7

'George!' said Mrs Weasley sharply, and they all jumped.

'What?' said George, in an innocent tone that deceived nobody.

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

'Nothing!'

The analysis of the utterance can be analyzed as follows:

The locutionary act from the utterance **‘What is that in your pocket?’** is Mrs. Weasley asks George what something in his pocket. It is uttered by Mrs. Weasley to George Weasley.

The illocutionary act from this utterance is Mrs. Weasley orders George to show what George has in his pocket by saying the utterance sharply. The characters of Mrs. Weasley are kind, gentle (when she is not punishing her children). Besides, she is loving and very motherly woman. Sometimes, she feels angry toward her children and gives them punishment. Based on Harry Potter book 4 (ch. 5 p. 31), Mr. Weasley is angrier to Fred and George, because they bring Ton-Tongue Toffee. In this case, George tries to hide *Ton-Tongue Toffee* (a small brightly colored object like caramel sugar cube and it is make someone’s tongue being swollen). Besides, George makes more *Ton-Tongue Toffee* and he wants someone to test it. Fred and George make that stuff and they want someone to test it. Finally, Dudley (son of Uncle Vernon) eats Ton-Tongue Toffee, because he finds a bag of sweets which contained Ton-Tongue Toffee. He regards it as a candy but it is not. So, Dudley has a swollen tongue about four-feet long.

When Mrs. Weasley knows that his son, George hides something, she is really furious about it. She knows that George brings something in his pocket, because she knows that George still make some magic stuff in their room. Furthermore, based on Harry Potter book 4 (ch. 6 p. 68) Mrs. Weasley points her wand to George’s pocket and says *‘Accio’* (the spell for let something out). She did that, because she does not want anything happen with everyone else because of her sons. Besides, Mrs. Weasley has the right to forbid her sons, because she is their mother. Actually, George Weasley should listen to their mother. 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

'Would you be Mr Roberts?'

'Aye, I would,' said Mr Roberts. 'And who're you?'

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

'Aye,' said Mr Roberts, consulting a list tacked to the door. 'You've got a space up by the wood there. Just the one night?'

The analysis of the utterance can be explained as follows:

The locutionary act from the utterance '**Weasley – two tents, booked a couple of days ago?**' is Mr. Weasley asks Mr. Robert about his tents. It is uttered by Mr. Weasley to Mr. Robert.

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. First of all, Mr. Weasley is a kind, a modest person and he does not want to hurt anyone, even if to a bad person. Besides, he is reasonable competent man and trying to raise his family and do the right thing. That is why, 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

‘Oh...go on, then,’ said Mr Weasley. ‘Let’s see... a Galleon on Ireland to win?’

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

‘They’re a bit young to be gambling,’ said Mr Weasley.____

“We’ll bet thirty-seven Galleons, fifteen Sickles, three Knuts,” said Fred as he and George quickly pooled all their money, “that Ireland wins — but Viktor Krum gets the Snitch. Oh and we’ll throw in a fake wand.”

“You don’t want to go showing Mr. Bagman rubbish like that —” Percy hissed, but Bagman didn’t seem to think the wand was rubbish at all; on the contrary, his boyish face shone with excitement as he took it from Fred, and when the wand gave a loud squawk and turned into a rubber chicken, Bagman roared with laughter.

“Excellent! I haven’t seen one that convincing in years! I’d pay five Galleons for that!”

The analysis from the utterance can be explained as follows:

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. This based on from Ludo Bagman's utterance '**A Galleon?**' and a galleon is similar with £5 or Rp 50.000, which is why Ludo Bagman feels a bit disappointed. After that, he asks Mr. Weasley's children (Fred, George, Ron, Percy, Bill, Ginny and Charlie), Hermione and Harry. It seems that Ludo Bagman requests them for gambling.

Ludo Bagman is a wizard and the Head of the Department of Magical Games and Sports. Besides, he is a Quidditch commentator and he was a Quidditch player for England. Ludo Bagman also tended to play dirty when gambling and betting as he tried to find loopholes or even pay in fake money or gold. The characters of Ludo Bagman are lazy and self-indulgent. He loves doing the parts of his jobs that are fun—such as announcing at the Quidditch World Cup and the Triwizard tournaments, one of the hobbies from Ludo Bagman is gambling. That is why, anywhere and anytime Ludo Bagman always earns money from some events through gambling. Furthermore, he devotes zero attention to the serious parts of his job. He always makes some troubles in his job.

