

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research finding and discussion. In this chapter, the presentation of finding is in line with the formulated research questions, namely: the representative acts, formal pattern, and the frequency of representative acts and formal pattern in representative acts found in *Harry Potter and the Philosopher's Stone*. The discussion section will globally be explained after presenting the data based on the Searle (1979) theoretical framework.

A. The Discription of Data

This sub-heading presents the findings derived from research problem in which the first question concerns with the types of representative acts found in *Harry Potter and the Philosopher's Stone* movie based on Seale's theory of representative acts. The next problem focuses on the kinds of formal pattern of representative acts delivered by the characters in *Harry Potter and the Philosopher's Stone* movie. The third research question concerned with frequency of particular types and its formal pattern of representative acts found in *Harry Potter and the Philosopher's Stone* movie.

There are four steps of findings in this research, the researcher starts reducing some utterances that consist of representative acts, and then try to analyze the formal pattern used in representative acts. Next, the researcher makes the percentage of the representative acts and their formal patterns as found in *Harry Potter and the Philosopher's Stone* movie.

1. The Representative Acts Used by the Characters in Conversational Fragments found in *Harry Potter and the Philosopher's Stone* movie.

According to Searle (1979) as cited in Huang (2007:106) Representatives are those kinds of speech act that commit the speaker to the truth of the expressed proposition, and thus carry a truth value. They express the speaker's belief.

There are nine types of representative acts; they are informing, asserting, claiming, assuring, arguing, complaining, concluding, describing, and predicting. In performing this type of speech act, the speaker represents the world as he or she believes it is, thus making the words fit the world or belief. In the conversational fragments of *Harry Potter and the Philosopher's Stone* movie, the researcher found 424 utterances containing representative acts. Meanwhile, the researcher presents the data systematically according to the typical constellations of context, in which a representative acts occurs. Constellation of the context here included Power status symbolized by "P", Solidarity symbolized by "S", and Formality symbolized by "F". Power status shows the degree of control between the hearer and the speaker. Power status can be, high ($S > H$), low ($S < H$), or ($S=H$). Solidarity is characteristic of relation between two people which determines the positive rights. Solidarity concerns social distance between two people in terms of how much experience they share. It has two types; low and high. Formality of spoken language takes on

different levels depending on the social situation and the relationship between those involved. It can be formal and informal.

In this study, the constellations of context can be (P+, S+, F+), (P+, S+, F-), (P+, S-, F-), (P-, S-, F-), (P-, S+, F+), (P-, S-, F+), (P-, S+, F-), (P+, S+, F-), (P=, S+, F-), (P=, S-, F-), (P=, S+, F+), or (P=, S-, F+). The sign “+” shows that the power and solidarity is high, and the formality is including into formal. Besides, the sign “-” shows that the power and solidarity is low, and the formality is including into informal. For the sign “=” shows that the power status between speaker and the hearer is same. Finally, each type of the representative acts presented as follow will be ordered according to the constellation of context previously mentioned.

a. Informing

Informing is the type of act that asserts to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed of. Here, the speaker is only giving information and the hearer does not already know what the speaker is being informed. (Smith, 1991: 91). The utterance “She is a married woman” is one of the example of informing acts. Here, the researcher found 103 utterances included into informing type. Meanwhile, the researcher presents the data systematically according to the typical constellations of context, in which a representative acts occurs. Those are data that include of informing type:

[1]Neville : *Trevor! {McGonagall stares down at him}
Sorry. {He backs away.}*
McGonagall : ***The sorting ceremony will begin momentarily.(1) {leaves}***

Context:

| | |
|-----------------------|---|
| Setting and Scene | : Dialogue above occurs in the door of Great Hall. On a higher level, Professor McGonagall is waiting. She raps her fingers on a stone railing, and then goes to the top of the stairs to greet the newcomers. It happened informally (F-). |
| Participants | : Speaker : McGonagall (one of teacher in Hogwards School. He has higher power than the listener (S>H). They are not solidary (S-)) Listener : Students (They have lower power than the speaker . They are not solidary (S-)). |
| Communicative Purpose | : McGonagall informs students that the sorting ceremony will began. |

Utterance (1) is included into representative acts especially informing type since the speaker informs the hearer that the sorting ceremony will begin momentarily. Here, the speaker gives information to the hearer and that information has not been yet know before by the hearer. The utterance (1) occurs in such context constellation as (P-, S-, F-). The symbol “P-“means that the power status of the speaker higher than the hearer. It is caused by the fact that McGonagall as the speaker is a teacher and the hearer is the student. The next symbol is “S-“ means that they are not solidary. It happens since the speaker and hearer have just met. So, they are not so close. The last symbol is “ F-“ explains that the conversation above happens informally. It happened outside Great Hall when the students will enter to hall and McGonagall as the speaker stand alone in front of the door to welcome the students. In utterance (1) the speaker says the information directly without reason. The syntactic

structure here uses head act or core of speech only without something following like reasoning or proper name.

- [2]*Filch* : *A pity they let the old punishments die. There was a time detention would find you hanging by your thumbs in the dungeons. God, I miss the screaming. You'll be serving detention with Hagrid tonight. He's got a little job to do inside the dark forest. {Hagrid appears with a crossbow. He snuffles.} A sorry lot this, Hagrid. Oh, good God, man, you're not still on about that bloody dragon, are you?*
- Hagrid* : *{sniffs and sighs} Norbert's gone. Dumbledore sent him off to Romania to live in a colony.(2)*

Context:

- Setting and Scene : Dialogue above occurs in outside of school, at night, the four students are being led to Hagrid's hut by Mr. Filch. It happened informally (F-).
- Participants : Speaker : Hagrid (one of teacher in Hogwards School. He has higher power than the listener (S>H). They are not solidary (S-))
Listener : Flich (he is a security in Hogwarts School. He has lower power that speaker. They are not solidary (S-).
- Communicative Purpose : Hagrid informs Flich about Nobert. Nobert is his Dragon.

Utterance (2), which is uttered by Hagrid included representative acts especially informing type since Hagrid informed Flich that his dragon's gone. The speaker gives information to the hearer and that information has not been known before by the hearer. Utterance (2) occurs in such context constellation as (P-, S-, and F-). The power status of the speaker in utterance (2) is higher than the hearer based on the profession.

Hagrid is the teacher besides Flich is the Security. The power between them can be symbolized as (S>H). The relationship between the speaker and the hearer is not solidary. It is symbolized by “S-“. Then the conversation above occurs outside of school when Flich was delivering four students who will get detention to Hagrid. Then, Flich meets Hagrid, having small talking. The situation happened informally and can be symbolized “F-“. The structure of this utterance, there is head act or core of speech that is followed by the reasoning. The speaker try to make clear his utterance by giving reason.

[3]*Firenze* : *Do you know what is hidden in the school at this very moment?*
Harry : ***The Philosopher's Stone.***(3)

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in the jungle when Harry and friend got detention. Suddenly, he and Draco see a monster that is Voldemort that bite a unicorn to make him immortal. Then when V walks to Harry and try to kill him. Firenze comes and save Harry from V. This conversation happened informally (F-). |
| Participants | : Speaker : Harry (He is a talented wizard. He has lower power than the listener (S<H) . They are not solidary “S-“) Listener : Firenze .(a creature that his body is horse and the head is human. They are not solidary) |
| Communicative purpose | : Harry informs Firenze about something he knows. |

Utterance (3) is included into informing type of representative acts since the speaker, that is Harry informs the hearer about something and the

hearer does not already know before what is being informed. The utterance (3) occurs such context constellation as (P+, S-, F-). The symbol “P+” means that the speaker has lower power than the hearer. It can be symbolized by “S<H”. It is known from their age. Hearer is older than the speaker. Here, the relation between them is not solidary. Because, it is the first time they meet. It can be symbolized by “S-”. The conversation above occurs informally “F-”. It happened in the jungle when Harry is in danger. It also happened intuitively. Utterance (3), in informing something, does not use additional information or reason. The speaker says “The Philosopher’s Stone”. It is constituted by head act or core of speech. Here, the speaker only informs without any additional information.

[4]Quirrell : *What is it?! What do you see?!*
 Harry : *I-I'm shaking hands with Dumbledore. I've won the house cup. (4)*

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in an empty room. Harry walks down a long staircase to an empty room with pillars around it. The Mirror of Erised is in the middle of the room, and a man is standing before it. It is Quirrell. Harry yelps and grabs his scar. This conversation happened informally (F-). |
| Participants | : Speaker : Harry (one of the students in Hogwarts school. He is also a talented wizard. He has lower power than the listener “ S<H” . they are not solidary “S-”. Listener : Quirrel (He is a professor in Hogwarts school. He is cruel and tricky. They are not solidary. |
| Communicative purpose | : Harry informs P. Quirrell about what he saw in the mirror magic. |

Utterance (4) is included into representative acts especially informing type since the speaker informs the hearer about what he saw in the mirror magic. The hearer has not been yet known what is being informed by the speaker. Utterance (4) occurs in such context constellation as (P+, S-, F-). Here, the power of the speaker is lower than the hearer. It is because Harry as the speaker is the students and P. Quirrell is one of professors in Hogwarts School. It can be symbolized by “S<H”. In utterance (4), the relationship between speaker and the hearer is not solidary. Here, the hearer uses the speaker to get the philosopher’s stone to his importance. The conversation above happened informally. It can be symbolized by “F-“. The conversation happened in the empty room in the dungeon. The structure of this utterance is there is reason after head act. It has purpose to make clear his information.

[5] *Hagrid* : ***Mr. Harry Potter wishes to make a withdrawal.*** (5)
Goblin : {looks up} *And does Mr. Harry Potter have his key?*

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in the Wizard Bank. It happened in the afternoon. When Harry and Hagrid will make a withdrawal. This conversation occurs formally (F+). |
| Participants | : Speaker : Hagrid (one of teacher in Hogwards School. He has higher power than the listener (S>H). They are not solidary (S-)) Listener : Goblin (one of teller in the wizard Bank. They are not solidary (S-)) |
| Communicative Purpose | : Hagrid informs Goblin that harry wishes to make a withdrawal. |

Utterance (5) containing representative acts especially informing type. Hagrid as the speaker informs Goblin that Harry wishes to make a withdrawal. This utterance is included into informing type because the speaker notifies Goblin that Harry will make a withdrawal and Goblin as the hearer has not been known before what is being informed by the speaker. Utterance (5) occurs in such context constellation as (P-, S-, F+). The power status of the speaker is higher than the listener. It is because Hagrid as the costumer. So, Goblin as the teller has the lower power than the speaker. It is symbolized by (S>H). The relation between the speaker and the hearer in utterance (5) is not solidary. It can be seen from the intonation of their conversation in the movie. The intonation shows that they are not solidary. It can be symbolized by “ S-“. Utterance (5) happened in the wizard bank. The situation is formal. There are many people come and go to make a withdrawal and save their money. The situation formal can be symbolized “F+”. The structure of utterance (5) is the speaker utters his information directly without any reason or additional information. It uses head act without followed by reason. In addition, the speaker doesn't make withdrawal on himself, but to Harry. So, the proper name is used by Hagrid together with word “ Mr” to make the utterance looks formally.