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. According to Harry Potter book 4, the two of them is really like gambling.

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

‘Seats a hundred thousand,’ said Mr Weasley, spotting the awestruck look on Harry’s face.

‘Ministry task force of five hundred have been working on it all year. Muggle-Repelling Charms on every inch of it. Every time Muggles have got anywhere near here all year, they’ve suddenly remembered urgent appointments and had to dash away again...Bless them,’ he added fondly, leading the way towards the nearest entrance, which was already surrounded by swarm of shouting witches and wizards.

‘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 analysis of the utterance can be explained as follows:

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. In this case, Top box is a portion-reserved for the commentator, Ludovic Bagman. It only held 20 purple and gold seats. Furthermore, seats could apparently be purchased by the general public, though they were very expensive. Someone who got seat at the top box, they are usually a rich, pure blood wizards and witches. Besides, although Weasley family is pure blood wizard and witch, they are poor family. So, the Minister witch feels curious how the Weasley family buy a top box ticket. That is why, this utterance is regarding 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

“Ah, Fudge,” said Mr. Malfoy, holding out his hand as he reached the Minister of Magic. “How are you? I don’t think you’ve met my wife, Narcissa? Or our son, Draco?”

“How do you do, how do you do?” said Fudge, smiling and bowing to Mrs. Malfoy.

“And allow me to introduce you to Mr. Oblansk — Obalonsk — Mr. — well, he’s the Bulgarian Minister

of Magic, and he can’t understand a word I’m saying anyway, so never mind. And let’s see who else — you know Arthur Weasley, I daresay?”

‘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)

Fudge, who wasn’t listening said, ‘Lucius has just given a very generous contribution to St. Mungo’s hospital for Magical Maladies and Injuries, Arthur. He’s here as my guest.’

‘How – how nice,’ said Mr Weasley, with a very strained smile.

The analysis of the utterance can be explained as follows:

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?' Based on the novel, Lucius Malfoy is a rich pure blood and he can buy the Top box ticket at that time. Lucius Malfoy's characters are cruel, ruthless bigot or intolerant, shrewd, and opportunistic. Furthermore, he always takes great pride in his aristocratic stature and viewing himself as being racially superior to *Muggles*, *Muggles-borns* and *half-bloods*. Hence, he felt proud himself on being '*the pure blood*'. *Pure blood* means that someone is a real wizard. Furthermore, Lucius Malfoy always regards everyone of Muggle, such as Mr Weasley and his family, although Weasleys is a pure blood too. Furthermore, he does not get along well with Weasley family because Weasleys is a poor family although they are a pure blood of wizard. Based on the utterance, Lucius Malfoy insults Mr. Weasley about his status and he tries to explain Mr. Weasley, if selling the house would not cover the cost of seats for them. So, it is regarded as an expressive.

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)

'Excellent!' yelled Ron, as the shamrock soared over their heads, and heavy gold coins rained from it, bouncing off their heads and seats.

The analysis of the utterance can be explained as follows:

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. In this case, Ludo Bagman is a commentator in the Quidditch World Cup. Quidditch World Cup is the most popular sport in the wizarding world with six tall goal posts, four flying balls, and fourteen players on broomsticks (Harry Potter book 2, ch. 1, p. 3). This event is similar with The Viva World Cup at this time. That is why, this event really crowded because there are so many spectators and the teams are coming from many countries. Afterwards, the situation is all the people are a wizard, so the audiences must bring the wand for welcoming the athletes instead of applauding.

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

'What's that supposed to mean?' said Hermione defiantly.

'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)

'Hermione's a witch,' Harry snarled.

‘Have it your own way, Potter,’ said Malfoy, grinning maliciously. ‘If you think that they can’t spot a Mudblood, stay where you are.’

‘You watch your mouth!’ shouted Ron.

The analysis of the utterance can be explained as follows:

The locutionary act from the utterance above is Draco Malfoy tells Hermione that there are the Death Eaters at that time. It is uttered by Draco Malfoy to Hermione Granger

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.’**. ‘Mudblood’ is similar with ‘Muggle-born’, it means that Hermione was born by the muggle family. It means that her parents are not a wizard or witch but Hermione is a witch. In this case, the setting of the utterance is in campsite of Quidditch World Cup and the *Death Eaters* come at that moment. *Death eaters* are the dark wizards who take the man’s (human) soul. Furthermore, they are the followers of Lord Voldemort (he is a cruel, dark wizard who wants to kill Harry Potter).

The situation at that time the noises in the campsite had changed. The singing had stopped. Screaming and the sound of people running at that time. By the light of the few fires that were still burning, people running away into the woods, fleeing something that was moving across the field toward them. Something that was emitting odd flashes of light and noises like gunfire. Loud jeering, roars of laughter, and drunken yells were drifting toward them (Harry Potter book 4, ch. 9, p. 119). 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

‘Did he get you?’ Moody growled. His voice was low and gravelly.

‘No,’ said Harry, ‘missed.’

‘LEAVE IT!’ Moody shouted.

‘Leave _ what?’ Harry said, bewildered.

‘Not you – him!’ Moody growled, jerking his thumb over his shoulder at Crabbe, who had just been frozen, about to pick up the white ferret. ____

‘I don’t think so’ roared Moody, pointing his wand at the ferret again – it flew ten feet into the air, fell with a smack to the floor, and then bounced upwards once more.

‘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 analysis of the utterance can be explained as follows:

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. It is uttered by Alastor Moody to Draco Malfoy.

The Illocutionary act from the utterance above is Alastor Moody warns and threats toward Draco Malfoy because he does a coward thing. He points his wand

toward Harry's back. Based on the novel, Alastor Moody is a teacher of Defense Against the Dark Arts. Furthermore, Alastor Moody is an ex- *Auror* (dark wizard catcher). Actually, the students called him as Mad-Eye Moody, because he always uses eyeball-patch which is can moved around independently from his normal eye. Then, he has a growling voice and wooden leg. It scares the students sometimes. On the contrary, his characters are tough, brave and a consummate survivor

He warns and gives to Draco Malfoy and his friends Draco a punishment by using *transfiguration* (it is spell for changing someone into animal, statue, etc). In addition, Alastor Moody changes Draco as a ferret. It seems that the punishment is a threat from Alastor Moody for Draco Malfoy. He has the rights to do that method for punishment, because he is a teacher although the Transfiguration forbidden to do as a punishment for students. It seems that Moody helped Harry Potter from Malfoy and his friends. In this case, Alastor Moody is in Harry Potter's side. He should protect Harry from the enemies, like Draco Malfoy and his family. According to Harry Potter book 4, (ch. 33, p. 650), Lucius Malfoy is a follow of Lord Voldemort so does Draco Malfoy. He is a follow of Voldemort too. Besides, Draco Malfoy and his family are displeased with Harry Potter.

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 dear Madame Maxime,' he said. 'Welcome to Hogwarts.'

'Dumbly-dorr, said Madame Maxime, in a deep voice. 'I 'ope I find you well? '

‘On excellent form, I thank you,’ said Dumbledore.

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

The analysis of the utterance can be analyzed as follow:

The locutionary act from the utterance above is Madame Maxime tells Dumbledore about her students. It is uttered by Madame Maxime to Prof. Dumbledore.

The illocutionary act from the utterance above is Madame Maxime asks her students to come in the Hall of the castle at Hogwarts School. In this case, Hogwarts School is a host of Triwizard Tournament. Triwizard Tournament is first established some seven hundred years ago as a friendly competition between the three largest European schools of wizardry: Hogwarts Shool, Beauxbatons and Durmstrang (in Harry Potter book 4, ch. 12, pg. 187). One of the schools is Beauxbatons. Olympe Maxime or the people called her as Madame Maxime. She is a headmistress of Beauxbatons academy of magic. Beauxbatons translated from French which means ‘beautiful wands’. Students at Beauxbatons come from many countries from Western Europe, including Spain, Portugal, Luxemburg, Belgium and the Netherlands. Beauxbatons has a larger student population than Hogwarts. Actually, Olympe Maxime is described as being elegant, graceful despite her size, with handsome olive-skinned features. In addition, she is an enormous or a giant woman because of her half-giant background. Furthermore, she appeared to get on well with her students. That is why, in the utterance, it is called ‘*her enormous hands*’. 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

'My steeds require – er – forceful 'andling',' said Madame Maxime, looking as though she doubted whether any Care of Magical Creatures teacher at Hogwarts could be up to the job. 'Zey are very strong...'

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

'Very well,' said Madame Maxime, bowing slightly, 'will you please inform zis 'Agrid zat ze 'orses drink only single-malt whisky?'