[6]Dumbledore : *Another year gone. (6) And now, as I understand it, the house cup needs awarding, and the points stand thus. In fourth place, Gryffindor with 312 points.*
 All students : {Clapping. Harry and Hermione hide their
 Dumbledore : heads.} Third place, Hufflepuff, with 352

points.

Context:

| | |
|-----------------------|---|
| Setting and Scene | : Dialogue above occurs in Great Hall when Dumbledore will inform the students the win of dormitory. It is happened formally (F+). |
| Participants | : Speaker : Dumbledore (one of teacher in Hogwards School. He has higher power than the listener (S>H). They are not solidary (S-)) Listener : All students. |
| Communicative Purpose | : Dumbledore informs the students who become the win. |

Utterance (6) is included into informing acts since the speaker that is Dumbledore informs the hearer about the point of each dormitory. Here, the student has not been yet known before what is being informed by the speaker. Utterance (6) occurs in such context constellation as (P-, S-, F+). The symbol “P-“explains that the power status of the speaker is higher than the hearer (S>H). It is because the speaker is the teacher and the hearers are the students. The relationship among them is not solidary. Because the teacher will keep distance with the students to make the students keep their behavior when having communication with teacher. The situation in utterance (6) is formal. It is symbolized by “F+”. The conversation happened in the great Hall and all of teachers of Hogwards School attendance the meeting. The structure of utterance (6) is the headact followed by the additional information. The additional information has purpose to make clear the speaker’s utterance.

[7]Hagrid : *No? Blimey, Harry, didn't you ever wonder where your mum and dad learned it all?*
Harry : *Learnt what?*

Hagrid : You're a wizard, Harry.(7)

Context:

- Setting and Scene : Dialogue above occurs in the Vernon's house, were suddenly Hagrid come into Vernon's house. Vernon is Harry's uncle. Hagrid sits down on the couch, takes out an umbrella and points it at the empty fire. Poof, poof! Two sparks fly out and the fire starts. It happened informally (F-)
- Participants : Speaker : Hagrid (one of teacher in Hogwards School. He has higher power than the listener (S>H). They are solidary (S+))
Listener : Harry
- Communicative Purpose : Hagrid informs Harry about his identity.

Utterance (7) uttered by Hagrid is included into representative acts especially informing type since Hagrid informs Harry that he is a wizard. The speaker gives information to the hearer and the information has not been known before by the hearer. The constellations context in utterance (7) are: the conversation between Harry and Hagrid happened in the Vernon's house and the situation shows that this conversation is happened informally (F-). Hagrid will be Harry's teacher in Hogwarts school. So, Hagrid's power is higher than Harry " S > H". Then, Hagrid is looked solidary with Harry. It is shown by the Hagrid's utterance and action to Harry. He looked very versed to Harry. It can be symbolized by " P-, S+, F-". Utterance (7) used nominal verbal that followed by proper name. The speaker in utterance (7), uttered something to hearer only use head act or core of speech followed by proper name that is word " Harry". Maybe, it will be different if Harry who informs Hagrid, because the power of the

speaker will be low. It is caused by the fact that the status of Harry is lower than Hagrid “S < H” and definitely Harry will inform Hagrid politely.

- [8]Hagrid : *Oh, um, I'd appreciate if you didn't tell anyone at Hogwarts about that. Strictly speaking, I'm not allowed to do magic.*(8)
- Harry : {Nods} *Okay.*
- Hagrid : {checks a clock} *Ooh, we're a bit behind schedule.*(9) *Best be off. Unless you'd rather stay, of course. Hmm? {Leaves}*

Context:

- Setting and Scene : Dialogue above occurs in the Vernon's house, where suddenly Hagrid came into Vernon's house. Vernon is Harry's uncle. Hagrid sits down on the couch, takes out an umbrella and points it at the empty fire. Poof, poof! Two sparks fly out and the fire starts. It happened informally (F-)
- Participants : Speaker : Hagrid (one of teacher in Hogwards School. He has higher power than the listener (S>H). They are solidary (S+))
Listener : Harry
- Communicative Purpose : Hagrid informs Harry about his privacy. That he is not allowed to do magic and he also informs Harry that they are a bit behind schedule.

Utterances (8) and (9) are included into representative acts. In utterance (8), Hagrid as the speaker informs Harry that he is not allowed to do magic. Then, in utterance (9), the speaker informs the hearer if they are a bit behind schedule. Utterance (8) and (9) containing informing type since the speaker informs the hearer about something and what is being informed has not been yet known by the hearer. Two of utterances occur in the same constellation. The context constellation of them is symbolized by “P-, S+, F-“. The symbol “P-“means that the power between the speaker and the hearer different. In utterances (8) and (9) the power of speaker is

higher than the hearer. It also can be symbolized by “S>H”. The power of speaker is higher than the hearer because the speaker is a teacher and the hearer is the student’s candidate of the Hogwarts School. The relationship between the speaker and the hearer is solidary although they have just become friend. The situation in utterances (8) and (9) are informal. It happened in the Vernon’s house when Hagrid will pick up Harry to bring him in Hogwarts School.

The structure of utterances (8) and (9) are almost same. Each utterance used pre- sentence in starting his information. The speaker uses exclamation “Oh” followed by sentence in utterance (8) and exclamation “Ohh” in utterance (9) followed by head act or core of speech. Besides, in utterance (8) the head act is uttered after exclamation.

[9]Barkeep : *Ah, Hagrid! The usual, I presume?*
 Tom
 Hagrid : *No thanks, Tom. I'm on official Hogwarts business today. Just helping young Harry here buy his school supplies. (10)*

Context:

| | |
|-------------------|--|
| Setting and Scene | : Dialogue above occurs in the Leaky Cauldron. That is one of Bar located in London. Hagrid and Harry enter to the Bar. The situation in this conversation is informal. |
| Participants | : Speaker 1: Tom (he is one of Bar Keep in Leaky Cauldron. He is kind boy. He has not some power with the listener but they are solidary) Listener : Hagrid Speaker 2: Hagrid (One of teacher in Hogwarts School. He has not some power with the listener. They are solidary) |
| Communicative | : (1) Tom offers Hagrid the menu that usually |

Purpose

ordered by Hagrid.

(2) Hagrid refuses politely. He suddenly informs Tom that he is busy today.

Utterance (10) consists of representative acts. Hagrid as the speaker gives information to Tom that he comes to London because of official Hogwarts business that is helping Harry to buy Harry's school supplies. Utterance (10) is included into informing type. The speaker informs the hearer, Tom, has not been yet known what Hagrid's being informed. The speaker in utterance (10) has not same power with the listener. It is symbolized by "S>H". So, the speaker has a higher power than the listener, because the speaker is a teacher and the hearer is a bar keeps. Thus, they are solidary. It can be seen from the utterance that uttered by the bar keeps that is Tom. He looked very close with Hagrid. It looked that Hagrid often visited the bar. The conversation above is happened informally. It is symbolized by "F-". All constellations can be symbolized by "P-, S+, F-". The structure of utterance (10) is positive nominal and verbal. The positive verbal uses to explain the nominal verbal. It gives complete and clear explanation about Hagrid's information. In giving information, Hagrid uses politeness. It is proven by "No, thanks tom". He used noun "thank" to refuse Tom's offering. Then, Hagrid will not use proper name "Tom" if they are not solidary. In utterance (10) the speaker used pre- sentence to start his information. The pre-sentence followed by headact and additional information.

[10]*Harry* : *I still need...a wand.* (11)

Hagrid : A wand? Well, you'll want Ollivanders. No

place better. Run along there, but wait. I just got one more thing I got to do. Won't be long.

Context:

- Setting and Scene : Dialogue above occurs in outside in the street of London, Hagrid and Harry are walking and looking for something to complete Harry's school equipment. This conversation happened informally.
- Participants : Speaker : Harry (He will become new students of Hogwarts School. Harry's power status is lower than hearer " S<H" or "P+" but they are solidary " S+").
Listener: Hagrid (one of teacher's in Hogwarts school. They are solidary).
- Communicative Purpose : Harry informed Hagrid that he still need something as the equipment needed that is a wand.

Utterance (11) is included into representative acts. Harry as the speaker tries to inform Hagrid that he still needs a wand as his school equipment. This utterance containing informing type since the hearer has not been yet known what is being informed by the speaker.

This utterance occurs in such context constellation as "P+, S+, F-". The symbol "P+" means that the power status of the speaker is lower than the hearer. It is taken by looking their job. Hagrid has a profession as the teacher and Harry as the students in Hogwarts School. It also can be symbolized by "P+". Although they have different power but they are solidary. It can be seen from the context. The next is symbol "F-" shows that the conversation above happened informally. It happened in the street of London.

The structure of utterance (11) uses the head act or core speech in delivering information to the hearer. So, the speaker does not add reason or additional information to make clear his information. It makes the information is clear enough without some reason.

[11] *Petunia* : ***Oh, here he comes, the birthday boy!*** (12)
Vernon : *Happy birthday, son.*

Context:

| | |
|-----------------------|---|
| Setting and Scene | : Dialogue above occurs in the Vernon's house when they will have breakfast. Vernon is Harry's uncle. It is in the morning. The situation is happened informally (F-). |
| Participants | : Speaker : Petunia (She is Harry's aunt. The speaker has lower power than the hearer "S<H". They are solidary "S+".) Listener: Vernon (He is Harry's uncle. He is cruel to Harry but very love with his son. They are solidary. |
| Communicative Purpose | : Petunia informed her husband that is Vernon to remember that today is their son's birthday. |

Utterance (12) is included into representative acts. The speaker informed the hearer that today is their son's birthday. The speaker also has a purpose to remind Vernon about their son's birthday. Utterance (12) containing informing since the hearer has not been known before the information that will be informed by the speaker.

Utterance (12) occurs in such context constellation as "P+, S+, F-". The power of the speaker is lower than the hearer because the speaker is hearer's wife. It also can be symbolized by "S<H". The relationship between the speaker and the hearer is solidary. The hearer loves speaker very much. The situation in conversation above is informal. It happened in

dining room when they will have breakfast and by chance that day was son's birthday.

The structure of utterance above uses pre-sentence together with exclamation "Oh" in delivering the information. The exclamation "Oh" emphasizes something that day is important day. Then, the pre-sentence followed by head act as the purely information.

[12]*Hermione : Are you sure that's a real spell? Well, it's not very good, is it? Of course I've only tried a few simple spells myself, and they've all worked for me. For example...{Hermione goes over and sits across from Harry. He points her hand at his glasses and Harry tenses} Oculus Reparo. {The glasses, which noseband is battered, are repaired. Harry takes them off, amazed.} That's better, isn't it? Holy Cricket, you're Harry Potter. I'm Hermione Granger...and you are...?(13)*

Ron : {full mouth} I'm...Ron Weasley.(14)

Hermione : Pleasure. You two better change into your robes. I expect we'll be arriving soon. {Gets up and leaves, then comes back and looks at Ron.} You've got dirt, on your nose, by the way, did you know? Just there. (15) {Points} {Ron scratches his nose, embarrassed.}

Context:

Setting and Scene : Dialogue above occurs in the train. The position is Harry has the same railway coach and suddenly when Harry and Ron is eating the snack. Hermione is coming. It happened informally (F-).