'It will be attended to,' said Dumbledore, also bowing.

The analysis of the utterance can be explained as follows:

The locutionary act from the utterance above is Albus Dumbledore ensures Madame Maxime about Rubeus Hagrid. It is uttered by Prof. Dumbledore to Madame Maxime.

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. In this case, the utterance carried the topic about Madame Maxime still doubt with Hagrid as a teacher of Care of Magical Creatures in Hogwarts. Magical creatures are like a unicorn, hippogriff (half bird and half horse), etc. It is regarded as

an order for Madame Maxime to take Hagrid as a good teacher in Care of Magical Creatures. Hagrid or Rubeus Hagrid is a Keeper of Keys and Grounds of Hogwarts. Besides, at that time, Hagrid is a teacher of magical creatures. Actually, Albus Dumbledore always speaks in calm, pleasant voice even when Harry thought that Albus Dumbledore was actually furious. Then, he described as a brilliant, soul-piercing shade of blue and usually twinkled with kindness and mischief. When he became genuinely angry, Dumbledore would transform from a benign-looking, bright-eyed old man into a wizard even more terrifying than Lord Voldemort.

So, based on the characters above, Professor Dumbledore can make Madame Maxime certainly believe to Hagrid, if Hagrid can keep her horse. First of all, Madame Maxime cannot believe that Hagrid can do the job, because the Beauxbaton's ride is different.

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

'Myrtle,' Harry said slowly, 'How am I supposed to *breathe*?'

'Tactless!' she muttered, groping in her robes for a handkerchief.

'What's tactless?' said Harry bewildered.

‘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 analysis of utterance can be explained as follows:

The locutionary act from the utterance above is Moaning Myrtle tells Harry that she cannot breathe. It is uttered by Moaning Myrtle to Harry Potter.

The illocutionary act from Myrtle’s utterance is Moaning Myrtle orders Harry to stop saying a word ‘breathe’. Moaning Myrtle was constantly bullied during her education at Hogwarts, for both her physical and her personality. She hardly ever smiled and took great offence at the smallest slight, crying rivers of tears and wailing. She was often upset so badly that she tried to kill herself, until she realized that she was already dead. She is a ghost who stayed at the Prefect’s bathroom, because she died there. Harry Potter tries to solve the mystery behind the golden egg by taking a bath in Prefect’s bathroom. It was according to Cedric’s advice for him. Then, when he took a bath and thought how to open the golden egg, Myrtle was peeking up to Harry and giving some clues to him. Finally, they had long conversation until Harry said a word ‘breathe’ by saying *‘How am I supposed to breathe?’*. Myrtle feels furious and her eyes filled with sudden tears again (in Harry Potter book 4, ch. 25, pg. 465). She has the right to forbid Harry, because she was a ghost who could frighten everyone. Harry Potter had the obligation to do the orders from Myrtle, because he knew that the word ‘breathe’ was not appropriate for ghost like Myrtle.

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

‘Snape said Moody’s searched his office as well?’ Ron whispered...

‘What...d’you reckon Moody’s here to keep an eye on Snape as well as Karkaroff?’

‘Well, I dunno if that’s what Dumbledore asked him to do, but he’s definitely doing it,’ said Harry ____ ‘Moody said Dumbledore only lets Snape stays here because he’s giving him a second chance or something...’

‘What?’ said Ron ____ ‘Harry...maybe Moody thinks Snape put your name in the Goblet of Fire!’

‘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 analysis of the utterance can be explained as follows:

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 problem is Professor Snape and Alastor Moody is arguing about someone who puts Harry Potter’s name into the goblet of fire. Afterwards, Snape always keeps an eye on Alastor Moody, because he feels curious with him. Besides, Snape feels curious toward Alastor Moody and Harry Potter because there is someone broke into his office. Then, Snape lost his one potion ingredient, Polyjus from his private store cupboard. The reason form Professor Snape is curious toward Harry, because another day he lost one potion ingredient from his private store cupboard. Unfortunately, all this time Harry always sticks together with Alastor Moody. On the other side, Harry and Ron felt curious about Professor Snape who put Harry’s name into The Goblet of Fire. Besides, Harry

and Ron feel a little bit hate with Professor Snape. That is why, Harry and Ron suspect that the trouble one is Professor Snape. In this case, Hermione tries to persuade Harry and Ron for not suspecting Professor Snape. Hermione Granger is described extremely intelligent, quite responsible, perfectionistic, well put-together and hard-working. That is why, Hermione felt that Professor Snape was not the one who had the problem with Alastor Moody. She thought about it because Professor Snape has saved Harry's life before. Therefore, Hermione tried to warning them to not 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.