Participants : Speaker 1: Hermione (one of the new students in Hogwarts School, with bushy brown hair and fussy girl. They are solidary "S+"). The speaker has same power with the listener "P=")

Listener 1: Harry

Listener 2: Ron

Speaker 2: Ron (one of the new students of Hogwarts School. They are solidary "S+"). The

Act Sequence : speaker has same power with the listener “P=”.)
 : (1) Hermione amazed after she know that the boy in front of her is Harry Potter. Here, Hermione introduce herself to Ron And Harry.
 (2) Ron also intruduce himself to Hermione.
 (3) Hermione informs Ron there is a dirty in his nose.

Utterances (13), (14), (15) consist of representative acts. The speaker in utterance (13) introduces herself to the listener. In utterance (14), Ron as the speaker also introduces himself to Hermione. In utterance (15), Hermione tries to inform Ron that there is a dirty in his nose. Utterances (13), (14), (15) are included into informing types. The speaker informs each other and the listener has not been known before what the speaker is being informed. So, the speaker is only giving information. Utterances (13), (14), and (15) each the speaker have same power. It is because they are new students of Hogwarts school. So, the power status of them are same. It can be symbolized by “S = H”. The speaker of utterances (13), (14), and (15) are solidary. It is shown by the conversations above. Although they have just met, Hermione looked solidary with Ron. The situation in those utterances are informal. It happend in train coach to Hogwarts school. It can be drawn by “P=, S+,F-“.

The structure of utterances (13) and (14) are positive nominal that each of utterance uses “to be” in introducing his and her name. The speaker only uses head act or she utters the information directly without used pre- sentence in starting her utterance. She also asks the question after it to get the information of hearer’s name. Besides, utterance (14)

only uses head act in delivering his information. The structure will be different if the hearer or the speaker has a high power over other. They will say “My name is Hermione Granger and sorry how about you sir?” Besides, utterance (15) is positive verbal. It is proven by the using of verb “got” that following auxiliary that is “have”. Utterance (15) shows that they are solidary. It uses head act in delivering the information to the hearer but followed by additional information that has a purpose to make clear the information.

- [13] *Oliver* : *Scared, Harry?*
Harry : *A little bit. (16)*
Oliver : *That's all right. I felt the same way before my first game. (17)*
Harry : *What happened?*
Oliver : *Er, I don't really remember. I took a bludger to the head 2 minutes in. Woke up in the hospital a week later. (18)*

Context:

- Setting and Scene : Dialogue above occurs in the starting gate. Inside a Quidditch tower. The Gryffindor team is marching towards the starting gate. They reach it and stop, behind a closed double door. This conversation happened informally (F-).
- Participants : Speaker 1: Oliver (one of the keeper in Quidditch match held in Hogwarts yards, he is clever boy. He has same power with the listener. “P=”. They are solidary “S+”)
 Listener : Harry
 Speaker 2: Harry (one of the seeker in Quidditch match held in Hogwarts yards, it is the first time for him in Quidditch. He has same power with the listener “P=”. They are solidary” S+”)
 Listener: Oliver
- Act Sequence : (1) Oliver asks Harry about their feeling before the competition begun.
 (2) Harry gives known to Oliver about what he

is feeling.

(2) Oliver inform Harry his feeling and event first Quidditch matching.

Utterance (16) contains representative acts since the speaker informs the hearer about what he feels before the Quidditch match begun. In utterance (17), Olliver as the speaker also gives information to Harry as the hearer that he felt the same way before his first game. In utterance (18), Olliver as the speaker informed Harry about the event in the past. Utterances (16), (17), and (18) are included into informing type. The speaker gives information to the hearer and the hearer has not been known before what the speaker is being informed. The utterances above happened informally. It happened outdoor when quiddict game was not begun yet. The speaker in utterance above has same power. They are the students. They are solidary. Oliver helps Harry in his first game. He trains Harry and they become friend. It can be drawn by “P=, S +, F-“.

The structure of utterance (16) only uses noun phrase in showing what Harry felt. Utterances (17) and (18) uses positive verbal in delivering informing. Although the speaker and the listener have same power and solidary but they still be polite. It is caused the speaker and the listener have different age which make the conversation sound more polite. In utterances (16) and (17), the speaker uses head act in delivering information to the hearer. However in utterance (18), the speaker uses pre-sentence together with exclamation”Er”. It is used to start the information and the pre-sentence shows that the head act is not complete. It is caused

the speaker uses sentence” I don’t really remember” which explained he is doubt.

- [13]Harry : *{grabs his broom and runs to get on it.}*
 Hermione : *{ stops him.}Harry, no! You heard what Madam Hooch said! Besides, you don't even know how to fly. {Harry flies off.} What an idiot.*
 Harry : *Give it here, Malfoy, or I'll knock you off your broom! (19)*
 Draco : *Is that so? {Harry makes a dash for him, but Draco twirls around his broom in a 360.} Have it your way, then! {He throws the Remembrall into the air.}*

Context:

- Setting and Scene : Dialogue above occurs in the yard when they have lesson about how to ride a broomstick. Because when it happened the teacher was going to the inside to bring Neville in the hospital. The situation is happened informally (F-).
- Participants : Speaker : Harry (The student of Hogwarts School. He is talented wizard. He has same power with the listener “ P=”. They are not solidary “ S-“.
 Listener: Draco (He is also one of students of Hogwarts school. He is Harry’s enemy. They are not solidary.
- Communicative Purpose : Harry informed Draco to give the Neville’s remembrall to him by giving two choices.

Utterance (19) is included into informing type since Harry gives two choices to the hearer. They are “give the remembrall to Harry” or “Harry will knock Darco off from his broom”. Here, the hearer has not been yet known before about the information that uttered by Harry. Utterance (19) occurs in such constellation as “P=, S-,F-“. The speaker and the hearer has same power because they are has same profession as students of Hogwarts

School. The symbol “S-“ explains that the relationship between the speaker and hearer is not solidary. The situation in conversation above is informal. It happened in the yard when the students still study but the class stop because the teacher takes Neville (one of the students) to hospital by the reason Neville got accident.

The structure of utterance (19), the speaker in uttering the information gives two choices. So, the head act has two meaning. The first is as request, Harry asks Darco to lend Neville’s Remembrall. The second information is Harry gives warning if Draco does not lend it, Harry will knock off Draco from his broom. .

In informing type, the researcher found seven constellations of context occur. They are (P-, S-, F-), (P+, S-, F-), (P-, S-, F+), (P-, S+, F-), (P+, S+, F-), (P=,S+, F-), and (P=, S-, F-). Each type of constellation of context has difference structure. Sometimes, the character of this movie utters the information directly but usually there is a pre sentence in starting utterance and the reason or additional information in the last of sentence. It usually has a function to make the information more clear. So, the hearer will not ask again because of the reason which is explained by the head act or the core of speech more clear.

b. Asserting

Asserting is the type of act that the speaker states something in strong and definite way. Here, the speaker informs hearer of P with the precondition that speaker knows that P is true and the effect that hearer

knows that P is true. The body of the speech act is the mutual belief that hearer and speaker both know that speaker wants hearer to know that P. Here, the speakers try to show their idea based on believes. It is almost same with claiming. The different is not expecting opposition and (presumably) has evidence to back up the utterance that uttered by the speaker. (Smith, 1991:80). The utterance “ I didn’t kill my father” is the example of asserting acts.

This study, the researcher found 80 utterances include asserting acts as the category of representative acts. However, the researcher presents the data systematically according to the typical constellations of context in which a representative acts occurs. Those are the data consisted of asserting acts.

[14] *Vernon* : *Ah, Marge is ill. Ate a funny whelk.*
Dudley : *{Sees Harry's letter. He runs and grabs it} Dad, look! Harry's got a letter!! (20)*
Harry : *Hey, give it back! It's mine!*

Context:

| | | |
|-----------------------|---|---|
| Setting and Scene | : | Dialogue above occurs in the kitchen when Harry will give a letter that addressed to his uncle. Then, hands Vernon the rest of the mail, and walks around the other side of the table to see his letter. The situation of this conversation is informal (F-). |
| Participants | : | Speaker : Dudley (He is Harry’s cousin. Son of Vernon. Dudley is very like eating. He has lower power than the hearer “S<H”. They are solidary “ S+”) Listener : Vernon (Father of Dudley. Harry’s uncle. He is cruel) |
| Communicative Purpose | : | Dudley notified his father that Harry got letter. |

Utterance (20) is included into representative acts especially asserting type since Dudley notifies his father that Harry got letter. It is included into asserting type because the speaker in asserting utterance is proven by the fact and the speaker also states the utterance in strong and definite way. Utterance (20) occurs in such constellation as (P+, S+,F-). It means the power of the speaker is lower than the hearer can be seen from age and the status in family. Vernon is Dudley's father. Automatically he has a higher power than the speaker that is Dudley. It can be symbolized by "P+" or "S<H". The relationship among them is solidary. It can be symbolized by "S+". Duddley very loves with his father and conversely. The conversation above happened in the kitchen when they were having breakfast. The situation happened informally "F-".

The structure of utterance (20) is the speaker uses imperative sentence in asserting something. In the first sentence, the speaker asks his father to see what harry brings. It can be called as pre sentences. The head act is the sentence "Harry got letter".

[15] *Dudley* : *Make it move.*
Vernon : *Move!*
Dudley : *MOVE!*
Harry : ***He's asleep!(21)***
Dudley : *He's boring.*

Context:

Setting and Scene : Dialogue above occurs in the zoo when Harry and Vernon's family go to zoo for celebrating Dudley birthday. The situation of conversation above is informal "F-".

Participants : Speaker : Harry (He is a kind boy. He has lower

power than the hearer “S<H”. They are not
solidary “S-”)
Listener : Dudley
Communicative Purpose : Harry notified Dudley that the snake is asleep.

Utterance (21) is included into representative acts. The speaker asserts something to the hearer that the snake is asleep. Utterance (21) containing asserting type because there is a fact which proven by the sleeping snake. They see by themselves what the snake was doing and Harry as the speaker states the utterance in strong and definite way.

The constellation of context occurs in the utterance (21) is (P+, S-, F-). The symbol “ P+” means that the power of the speaker is lower than the listener. That’s why, Harry is only the nephew in Dudley’s family. He become as helper in Dudley’s family. It is clear enough that the power of the speaker is lower than the listener. It can be symbolized by “ S<H”. The relationship between the speaker and the hearer is not solidary “ S-“. Dudley always forces Harry do what he wants. The situation in utterance (21) is informal. It happened in the zoo in order to celebrate Dudley’s birthday.

The structure of utterance (21) is the speaker directly states what he means. Here, the speaker used imperative sentence in delivering asserting type of representative acts. He insists Dudley by using head act or core of speech without pre sentence and reason.

[16]Snape : *You don't want me as your enemy, Quirrell.*
Quirrell : *W-what do you m-mean?*
Snape : *You know perfectly well what I mean. {Snape*

senses something. Harry stops breathing. Snape reaches out to grab something, but doesn't. He whips his finger back in front of Quirrell's face.} We'll have another chat soon...when you've had time to decide where your loyalties lie.

Filch : {Filch appears, carrying the broken lamp.} Oh, Professors. I found this, in the Restricted Section. It's still hot. (22) That means there's a student out of bed.

Context:

| | | |
|-----------------------|---|---|
| Setting and Scene | : | Dialogue above occurs in room beside library. In the second floor. It is happened in the night. The situation of conversation above is informal "F-". |
| Participants | : | Speaker : Filch (He is a security in Hogwarts School. He has lower power than the hearer "S<H". They are not solidary "S-") Listener : Snape |
| Communicative Purpose | : | Filch notified Snape that there was a student entered in the restricted section. |

Utterance (22) is included into representative act since the speaker asserts something to the hearer that he informed Snape if there was a student has just entered in the Restricted section. Utterance (22) containing asserting type because the speaker in uttering something is proved by the fact that is the lamp which is still hot. It is realized that the P supported by the fact and true.

Utterance (22) occurs in such context constellation as (P+,S-, F-). The power of the speaker in utterance (22) is lower than the hearer. It can be known from the profession of them. The speaker has profession as the security and the hearer as one of teacher in Hogwarts School. It can be symbolized by "P+" or "S<H". The relationship between them is not

solidary. It can be seen from the context when watching the movie. It can be symbolized by “S-“. The situation of conversation above is informal. It happened in the room beside Restricted Section when Snape was threatening Quirell. Suddenly, Flich was coming and giving information to the hearer.

The structure of utterance (22) is the speaker uses pre sentence by engaging exclamation “Oh” and the proper name. Then, pre- sentence followed by headact and the conclusion. The exclamation “Oh” explains that the speaker is astounding.

- [17]McGonagall : *Nothing, I repeat, **nothing** gives a student the right to walk about the school at night.* (23) *Therefore, as punishment for your actions, 50 points will be taken.*
- Harry : 50?!
- McGonagall : *Each. And to ensure it doesn't happen again, all four of you will receive detention.*(24)

Context:

- Setting and Scene : Dialogue above occurs in McGonagall's classroom. The three accused are standing in front of McGonagall's desk, while Malfoy is feet away, smirking. The situation of conversation above is informal “F-“.
- Participants : Speaker : McGonagall (He is a teacher in Hogwarts School. He has a higher power than the hearer “S>H”. They are not solidary “S-”)
Listener : Harry.
- Communicative Purpose : McGonagall warns Harry and friends. So, they don’t go out from dormitory in the night by giving detention and take 50 point for each student.

Utterances (23) and (24) are included into representative acts especially asserting type since the speaker warns Harry and friend. So, they do not go out from dormitory in the night and to make them not to repeat their mistakes. The speaker gives detention to them and took 50 point each student. It is included into asserting type because the speaker states the utterance in strong in strong and definite way.

Utterances (23) and (24) occur in such context constellation as (P-, S-, F-). It means that the power of the speaker is a higher than the hearer. It is cause by the fact that McGonagall is a teacher and the hearer is the student. It also can be symbolized by“ S>H” or “P-“. The relationship between the speaker and the listener is not solidary. The teacher has a certain attitude to keep the distance between her and the students. So, the student will always keep their behavior when talking and meeting with the teacher. It can be symbolized by “S-“. The situation of conversation above is informal, although it happened in the McGonagall classroom. It is caused by the fact that McGonagall will only give warning to stay in the dormitory at night.

The structure of utterance above uses head act followed by additional information as warning. So, the students will afraid and do not repeat their mistakes for utterance (23). However in utterance (24), there is pre-sentence as a warning too.

[18]Hooch : *Everyone out of the way! {She runs through the group, and they scatter.} Come on, get up.*
 Girl : *Is he alright?*
 Neville : *Owowowow.*

*Hooch : Oh, oh, oh, oh dear. **It's a broken wrist.**(25) Tch, tch, tch. Good boy, come on now, up you get. {Draco reaches down and grabs Neville's Remembrall, which has fallen. Hooch begins to lead Neville away with her.} Everyone's to keep their feet firmly on the ground while I take Mr. Longbottom to the hospital wing. Understand? If I see a single broom in the air, the one riding it will find themselves out of Hogwarts before they can say, Quidditch. {Exit.}*

Context:

- Setting and Scene : Dialogue above occurs in the yard when the students get lesson about how to ride a broomstick. The situation of conversation above is formal “F+”.
- Participants : Speaker : Hooch (She is a teacher in Hogwarts School. She has a higher power than the hearer “S>H”. She is not solidary “S-“)
Listener : All students.
- Communicative Purpose : Hooch assert that Neville (one of her students) got a broken wrist.

Utterance (25) is included into representative acts since Madam Hooch as the speaker states to others students that Neville got accident. This utterance containing asserting type because the utterance that uttered by speaker is supported by the fact. The fact is Neville felt sick in his wrist. Then, the speaker also states the utterance in strong and definite way. In utterance (25) occurs in such context constellation as (P-,S-,F+). It means that the power of the speaker is a higher than the hearer. It is caused by the fact that the speaker is a teacher and the hearers are students. It can be symbolized by “ S.>H”. The relationship between the teacher and students are not solidary. The situation of conversation above is formal. It

is symbolized by “ F+”. The conversation happened in the yard when teacher and students were mixed up in the activity of teaching and learning. The speaker taught the students how to ride the broomstick. Suddenly, one of students got accident.

The structure of utterance (25) is the speaker engages the pre-sentences. The pre-sentence containing exclamation “ Oh,oh,oh,oh” and proper name “ dear”. Then, the pre-sentence is followed by the headact or the core of speech. The exclamation “oh” uses to express the feeling of the speaker. The speaker felt worry about her student’s condition and the proper name “dear” uses to make Neville become calm and comfortable.

[19]*Hermione* : {crisply} *Wingardium Leviosa. {The feather glows and lifts up. Ron puts his head on his books dejectedly.}*
Flitwick : *Oh, well done! See here, everyone! Ms. Granger's done it! Oh, splendid! (26)*

Context:

| | | |
|-----------------------|---|--|
| Setting and Scene | : | Dialogue above occurs in PROFESSOR FLITWICK's class. The teacher is very short, and is standing on a bunch of books. The situation happened formally “F+”. |
| Participants | : | Speaker : Flitwick (He is a teacher in Hogwart School. He has very short body. He has a higher power than the listener “ S>H”. They are not solidary “S-“) Listener : All students |
| Communicative Purpose | : | Flitwick gave approbation to Hermione because she got success in making fly a feather by using her wand. |

Utterance (26) is included into asserting type of representative acts since the speaker states something that is “ Mrs. Granger’s/Hermione done

it". Utterance (26) has the function to give appreciate to Mrs. Granger because she succeed in making the feather flying through her wand. It is included into asserting type because there is a fact that supports the utterance.

Utterance (26) occurs in such context constellation as (P-,S-,F+). The symbol "p-" explained that the power of the speaker is a higher than the listener because of a reason. The reason is the speaker is a teacher and the hearers are students. It also can be symbolized "S>H". The symbol "S-" showed that the relationship between the speaker and the hearers is not solidary. The last symbol "F+" explained that the conversation above is happened formally. It is occurred in the class when the teaching and learning is happened.

The structure of utterance (26) is the speaker uses pre-sentence in starting his utterance. The pre-sentence is containing exclamation "oh" and the sentence is showing approbation. Then, pre-sentence is followed by headact. If we see from the using of exclamation, it shows that the speaker was very happy about Mrs. Granger.

[19]Dudley : *How many are there?*
 Vernon : *Thirty-six. Counted 'em myself.*(27)

Context:

Setting and Scene : Dialogue above occurs in Vernon's family room. Petunia leads Dudley over to the family room, where there are a vast amount of presents. Dudley stares. It is happened informally "F-".

Participants : Speaker : Vernon (Father of Dudley. Harry's uncle. He is cruel. He has a higher power than

the listener “S>H”. They are solidary “S+”)
 Listener : Dudley
 Communicative Purpose : Vernon answered the Dudley questions.

Utterance (27) consists of representative acts. The speaker answers the Dudley’s question. In utterance (27) is included into asserting acts. In answering the questions, the speaker counts the presents by himself. It is realized that the P supported by the fact. The speaker also states the utterance in strong and definite way.

Utterance (27) occurs in such context constellation as (P-, S+, and F-). It means that the power of the speaker is a higher than the hearer because the speaker is a father and the hearer is his son. It also can be symbolized by “S>H”. The symbol “S+” explains that the relationship between the speaker and the hearer is solidary. The conversation above happened in the Vernon’s family room. It happened informally and symbolized by “F-“. The structure of utterance (27) is the speaker uses headact or core of speech in the first sentence. Then, Headact is followed by the reason or additional information to make clear the information.

[20]Harry : *Hagrid, what's that?*
 Hagrid : *What we're here for. See that? **That's unicorn's blood, that is. I found one dead a few weeks ago. Now, this one's been injured bad by something.***
 (28) *{Harry suddenly sees a large cloaked figure walking through the trees. He looks at Hagrid.} So, it's our job to find the poor beast. Ron, Hermione, you'll come with me.*
 Ron : *{weakly} Okay.*

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in the dark forest when Harry and friends got detention from McGonagall. They are accompanying by Hagrid. The conversation above happened informally “F-“. |
| Participants | : Speaker : Hagrid (He is a teacher of Hogwarts School. He has a higher power than the listener “S>H”). They are solidary “S+”. |
| Communicative Purpose | : Hagrids asserts something to all students who got detention. |

Utterance (28) consists of representative acts especially asserting type since the speaker asserts something about the unicorn’s blood. This utterance has a function to give information to the hearer. It is included into asserting type because in giving information, the precondition is the speaker knows that the utterance is true and it is proven by the fact.

The utterance (28) occurs in such context constellation as (P-,S+, and F-). The symbols mean that the “P-“explained that the power of the speaker is higher than the listener based on the profession of them. The speaker is a teacher and the hearers are the students. It also can be symbolized by “ S>H”. The relationship of between the speaker and the hearer is solidary. It is symbolized by “ S+”. The last symbol that is “ F-“ shows that the conversation above happened informally. It happened in the dark forest when Harry and friend got detention. The structure of utterance (28) is the speaker uses pre-sentence that is followed by headact and the additional information. The pre-sentence consists of the positive sentence that is started by “What” and a sentence that function as request. The head

act or core of speech is followed by additional information in order to make the utterance more clear.