4.2. Discussion

It has been explained by Searle (1969: 16), speaking a language is performing speech act, such as making statements, giving commands, asking questions, making promise and so on. It seems that speech acts are containing in *Harry Potter and The Goblet of Fire* but it cannot be found in all utterances at novel. Then, the researcher found 18 utterances which have speech act. Speech acts can be analyzed based felicity conditions from the utterances. The use of speech acts in the novel of *Harry Potter and The Goblet of Fire* is explained in the following explanations.

In data 1 from chapter 3, the utterance "*You,' he barked at Harry. 'In the living room..Now.'*" is regarded as speech act uttered by Uncle Vernon to Harry Potter. This utterance is regarded as a speech act which brings directive to the speaker. The utterance "*Why don't you show Harry where he's sleeping, Ron?'*" in data 5 from chapter 5, is regarded as a speech act uttered by Hermione to Ron Weasley. It indicated that Hermione ordered Ron and Harry to not interfere with Mr

and Mrs Wealsey's problem. It is regarded as a speech act because that utterance is not the question but the order.

The utterance in data 12 from chapter 8. *'And now,' roared Ludo Bagman's voice, 'kindly put your wands in the air... for the Irish National Team Mascots!'* is regarded as a speech act uttered by Ludo Bagman as a presenter of The Quidditch World Cup. It indicates as a speech act and felicity condition.

The utterance in data 4, *'It's upstairs,'* uttered by Harry Potter to Mr. Weasley and the others. It indicated that Harry ordered them to help him to bring his trunk. Therefore, it is regarded as a speech act because the addresser tells the truth that his trunk is ready in upstairs.

In data 2 from the same chapter, the utterance *'Look at this!'* is regarded as a speech act uttered by Uncle Vernon. Based on the utterance, Uncle Vernon wanted Harry to give some reasons, why Harry always makes Dursleys family involved in wizardry things. On the other side, that utterance indicated that Harry felt upset and irritated with Uncle Vernon's question. This utterance is not an order but the expression. So, it indicated that the utterance contain of speech act. The utterance in data 3 from chapter 3, *'So-can I go, then?'* is regarded as a speech act uttered by Harry to Uncle Vernon. It indicates as a request to had permission. On the other side, Uncle Vernon didn't give him permission. Therefore, it is regarded as a speech act. It seems similar with the utterance in data 6 from chapter 6, *'__ Why can't we Apparate, too?'* is uttered by Fred to his mother. It indicated that Fred wanted to do Apparate so that he requested about it to his mother. This utterance is regarded as a speech act which brings expressive to the speaker.

Other examples of expressive function. the utterance in data 8 from chapter 7. *'Weasley – two tents, booked a couple of days ago?'* is regarded as a speech act which brings expressive.

The data 10 from chapter 8, 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.' It is regarded as a speech act. The utterance in data 11 from chapter 8, *'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?'*, is uttered by Lucius Malfoy to Mr Weasley, Hermione, Ron, Fred and George. It indicated that Lucius Malfoy insulted Mr Weasley and the others for getting seat in upstairs. It is regarded as a speech act and it brings implicit expressive of dislike.

The examples above is including indirect speech act, because the speakers say the utterance implicitly expressive. Sometimes they use a statement, yes – no question, and using exclamatory or question mark for showing their expression to the hearers.

Searle (in Altikriti, 2011: 1376) says that commissives is 'unexceptionable', for example, the obligation created in the word by commissives is created in the speaker not in the hearer. So, they commit the speaker to some future action, such as offering, threatening, promising, etc. Furthermore, Santoso, Sujatna and Mahdi (2014: 110) say that commissives are those kinds of speech acts that speaker use to commit themselves to some future action. It means that the statements have function as promises or refusals for action, threats, plans, offers, pledges, vows. It can be positive and negative forms. Here is an example of speech act that includes in commissives function, the utterance in data 14 from chapter 13, *'I don't like people who attack when their opponent's back's turned,'* is uttered by Alastor Moody to Draco, Crabbe and Goyle. It indicated that Alastor Moody was angry to them, because they tried to get a fight with Harry by using transfiguration. Therefore, this utterance is regarded as a speech act which brings a commissive function.