[21]Ron : *What is it?*
 Harry : *Some kind of...cloak.*
 Ron : *Well, let's see then. Put it on.*
 Ron : *Whoa!*
 Harry : ***My body's gone!*** (29)
 Ron : *I know what that is! That's an invisibility cloak!*
 Harry : *I'm invisible??*
 Ron : *{gets up} They're really rare. I wonder who gave it to you.*
 Harry : *{comes over} There was no name. It just said, "Use it well."*

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in balcony. Harry gets up and runs to a balcony overlooking the common room, where Ron is standing next to a tree. He is wearing a sweater with an R on it. The conversation above happened informally “F-“. |
| Participants | : Speaker : Harry (One of students in Hogwarts School. He is a talented wizard. He has the same power with the listener “P=”. They are solidary “S+”.) Listener : Ron |
| Communicative Purpose | : Harry informing Ron. The hearer knows the information is true. |

Utterance (29) consists of representative acts. The speaker informs the hearer that the speaker’s body is gone. This utterance includes asserting type. The speaker informs the hearer that his body is gone. The hearer knows the fact that the speaker’s body is gone. The effect is the hearer knows the speaker’s body is gone.

Utterance (29) occurs in such context constellation as (P=,S+,F-). The symbol “P=” means that the power of the speaker and the hearer is same. It is caused by the fact that the speaker and the hearer is student. It also can be symbolized by “S=H”. The relationship between the speaker and the hearer is solidary. It is symbolized by “S+”. They are solidary because the hearer is the speaker’s close friend. The situation in the conversation above is symbolized by “F-“. It means that the situation is informal. It happened in the balcony of Gryfindor dormitory. The condition is Harry was woken up by Ron. The structure of utterance (29) is the speaker directly delivers what happened to him. The speaker uses imperative sentence as head act in this utterance without pre-sentence and additional information or reason to make clear the utterance.

[22]*Hermione* : *Bit early for mail, isn't it?*
Harry : *But I-I never get mail.*
Ron : *Let's open it.*
Harry : *It's a broomstick!*
Ron : ***Thats not just any broomstick, Harry. It's a Nimbus 2000! (30)***
Harry : *But who...?*

Context:

| | | |
|-----------------------|---|--|
| Setting and Scene | : | Dialogue above occurs in the Great Hall when the students had breakfast. Suddenly, an owl comes and brings mails for Harry. The conversation above happened informally “F-“. |
| Participants | : | Speaker : Ron (One of students in Hogwarts School. He is Harry’sbest friend. He has the same power with the listener “P=”. They are solidary “S+”.) Listener : Harry. |
| Communicative Purpose | : | Ron notified Harry about broomstick and the hearer knows that the information is true. |

Because there is a proof that supports the utterance.

Utterance (30) is included into representative act especially asserting type since the speaker gives information to the hearer that the broomstick which gotten by Harry is unusual. It is Nimbus 2000. The hearer believes with the speaker information because there is a proof on it. The broomstick was signed by a Nimbus 2000 on it.

Utterance (30) occurs in such context constellation as (P+,S+,F-). The symbol means that power between the speaker and the hearer is the same based on their profession. They are students in Hogwarts School. It also can be symbolized by “S=H”. The next symbol explained that the relationship between the speaker and the hearer is solidary. They are close friend. It is symbolized by ”S+”. The last symbol that is “F-“ means that the conversation above happened informally. It happened in the morning when all the students were having breakfast in great hall and suddenly an owl appears with mails.

The structure of utterance (30) is the speaker uses pre-sentence followed by headact in starting his utterance. The pre-sentence containing a sentence that makes the information complete and the proper name to indicate that the information is addressed for Harry. Then, the speaker put the headact after it. This structure is different with the utterance (29). In utterance (29) the speaker did not uses pre-sentence to start the information.

- [23]*Hermione* : *Ugh! What're we going to do? **There must be 1000 keys up there!** (31)*
Ron : *We're looking for a big old fashioned one. Probably rusty like the handle.*

Context:

- Setting and Scene : Dialogue above occurs in the dungeon. Harry and friends try to find the Philosopher's stone. The conversation above happened informally "F-".
- Participants : Speaker : Hermione (One of students in Hogwarts School. She is Harry's best friend. She has the same power with the listener "P="). They are solidary "S+").
 Listener : Ron.
- Communicative Purpose : Hermione notified Ron that there must be 1000 keys up there. The hearer knows that the information is true. Because there is a proof that supports the utterance.

Utterance (31) consists of representative acts especially asserting type. The speaker notifies that there must be 1000 key up them. The keys can fly. It is included into asserting type because the speaker informs the hearer based on the fact. The hearer also believes about the speaker information because the information is supported by the fact and proof.

Utterance (31) occurs in such context constellation as (P=,S+,F-). The symbol "P=" means that the power between the speaker and the hearer is same because they are students of Hogwarts School. It also can be symbolized by "S=H". The symbol "S+" explains that the relationship between the speaker and the hearer is solidary. They are close friend. The last symbol that is "F-" means that the conversation above happened

informally. It happened in the Dungeon when they would look for the Philoshope's stone.

The structure of utterance (31) is the speaker uses pre-sentence followed by headact in starting his utterance. The pre-sentence containing an exclamation " Ugh" and a sentence in the form of question. The exclamation "Ugh" shows about the speaker feeling. The speaker worries if she and friends cannot find the right key to open the door. The felling that is drawn through exclamation is supported by the sentence following. The sentence that in the form of question "what're we going to do?" explains that the speaker confuses about what she will do.

In asserting type, the researcher found six constellations of context occur. They are (P+, S+, F-), (P+, S-, F-), (P-, S-, F-), (P-, S-, F+), (P-, S+, F-), and (P=,S+, F-). Each type of constellation of context has different structure. Sometimes, the character of this movie utters the information directly but usually there is a pre-sentence in starting utterance and the reason or additional information in the last of sentence. It usually has function to make clear the information. So, the hearer will not ask again because of the reason explains the head act or the core of speech more clear. In addition, the use of exclamation in asserting very useful to show the speaker's felling. The use of exclamation, "Hey" and "Ugh" for the example. The exclamation "Hey" use to call the hearer and as indicator that that speaker will talk to the hearer that is called. Besides, the exclamation "Ugh" showed about the speaker worry.

c. Claiming

Claiming is the type of acts to say something is true when some people may say it is not true. Claim may be treated in Claim may be treated in exactly the same way as assert, however there are significant differences between them that need to be explored. Claim puts forward some view, like assert, but it is a more forceful act because the speaker in making a claim is expecting opposition and (presumably) has evidence to back up the claim. (Smith, 1991: 87). The utterance “I say this because I want other people to think that it is right” is one of the example of claiming acts.

The researcher found 9 utterances that includes in claiming type. Meanwhile, the researcher presents the data systematically according to the typical constellations of context, in which a representative act occurs. Those are the data that consist of claiming type.

| | | |
|------------|---|--|
| [24]Vernon | : | <i>Ah, Marge is ill. Ate a funny wheelk.</i> |
| Dudley | : | <i>{Sees Harry's letter. He runs and grabs it} Dad, look! Harry's got a letter!!</i> |
| Harry | : | <i>Hey, give it back! It's mine! (32)</i> |
| Vernon | : | <i>Yours? Who'd be writing to you?</i> |

Context:

- Setting and Scene : Dialogue above occurs in the Vernon's house. He is uncle's Harry. Harry, inside, goes to collect the mail. He sorts through the letters and sees his, addressed to him. He goes into the kitchen, hands Vernon the rest of the mail, and walks around the other side of the table to see his letter. It is happened informally “F-“.
- Participants : Speaker : Harry (He is a kind boy. Harry is Vernon's Nephew. He has lower power than

the listener “S<H”. They are not solidary “S-“)
 Listener : Vernon and Dudley.
 Act Sequence : Harry says that one of mail is belongings him
 but Vernon’s don’t believe it.

Utterance (32) consists of representative acts. In utterance (32) the speaker claims that one of mails belongs to him. The hearer does not believe that the mail belongs to Harry. Utterance (12) includes claiming type. It is caused by the fact that the speaker says something is true when some people may say it is not true. It is clearly stated that this utterance includes claiming type.

Utterance (32) occurs in such context constellation as (P+, S-, F-). The symbol “P+” means that the power of speaker is lower than the hearer because the speaker is Hearer’s nephew. It also can be symbolized by “S<H”. The symbol “S-“ explains that the relationship between the speaker and the hearer is not solidary. The hearer is tiding rough shod over the speaker. The symbol “F-“ draws that the conversation above happened informally. It is happened in the Vernon’s house. Vernon is Harry’s uncle. The situation is Harry would give some of mails to Vernon when he was having breakfast.

The structure of utterance (32) is the speaker used pre-sentence followed by headact. The pre-sentence consists of exclamation ”Hey” and imperative sentence that indicates a request. The exclamation “Hey” indicates a calling to the hearer. It is intended to inform that he will talk to

the hearer that is called by the speaker. Besides, the sentence after exclamation indicates the hearer to lend the speaker's mail.

[25]Harry : *It's locked!*
 Ron : ***That's it, we're done for!*** (33)
 Hermione : *Oh, move over! {pushes through and pulls out wand} Alohomora. {The door opens.} Get in. {They bustle in.}*
 Ron : *Alohomora?*
 Hermione : *Standard book of spells, Chapter 7.*

Context:

| | |
|-------------------|---|
| Setting and Scene | : Dialogue above occurs in the corridor. The group(Harry, Ron, and Hermione) runs. Flames are lit as they go. They get to the end of the corridor, to a door. Harry grabs the handle, but it's locked. It is happened informally "F-". |
| Participants | : Speaker : Ron (He is Harry's friend. He has same power with the listener "S=H". They are solidary "S+") Listener : Hermione and Harry. |
| Act Sequence | : Ron says to Hermione and Harry that they are not safe now but Hermione can open the door by using his magic. |

Utterance (33) consists of representative acts. The speaker claims that they are not safe. It is caused the door looked. Utterance (33) is included into claiming type. The speaker states something is true when some people may say it is not true. Then, what the speaker claim is protested by Hermione who is the listener Hermione can open the door by using her wizardry.

Utterance (33) occurs in such context constellation as (P=, S+, F-). The symbol "P=" means that the power between the speaker and the hearer is same because they are students of Hogwarts School. It also can be

symbolized by “S=H”. The symbol “S+” explains that the relationship between the speaker and the hearer is solidary. The speaker and the hearer is best friend. The symbol “F-” draws that the conversation above happened informally. It is happened in the corridor when they run to hide from Flames. The structure of utterance (33) is the speaker uses pre – sentence followed by hedact in delivering claiming. Here, the speaker does not use reason to complete and make clear his claiming.

- [26]*Hermione* : *I've always heard Hogwarts' end of the year exams were frightful, but I found that rather enjoyable.*(34)
Ron : *Speak for yourself. All right there, Harry?*

Context:

- Setting and Scene : Dialogue above occurs in yard when the student was taking a rest. It is happened informally “F-”.
- Participants : Speaker : Hermione (She is Harry’s friend. She has same power with the listener “S=H”. They are solidary “S+”)
 Listener : Ron.
- Act Sequence : Hermione says to Ron that the end examination in Hogwarts School is enjoyable but Ron again the speaker’s utterance.

Utterance (34) consists of representative acts. The speaker claims the final examination in Hogwarts School is enjoyable. In the contrary, Ron denies what Hermione said. Utterance (34) is included into claiming type. The speaker states something is true when some people may say it is not true. Then, what the speaker claim was protested by the listener that is Ron. Ron says that Hermione is boasting.

Utterance (34) occurs in such context constellation as (P=, S+, F-). The symbol "P=" means that the power between the speaker and the hearer is same because they are students of Hogwarts School. It also can be symbolized by "S=H". The symbol "S+" explains that the relationship between the speaker and the hearer is solidary. The speaker and the hearer is best friend. The symbol "F-" draws that the conversation above happened informally. It is happened in the yard when they were taking a rest. The structure of utterance (34) is the speaker uses pre-sentence followed by head act in delivering claiming. The pre-sentence uses to start the conversation and remain something about what was people saying.

In claiming type, the researcher found two types of context constellations. They are (P+, S-, F-) and (P=, S+, F-). In stating claiming, the researcher tends to use structure as pre-sentence followed by headact. The pre-sentence usually contains exclamation that has a function to indicate the hearer.

d. Assuring

Assuring is the type of acts that asserting with the perlocutionary intention of convincing the hearer of the truth of the propositional content in the world of the utterance. Assuring is also concerned with the removal of "worry" from the mind of the hearer. Assuring is specifically concerned with people (as contrasted with confirm, where one can confirm reports etc), additionally assuring means assuring someone of the truth or

accuracy of something. (Smith.P, 1991: 88). The utterance “All is well “is one of the examples of assuring acts.

The researcher found 58 utterances that included assuring type. However, the researcher presents the data systematically according to the typical constellations of context, in which a representative acts occurs. Those are the data that consist of assuring acts.

[27]Hagrid : *{sniffs and sighs} Norbert's gone. Dumbledore sent him off to Romania to live in a colony.*
 Hermione : *Well, that's good, isn't it? He'll be with his own kind.* (35)

Context:

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|-----------------------|---|
| Setting and Scene | : Dialogue above occurs in outside, at night, the four students are being led to Hagrid's hut by Mr. Filch. The situation happened informally “F-“. |
| Participants | : Speaker : Hermione (She is one of the students in Hogwarts School. She is Harry’s best friend. The speaker has lower power than the listener “S<H”. They are solidary “S+”) Listener: Hagrid (He is one of teachers in Hogwarts School.) |
| Communicative Purpose | : Hermione make sure Hagrid that Nobert (a Dragon) will be good with his Kind. |

Utterance (35) is included into assuring type in representative type since the speaker tries to make sure about something to the hearer. The speaker convinces the hearer that Nobert (the hearer dragon) will be happy with his own kind. It is included into assuring type because the speaker assures the hearer of the truth of something. He makes sure the hearer that what was he done is true.

Utterance (35) occurs in such context constellations as (P+,S+,F-). The symbol “P+” means that the power of the speaker is lower than the listener. The speaker is a student beside the hearer is the teacher. So, the power of the hearer is higher than the speaker. It also can be symbolized by “S<H”. The symbol “S+” explains that the speaker is solidary with the listener. Although the hearer has a higher power than the speaker but the hearer is not arrogant and try to be kind with everyone. The symbol “F-“ shows that the situation happened in the conversation is informal. It happened outside, at night, the four students are being led to Hagrid's hut by Mr. Filch. The structure of utterance (35) is the speaker directly utters the core of speech in order to make the hearer believe about his decision. The head act followed by reason. The reason makes strong the hearer's belief.

- [28]Harry : *We have to see Professor Dumbledore, immediately!*
- McGonagall : *I'm afraid Professor Dumbledore is not here. He received an urgent owl from the Ministry of Magic and left immediately for London.*
- Harry : *He's gone?! Now? But this is important! It's about...the Philosopher's Stone.*
- McGonagall : *{shocked} How do you know*
- Harry : *Someone's going to try and steal it.*
- McGonagall : *I don't know how you three found out about the stone, but **I can assure you it is perfectly well-protected.**(36) Now would you go back to your dormitories? Quietly. {They leave.}*

Context:

Setting and Scene : Dialogue above occurs in the McGonagall

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| | room. Harry informs McGonagall if the Philosopher's Stone will be stolen. The situation happened informally "F-". |
| Participants | : Speaker : McGonagall (She is one of the teachers in Hogwarts School. The speaker has a higher power than the listener "S>H". They are solidary "S-") Listener: Hagrid (He is one of teachers in Hogwarts School.) |
| Communicative Purpose | : Harry met McGonagall to inform something. Then, McGonagall try to convince Harry that what was Harry said will not be happened. |

Utterance (36) is included into representative acts especially assuring type since the speaker convinces the hearer that the Philosopher's stone is perfectly well-protected. It is included into assuring type because the speaker concerns with removal of worry from the mind of the hearer.

Utterance (36) occurs in such context constellations as (P-,S-,F-). The symbol "P-" means that the power of the speaker is higher than the listener. The speaker is a teacher beside the hearer is the student. So, the power of the hearer is lower than the speaker. It also can be symbolized by "S>H". The symbol "S-" explains that the speaker is not solidary with the listener. The symbol "F-" shows that the situation happened in the conversation is informal. It happened in the McGonagall's room. Harry informs McGonagall if the Philosopher's Stone will be stolen.. The structure of utterance (36) is the speaker doesn't utter explicitly the core of speech to make the hearer believe about his decision. The utterance started with pre-sentence that is followed by headact and additional information. The pre-sentence intended to deny the hearer statement. Besides, the head

act explains the assuring. The additional information intended to ask request.

- [29]Hagrid : *No? Blimey, Harry, didn't you ever wonder where your mum and dad learned it all?*
 Harry : *Learnt what?*
 Hagrid : *You're a wizard, Harry.*
 Harry : *I-I'm a what?*
 Hagrid : *A wizard. And a thumping good one at that, I'd wager. Once you train up a little.*(37)

Context:

- Setting and Scene : Dialogue above occurs in the Vernon's House. Vernon is Harry's uncle. Hagrid sits down on the couch, takes out an umbrella and points it at the empty fire. Poof, poof! Two sparks fly out and the fire starts. The family gapes. The situation happened informally "F-".
- Participants : Speaker : Hagrid(He is one of the teacher in Hogwarts School/ Wizard School. The speaker has a higher power than a listener "S>H". They are solidary "S+")
 Listener : Harry (He is a student of Hogwarts School)
- Act Sequence : Hagrid tried to convince Harry that Harry is a wizard.

Utterance (37) consists of representative acts. The listener is still doubt that he is a wizard. Meanwhile, the speaker tries to convince him. Utterance (37) is included into assuring type. Here, the speaker convinces the hearer of the truth of the propositional content in the world using the utterance that the listener is really a wizard.

Utterance (37) occurs in such context constellations as (P-,S+,F-). The symbol "P-" means that the power of the speaker is higher than the listener. The speaker is a teacher beside the hearer is the student. So, the

power of the hearer is lower than the speaker. It also can be symbolized by “S>H”. The symbol “S+” explains that the speaker is solidary with the listener. Although the hearer has a higher power than the speaker but the hearer is not arrogant and try to be kind with everyone. The symbol “F-“ shows that the situation happened in the conversation is informal. It happened in the Vernon’s House. Vernon is Harry’s uncle. Hagrid sits down on the couch, takes out an umbrella and points it at the empty fire. Poof, poof! Two sparks fly out and the fire starts. The family gapes. The structure of utterance (37) is the speaker doesn’t utter the core of speech explicitly to make the hearer believe about his information. The utterance started with pre-sentence that is followed by headact. The pre-sentence intended to repeat information that is stated before. Besides, the headact intended to make sure that the hearer is a wizard.

[30]McGonagall : *Good evening, Professor Dumbledore. Are the rumours true, Albus?*
 Dumbledore : *I'm afraid so, Professor. The good, and the bad.*
 McGonagall : *And the boy?*
 Dumbledore : *Hagrid is bringing him.*
 McGonagall : *Do you think it wise to trust Hagrid with something as important as this?*
 Dumbledore : ***Ah, Professor, I would trust Hagrid with my life.*** (38)

Context:

Setting and Scene : Dialogue above occurs on a street called Privet Drive. An owl, sitting on the street sign flies off to reveal a mysterious appearing old man walking through a forest near the street. He stops at the start of the street and takes out a mechanical device and zaps all the light out of

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| | the lampposts. He puts away the device and a cat meows. The man, ALBUS DUMBLEDORE, looks down at the cat, which is a tabby and is sitting on a brick ledge. The cat meows, sniffs out and the camera pans back to a wall. The cats shadow is seen progressing into a human. There are footsteps and MINERVA MCGONAGALL is revealed. The situation happened informally “F-“. |
| Participants | : Speaker : Dumbledore (He is also one of the teacher in Hogwarts School. She has same power with the listener” S=H”. They are solidary “S+”) Listener: McGonagall (She is one of the teacher in Hogwarts School.) |
| Act Sequence | : McGonagall worry because Dumbledore asks Hagrid to bring Baby that is Harry. |

Utterance (38) consists of representative acts. Dumbledore as the speaker convinced McGonagall. Dumbledore convinces that Harry is safe together with Hagrid. Here, Dumbledore trust to Hagrid more. Utterance (38) is included into assuring type. The speaker removes of “worry “from the mind of the hearer. It is clear that this utterance includes assuring acts.

Utterance (38) occurs in such context constellations as (P=,S+,F-). The symbol “P=” means that the power of the speaker is same with the listener. Both of them is teacher in Hogwarts school. So, the power of the hearer is same with the speaker. It also can be symbolized as “S=H” . The symbol “S+” explains that the speaker is solidary with the listener. They are so close because the speaker is hearer’s best friend. The symbol “F-“ shows that the situation happened in the conversation is informal. It happened on a street called Privet Drive. An owl, sitting on the street sign flies off to reveal a mysterious appearing old man walking through a forest

near the street. He stops at the start of the street and takes out a mechanical device and zaps all the light out of the lampposts. He puts away the device and a cat meows. The man, ALBUS DUMBLEDORE, looks down at the cat, which is a tabby and is sitting on a brick ledge. The cat meows, sniffs out and the camera pans back to a wall. The cat's shadow is seen progressing into a human. There are footsteps and MINERVA MCGONAGALL is revealed. The structure of utterance (38) is the speaker doesn't utter the core of speech directly to make the hearer believe about his information. The utterance started with pre-sentence that is followed by head act. The pre-sentence consists of exclamation "Ah" and proper name "Professor". The pre-sentence uttered indicates that the speaker was talking with the hearer. Besides, the head act intended to make sure that the baby will be safe with Hagrid.