Based on the explanation above, it concludes that the use of speech act in the novel of Harry Potter and The Goblet of Fire are explained as follows:

In this study, almost the utterances in the novel of Harry Potter and The Goblet of Fire, is using indirect speech act. Based on (Amazon.co.uk) on interviewing to J.K. Rowling, the characters in her novels are based on the people she knows in real life.

Even though, they are a bit different in novel, but they have some similarities. That is why, the novel of Harry Potter and the Goblet of Fire mostly uses indirect speech acts.

Based on Searle (in Altikitri, 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. For example, in data 11 from chapter 8, *'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?'* Actually, that utterance is 'yes-no' question, but the intention of the utterance is Lucius Malfoy insults the Weasley, Harry Potter and Hermione Granger. Besides, the use of indirect speech act is if the 2 people have same background and knowledge in their interaction. Therefore, the English teachers will be able to create the certain meaning from the utterances by applying speech acts theory, and then they can explain it to the students.

CHAPTER 5. CONCLUSION AND SUGGESTION

Chapter five presents conclusions and suggestions of the research. The suggestions are addressed to the students of Senior High School and future researcher. They will be presented as follows:

5.1. Conclusion

Based on the result of data analysis and discussion, it can be concluded that to reveal the meaning from the characters' utterances in Rowling's novel '*Harry Potter and The Goblet of Fire*', it would be necessary for the readers to use three layers of speech acts theory by J. L. Austin (1962) in the following parts: 1) Finding the locutionary acts from Rowling's novel '*Harry Potter and The Goblet of Fire*'. In this layer, it focuses on the literal meaning which makes the readers understand the meaning of the utterance. 2) Finding the illocutionary act. It focuses on the intended meaning or the intention of the utterance. Furthermore, illocutionary act can be interpreted by looking the context from the utterance. 3) Finding the perlocutionary act from the novel. It focuses on the hearers' respond or hearers' action.

Almost the utterances in the novel of Harry Potter and The Goblet of Fire, is using indirect speech act. Based on (Amazon.co.uk) on interviewing to J.K. Rowling, the characters in her novels are based on the people she knows in real life. Even though, they are a bit different in novel, but they have some similarities. That is why, the novel of Harry Potter and the Goblet of Fire mostly uses indirect speech acts. Thus, using speech act theory, we can learn how to understand and reveal the meaning from the utterances in novel. Besides, it can help the teachers to teach language skills for students by using speech acts theory through novel. By this illocutionary acts, it seems that the novel of Harry Potter and the Goblet of Fire has the background such as the problem of enslavement (the community who against the Dark Wizard or Lord Voldemort), community connectedness (friendships and respectful for the eldest), the preoccupation of adolescence (Harry Potter, Ronald

Weasley and Hermione Granger are grown up in this novel but still they are students at Hogwarts).

5.2. Suggestion

Based on the results of analysis, the suggestions are given to the teachers and the future researchers.

5.2.1. The Teachers

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.

5.2.2. The Future Researchers

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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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Revealing Meaning of Characters' utterances on J.K. Rowling's Novel of Harry Potter and The Goblet of Fire Using Speech Act Theory.	1. How the use of speech acts produced by the novel of "Harry Potter and the Goblet of Fire"?	The use of Speech Act Theory in the novel of "Harry Potter and the Goblet of Fire" by J.K. Rowling	Locutionary act Illocutionary act Perlocutionary act	Primary Data: Utterances from the novel of "Harry Potter and the Goblet of Fire"	<ol style="list-style-type: none"> 1. Research Design: Descriptive Study Qualitative 2. Data Collection Method: elicitation technique 3. Data Analysis Method: speech act theory proposed by John L. Austin.

APPENDIX 2**The Synopsis of the Stories**

Harry, Ron and Hermione entered their fourth year at Hogwarts. After having a strange dream of the Dark Lord and his Death Eaters, Harry Potter awakes at the Weasleys' house where they shortly depart for the 422nd Quidditch World Cup. After the match, the camp is attacked by Death Eaters. The three later arrive at Hogwarts, where they find that the magical school will be hosting a legendary event called the Triwizard Tournament, in which one wizard each from two rival schools and Hogwarts will compete in three dangerous tasks. When the schools of Beauxbatons and Durmstrang, the rival schools, arrive, the rules are announced. Meanwhile, Alastor "Mad Eye" Moody arrives at Hogwarts at the request of Dumbledore to be the new Defence Against the Dark Arts teacher. Moody is a very eccentric man, noted for his paranoia and his wildly roaming "mad eye". People over seventeen who are interested must insert their name into the Goblet of Fire, and those chosen will be the Champions of their respective school. Three champions' names come out of the Goblet of Fire, Cedric Diggory from Hogwarts, Viktor Krum from Durmstrang and Fleur Delacour from Beauxbatons, and then the goblet unexpectedly produces a fourth, Harry Potter, although he is an under-age fourth year who never entered. Although Harry insists that he did not enter his name, his selection prompts a certain amount of jealousy and suspicion on part of his fellow students - including Ron, who believes that Harry is attempting to make himself the centre of attention again. This causes a brief period of resentment and estrangement between the two friends (including Ron swearing, telling Harry to piss off), which is soon healed, however. Dumbledore tells Alastor to keep an eye on Harry, without him knowing it.

The Tournament begins with the first event, in which the four champions must each battle a dragon to retrieve a golden egg. Upon using the Accio spell to summon his broom, he flies out of the arena. The dragon breaks free of its chain and chases Harry through the Hogwarts grounds, where it runs into a stone bridge and

falls dead. Harry gets the egg, which, when opened, will reveal a clue about the second task. When Harry opens it, though, only a horrible screeching is heard. They are soon informed of the Yule Ball, a Christmas ball held during the Triwizard Tournament. Ron and Harry find it hard to get dates to the ball, but finally get the Patil twins to join them, while Hermione goes with Viktor Krum, stunning everyone with her suddenly beautiful appearance at the ball. Ron is so jealously enraged at seeing Hermione with Krum (formerly his idol) that he attacks her and accuses her of "fraternizing with the enemy". The ensuing argument leaves Hermione in tears (in the film version only).

Cedric Diggory, the other Hogwarts champion, informs Harry to submerge the egg in water and open it. There he will hear the clue. Harry does as told in the prefects' enormous collective bath. The clue mentions that merpeople have taken something of Harry's and that they must retrieve it from the Black Lake. Just as the three are trying to find a way to breathe underwater, Ron and Hermione are called to McGonagall's office. Neville tells Harry about gillyweed, which, if eaten, can let you grow webbed hands and feet and gills. During the second task, Harry follows a mermaid to where they have chained Ron, Hermione, Cho Chang, and Fleur's sister. Cho Chang is retrieved by Cedric, Victor, the Durmstrang champion, takes Hermione. Harry takes both Ron and Fleur's sister, since she did not show up.

Finally, the third task arrives. A huge maze has been set up, in the center of which is the Triwizard Cup. The first to touch the cup wins the task. Dumbledore allows Harry and Cedric to be led into the woods first, because they both received first and second place in the previous task. Both Cedric and Harry grab the cup at the same time. The cup, which is actually a portkey, sends the two to a graveyard, where Wormtail appears with a form of Voldemort. Upon command, Wormtail kills Cedric and binds Harry to a tombstone. Wormtail performs a spell over a burning cauldron and drops Voldemort into it. A fully revived Voldemort emerges from it and summons the Death Eaters with the Dark Mark. After explaining to them how he lost his powers to Harry, he duels Harry Potter, in which their spells join in a chain. Harry breaks the

chain and gets Cedric's body. After grabbing the cup again, he is transported back to the school where everyone learns that the Dark Lord is back and has killed Cedric. Mad-Eye Moody takes Harry to his office in order to help Harry calm down. Moody suddenly starts to change his appearance when he learns that he has run out of Polyjuice Potion. Moody tells Harry that it was he who told Hagrid to lead Harry into the woods and tell him about dragons. Moody also reveals that it was he who told Cedric to open the egg underwater and that he gave Neville the book that led him straight to discovering gillyweed in it. Harry realizes that Moody put his name in the Goblet of Fire and that he bewitched Krum. As Moody is about to kill Harry, Dumbledore, Snape, and McGonagall burst in the room and save Harry. Dumbledore makes Moody admit that he is an imposter and that the real Moody is locked in a chest. The imposter rapidly changes from appearing like Moody to his own appearance, Barty Crouch Jr, a Death Eater working for Voldemort. The tournament ends and the other schools depart.