- [31]Ron : *But if he comes back, you don't think he'll try to kill you, do you?*
 Harry : *I think if he'd had the chance, he might have tried to kill me tonight.*
 Ron : *{Gulp} And to think, I've been worrying about my Potions final!*
 Hermione : *Hang on a minute. We're forgetting one thing. Who's the one wizard Voldemort always feared? {The boys shrug.} Dumbledore! As long as Dumbledore's around, you're safe. As long as Dumbledore's around, you can't be touched. (39) {Harry smiles slightly.}*

Context:

Setting and Scene : Dialogue above occurs in Gryffindor common room. Right after 'attack.' The group is around the fire. Hermione and Ron are seated, but Harry stands. The situation happened

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| | informally “F-“. |
| Participants | : Speaker : Hermione (She is a clever students. She likes reading. She has same power with the listener “S=H”. They are solidary “S+”) Listener1: Ron (He is friends with Harry) Listener 2: Harry (He is a famous students in Hogwarts) |
| Act Sequence | : Hermione convinces Harry that he will always save if Dumbledore around Harry. |

Utterance (39) consists of representative acts. The speaker convinces Harry that he was safe and will not be touched by Voldemort if he is around Dumbledore. Utterance (39) is included into assuring type. The speaker tries to remove of worry from the mind of the hearer. It is clearly stated that this utterance belongs to assuring acts.

Utterance (39) occurs in such context constellations as (P=,S+,F-). The symbol “P=” means that the power of the speaker is same with the listener. They are students in Hogwarts School. So, the power of the hearer is same with the speaker. It also can be symbolized as “S=H”. The symbol “S+” explains that the speaker is solidary with the listener. They are so close because the speaker is hearer’s best friend. The symbol “F-“ shows that the situation happened in the conversation is informal. It happened in Gryffindor common room. Right after 'attack.' The group is around the fire. Hermione and Ron are seated, but Harry stands. The structure of utterance (39) is the speaker uses pre-sentence followed by headact. The pre-sentence intended to inform Harry about the important something. Then, the headact tends to convince that Harry will be safe if he around Dumbledore.

[32]Harry : *Wait a minute.*
 Ron : *You understand right, Harry. Once I make my move, the Queen will take me...then you'll be free to check the King.*
 Harry : *No, Ron! No!*
 Hermione : *What is it?*
 Harry : ***He's going to sacrifice himself! (40)***
 Hermione : *No, Ron, you can't! {Ron closes his eyes.} There must be another way!*
 Ron : *{turns to face Hermione.} Do you want to stop Snape or not? **Harry, it's you that has to go on. I know it. Not me, not Hermione, you.(41)***
 Harry : *{Harry nods.}*
 Ron : *Knight...to H-3.*

Context:

Setting and Scene : Dialogue above occurs in dark room, with broken pieces all around it. That is real wizard chess. Then they are playing the real wizard chess. The situation happened informally “F-“.

Participants : Speaker 1: Harry (He is a kind boy. He has same power with the listener “S=H”.they are solidary “S+”)
 Speaker 2: Ron (Harry’s friend. He is clever in playing chess. He has same power with the listener “S=H”.they are solidary “S+”)
 Listener 1: Hermione (She is a clever students)
 Listener 2: Harry (He is a talented wizard)
 Listener 3: Ron (He is Harry best friend)

Act Sequence : 1. Harry tried to convince Hermione that Ron will sacrifice himself.
 2. Ron convinces Harry that only him who can continue their adventure to stop Snape in stealing the philosoper’s stone.

Utterances (40) and (41) contain representative acts. In utterance (40), Harry as the speaker convinces Hermione as the hearer that Ron’s utterance means that he will sacrifice himself in the real wizard’s chess.

This utterance is included into assuring type. The speaker convinces the hearer about what will be done by Ron to win the wizard's chess.

Utterance (41) is included into representative acts. Ron as the speaker convinced Harry to continue what they have done. It is caused by the fact that only Harry can stop Snape in stealing the philosopher's stone. Utterance (41) is included into assuring type. The speaker in utterance (41) makes sure Harry that it really has to be done by Harry to continue their journey. It is clear that utterances (40) and (41) are included into assuring acts based on the reason above.

Utterances (40) and (41) occur in such context constellations as (P=,S+,F-). The symbol "P=" means that the power of the speaker is same with the listener. They are students in Hogwarts School. So, the power of the hearer is same with the speaker. It also can be symbolized by "S=H". The symbol "S+" explains that the speaker is solidary with the listener. They are so close because the speaker is hearer's best friend. The symbol "F-" shows that the situation happened in the conversation is informal. It happened in dark room, with broken pieces all around it. That is real wizard chess. Then they are playing the real wizard chess. The structure of utterance (40) is the speaker directly uses head act to convince the hearer. However utterance (41), the speaker uses pre-sentence. The pre-sentence is in the form of question. Then, the head act tends to convince that Harry had to go in looking for the Philosopher's Stone.

In assuring, the researcher found five typical of context constellations occur. They are (P+,S+,F-), (P-,S-,F-), (P-,S-,F+), (P-,S+,F-), and (P=,S+,F-). The most dominant of typical constellations of context happens is (P=,S+,F-). It is caused by the conversation in the movie occurs between student A and student B. In addition, the relationship between them is so close. They are solidary.

e. Arguing

Arguing is the type of acts that argue as differing from assure only in that the speaker gives supporting evidence for P. (Smith, 1991: 90). Here, the speakers try to show what in their mind, showing disagreement in word, and give reason for denying something. In addition the speakers give reason in their utterance to persuade the hearer. The utterance “I can do this job, because I have skill more” is one of the examples of arguing acts. The researcher found 107 utterances that contain arguing acts. Meanwhile, the researcher presents the data systematically according to the typical constellations of context, in which a representative act occurs. Those are the data that contain arguing acts.

[33]Hagrid : *Here's where you'll get your quills and ink, and over there all your bits and bobs for doing your wizardry.*
 Harry : *But, Hagrid, how am I to pay for all this? I haven't any money.* (42)

Context:

Setting and Scene : Dialogue above occurs on Streets of London.

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| | | Hagrid and Harry are walking. They were looking for school equipment. The situation happened informally “F-“. |
| Participants | : | Speaker : Harry (He will become the new students in Hogwarts School. He is kind boy. He has lower power than the listener “”S<H”. They are solidary “S+”.) Listener : Hagrid (He is one of teachers in Hogwarts School) |
| Communicative Purpose | : | 1. Harry protests to Hagrid that he has not money to pay school equipment. So, How he will pay for all school equipments. |

Utterance (42) contains representative acts. The speaker in utterance (42) shows a protesting to Hagrid about how to pay all school equipment besides he doesn't has money. In utterance (42) is included into arguing type because the utterance has supporting evidence for P. It is clear that utterance above belongs to arguing act because fulfil the characteristics of arguing acts.

Utterance (42) occurs in such context constellations as (P+,S+,F-). The symbol “P+” means that the power of the speaker is lower than the listener. It is caused by the fact that the speaker only will become the new students and the hearer is a teacher in Hogwarts School. So, it is clear that the power of the speaker is lower than the hearer. It also can be symbolized as “S<H”. The symbol “S+” explains that the relationship between the speaker and the hearer is solidary. They are so close. Hagrid helps Harry to complete his school equipment. The symbol “F-“ shows that the situation happened in utterance (42) is informal. It happened on Streets of London. Hagrid and Harry are walking. They are looking for

school equipment. The structure of utterance (42) is the speaker starting his utterance with word “But” and “Hagrid”. The word “but” shows Harry protests about something. The word “but” and “Hagrid” as proper name are included into head act. The speaker directly utters his arguing. Here, head act also followed by reason to make strong the arguing.

- [34]McGonagall : *Nothing, I repeat, nothing gives a student the right to walk about the school at night. Therefore, as punishment for your actions, 50 points will be taken.*
- Harry : **50?! (43)**
- McGonagall : *Each. And to ensure it doesn't happen again, all four of you will receive detention.*
- Draco : *Excuse me, Professor. Perhaps I heard you wrong. I thought you said..."the four of us." (44)*
- McGonagall : *No, you heard me correctly, Mr. Malfoy. You see, as honorable as your intentions were, you too were out of bed after hours. You will serve detention with your classmates.*

Context:

- Setting and Scene : Dialogue above occurs in the McGonagall classroom. It is happened in the night when Harry and friend break the regulation. The situation happened informally “F-“.
- Participants : Speaker 1: Harry (He is a student in Hogwarts School. He is kind boy. He has lower power than the listener “S<H”. They are not solidary “S-”.)
Listener : McGonagall
Listener : Draco (He is a student in Hogwarts School. He is tricky. He has lower power than the listener “S<H”. They are not solidary “S-“.)
- Communicative Purpose : 1. Harry protests to McGonagall about the detention were given by McGonall.
2. Draco contradicts McGonagall that he is included students who got detention whereas

Draco reported Harry and friend to McGonagall that they were out from dormitory in the night.

Utterance (43) and (44) belongs to representative acts especially arguing type since the speaker in utterance (43) argues the hearer about something. He can accept McGonagall punishment. Then, the speaker in utterance (44) rebuts the hearer that he belongs to students who got detention. The speaker feels true and he has deserving because he succeed in catching Harry and friend.

Utterance (43) and (44) occur in such context constellations as (P+,S-,F-). Here, the typical constellation of context is explained after it. The symbol “P+” explains that the speaker in utterance (43) and (44) have lower power than the hearer. It is caused by the fact that the speakers in utterance (43) and (44) are students besides the hearer is a teacher in Hogwarts School. It also can be symbolized by “S<H”. The symbol “S-“ shows that the relationship of the speakers in utterance (43) and (44) are not solidary with the hearer. They are not solidary because the social position makes distance among them. The symbol “F-“ indicates that the situation happened in the utterance (43) and (44) are informal. The utterance (43) and (44) occur in the McGonagall classroom. It happened in the night when Harry and friend break the regulation. The structure of utterance (43) is the speaker directly utters sentence that has function to show the speaker feeling that he doesn’t like with the hearer decision. It refuses the hearer decision indirectly. In delivering arguing, the speaker

directly uses head act without followed by reason. On the other hand, the speaker in utterance (44) uses pre-sentence that was followed by head act and reasoning. The pre-sentence seems that before the speaker conveys the core of speech, he says “Excuse me”. It shows that the speaker has a certain attitude to the hearer. After it, the speaker shows his arguing that is followed by reasoning in order to make strong the arguing.

[35]Woman : *Anything off the trolley, dears?*
 Ron : *{Holds up mushed sandwiches} No, thanks, I'm all set. (45){smacks lips.}*
 Harry : *{pulls out coins} We'll take the lot! (46)*
 Ron : *Whoa!*

Context:

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|-----------------------|---|---|
| Setting and Scene | : | Dialogue above occurs in the train when Ron and Harry are chatting. Suddenly, there is a woman offer some snack to them. The situation happened informally “F-“. |
| Participants | : | Speaker 1: Ron (He is Harry’s new friend. He has a higher power than the listener “S>H”. They are not solidary “S-“) Speaker 2: Harry (the famous wizard. He has a higher power than the listener “S>H”. They are not solidary “S-“) Speaker 1: Woman (She is a seller) |
| Communicative Purpose | : | 1. Ron refuses the snack that is offered by woman with reason. 2. Harry again what Ron is done. He buys some snack that is sold by the woman. |

Utterance (45) and (46) containing representative acts. In utterance (45) Ron as the speaker refuses snack that is offered by the woman. Meanwhile, Harry as the speaker in utterance (46) called the woman and he buys some snacks that is sold by the woman. Utterances (45) and (46) are included into arguing acts. Ron in utterance (45) shows disagrees in his

utterance and has a reason that he brings some snacks from his mother. Besides, Harry in utterance (46) rebuts Ron's argument. It is clear that those utterances belong to arguing type.

Utterances (45) and (46) occur in such context constellations as (P-,S-,F-). Here, the typical constellation of context is explained after it. The symbol "P-" explains that the speaker in utterances (45) and (46) have higher power than the hearer. It is caused by the fact the speakers in utterances (45) and (46) are the passenger of train besides the hearer is a seller in the train. It also can be symbolized as "S>H". The symbol "S-" shows that the relationship of the speakers in utterances (45) and (46) are not solidary with the hearer. They are not solidary because the social position makes distance among them. The symbol "F-" indicates that the situation happened in utterances (45) and (46) is informal. Utterances (45) and (46) occur in the train when Ron and Harry were having conversation. Suddenly, there is a woman offers some snack to them. The structure of utterance (45) is the speaker uses pre-sentence that is followed by head act. The pre-sentence has a function to express apologizing. Then, the head act contains arguing. The head act shows that the speaker refuses the hearer's order. On the other hand, the speaker in utterance (46) uses head act directly in uttering arguing.

[36]Dudley : *Ahh!*
 All : *Ahh! {family chases Dudley}*
 Harry : *{laughs}*
 Hagrid : ***Oh, um, I'd appreciate if you didn't tell anyone at Hogwarts about that. Strictly speaking, I'm not allowed to do magic.*** (47)

Context:

| | |
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| Setting and Scene | : Dialogue above occurs in the Vernon's House. Hagrid sees Dudley eating Harry's cake, and points the umbrella at his rear. A grey tail grows. The situation happened informally "F-". |
| Participants | : Speaker : Hagrid (He is a teacher in Hogwarts School. He visit Vernon's house without confirmation. He has a higher power than the listener "S>H". They are solidary "S+"). Listener : Harry (He is a kind boy. He is Vernon's nephew) |
| Act Sequence | : Hagrid arguing something that he will appreciate if Harry didn't tell anyone at Hogwarts School that he had do magic in outside Hogwarts School. It is because he is not allowed to do magic in outside. |

Utterance (47) is included into arguing type in representative acts since the speaker argues something that he will appreciate if the hearer does not tell anyone at Hogwarts School that he had do magic outside Hogwarts School. It is caused by the fact that he was not allowed to do magic outside. It is include into arguing because the speaker tries to show what is in his mind.

Utterance (47) occurs in such context constellations as (P-,S+,F-). The symbol "P-" explains that the power of the speaker is higher than the listener. The speaker is a teacher besides the hearer is a student. It also can be symbolized as "S>H". The symbol "S+" shows that the relationship between the speaker and the hearer is solidary. They are very close. The symbol "F-" indicates that the situation happened in utterance (47) is informal. It happened in the Vernon's House. Hagrid sees Dudley eating

Harry's cake, and points the umbrella at his rear. A grey tail grows. The structure of utterance (47) is the speaker uses pre-sentence that followed by headact and reasoning. The pre-sentence consists of two exclamations. They are "Oh" and "Um". The exclamations show that the speaker was thinking before delivering arguing. Then, head act contains the arguing itself besides reasoning is make strong the arguing.

[37]Harry : *Hey, I got Dumbledore!*
 Ron : ***I got about 6 of him. (48)***
 Harry : *Hey, he's gone!*
 Ron : ***Well, you can't expect him to hang around all day, can you? {Scabbers squeaks} This is Scabbers, by the way, pitiful, isn't he? (49)***
 Harry : ***Just a little bit. (50)***
 Ron : *Fred gave me a spell as to turn him yellow. Want to see?*
 Harry : *Yeah!*
{clears throat} Ahem. Sun-

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in the Railway coach when Harry and Ron were eating eating bundles of sweets. The situation happened informally "F-". |
| Participants | : Speaker 1: Ron (He will become the new student in Hogwarts School. He has a same power with the listener "S=H". They are solidary "S+"). Listener : Harry Speaker 2 : Harry (He will become the new student in Hogwarts School. He has a same power with the listener "S=H". They are solidary "S+") Listener : Ron |
| Communicative Purpose | : 1. Ron argues that he had collected six Dumbledores besides Harry just has one. 2. Ron argues Harry statement that Dumbledore could be hanging around all day. 3. Harry contradicts Ron's argument. |

Utterances (48), (49), and (50) are included into representative acts especially arguing type since the speaker in the utterance (48) argues that he had collected six Dumbledores while the hearer only has one. In utterance (49), the speaker contradicts Harry's statement that Dumbledore could be hanging around all day in Scabbers. However in utterance (5), the speaker opposes Ron's Argument. He says that Dumbledore should hang around day in Scabbers. Utterances (48), (49), and (50) are included into arguing type because there is supporting evidence for P. Utterance (49) contradicts utterance (48) then utterance (50) opposes utterance (49).

Utterances (48), (49), and (50) occur in such context constellation as (P=,S+, F-). The symbol "P=" explains that the speaker in utterances (48), (49), and (50) have same power with the hearer. It is caused by the fact because the speaker and the hearer will become the new students in Hogwarts School. It also can be symbolized by "S=H". The symbol "F-" indicates that the situation happened in utterance (48), (49), and (50) are informal. It happened in the one of railway coach when on the way to Hogwarts School.

The structure of utterances (48) and (50) are the speaker directly utters the core of speech to the hearer. The core of speech also can be called head act. It has function to argue something. In utterance (49), the speaker uses pre-sentence before uttering his arguing. The pre-sentence is followed by head act and reasoning to make strong the arguing.

- [38]Ron : *Oh, go on, Harry, Quidditch is great. Best game there is! And you'll be great, too! {Hermione jumps up from her work and comes to join them.}*
- Harry : ***But I've never even played Quidditch. What if I make a fool of myself?*** (51)
- Hermione : *You won't make a fool of yourself. It's in your blood.*

Context:

- Setting and Scene : Dialogue above occurs in courtyard. All students were taking a rest. The situation happened informally "F-".
- Participants : Speaker : Harry (He is a student in Hogwarts School. He has a same power with the listener "S=H". They are solidary "S+")(
Listener : Ron and Hermione (They are Harry best friend)
- Communicative Purpose : Harry contradicts Ron's argument. Harry feel that he can play a Qiddicth. He never ever played Quidditch before.

Utterance (51) is included include into representative acts especially arguing type. The speaker in utterance (51) argues that he has never played Quidditch before. The speaker worries if he will make fool of himself. Utterance (51) containing arguing type because the speaker contradicts Ron's statement about him and there is a reason for rebutting the hearer argument. The reason is the speaker has never played Quidditch before.

Utterance (51) occurs in such context constellations as (P=,S+,F-). The typical of context constellations means that the power between the speaker and the hearer is same. It is caused by the fact that they are students in Hogwarts School. It can be symbolized by "P=" or "S=H". The

symbol “S+” shows that the relationship between the speaker and the hearer is solidary. It is due to the fact that they are close friend and they are always together. The symbol “F-“ explains that the situation happened in the utterance above is informal. It happened in courtyard. All students were taking a rest. The structure of utterance (51) is the speaker directly utters an arguing about the speaker statement. It starts with head act as the core of speech. The head act starts with the word “But” that has function to contradict something. The word “But” shows the speaker does not agree with Ron’s opinion. The last sentence is called reason. The reason makes strong the speaker’s arguing.

- [39]*Draco* : *It's true then, what they're saying on the train. Harry Potter has come to Hogwarts. {Students whisper, Harry Potter?} This is Crabbe, and Goyle {nods to thugs} and I'm Malfoy...Draco Malfoy.*
- Ron* : *{ snickers at his name}*
- Draco* : ***Think my name's funny, do you?*** (52) *No need to ask yours. Red hair, and a hand me down robe? You must be a Weasley. Well soon find that some wizarding families are better than others, Potter. Dont want to go making friends with the wrong sort. I can help you there. {extends hand.}*
- Harry* : ***I think I can tell who the wrong sort are for myself, thanks.***(53)

Context:

- Setting and Scene : Dialogue above occurs in the outside of Great Hall exactly in front of the door before the sorting ceremony begun. The situation happened informally “F-“.
- Participants : Speaker 1 : Draco (He is a student in Hogwarts students. He is sticky. He has same power with the listener “S=H”. They are not solidary “ S-“. Listener 1: Ron (He is Harry friends)

| | |
|-----------------------|--|
| | Listener 2: Harry (He is a student in Hogwarts School. He is a kind boy) |
| | Speaker : Harry (He is a student in Hogwarts School. He has a same power with the listener "S=H". They are solidary "S-") |
| | Listener : Draco (They are Harrys enemy in Hogwats School) |
| Communicative Purpose | : 1. Draco fell annoyed when Ron sinkers at his name. Then, he argue something about what was Ron doing. 2. Harry contradicts the Draco offering. |

Utterances (52) and (53) contain representative acts. In utterance (52), Draco as the speaker feels annoyed when Ron snickers at his name. Then, he argues something about what was Ron doing. Besides, Harry as the speaker in utterance (53) refused the hearer's offer about to be hearer friends. Utterances (52) and (53) are included into arguing acts. Draco in utterance (45) contradicts what was Ron doing about his name and has a reason that he feels annoyed when the hearer snikers at his name. However, Harry in utterance (52) refused Draco's offer. Harry as the speaker in utterance (52) shows disagrees in the word. It is clear that those utterances belong to arguing type.

Utterances (52) and (53) occur in such context constellations as (P=,S-,F-). The symbol "P=" shows that the speaker and the hearer has same power. They are new students in Hogwarts School and automatically the power of them is same. It also can be symbolized by" S=H". The symbol "S+" explains that the relationship between the speaker and the hearer is not solidary. It can be seen from the context in the movie. The symbol "F-" indicates that the situation happened in the utterances (52)

and (53) are informal. It happened outside the Great Hall exactly in front of the door before the sorting ceremony begun. The structure of utterance (52) is the speaker directly uses head act in delivering his arguing. The speaker protests about what Ron's doing about his name. However in utterance (53), the speaker also directly uses head act in order to show his arguing but in the last sentence he uses word "thank" to appreciate the hearer's offer.

In arguing, the researcher found six typical context constellations occurs. They are (P+,S+,F-), (P+,S-,F-), (P-,S-,F-), (P-,S+,F-), (P=,S+,F-), and (P=,S-,F-). The most dominant of typical constellations of context occur is (P=,S+,F-). It is caused by the speaker spends almost his time with his friends. So, the power between them is same.

f. Complaining

It is the type of act that expresses or reflects the suffering and heartache about a state. Here, the speaker expresses dissatisfaction or to indicate that you have an illness. Complaining usually tells us about unhappiness. The utterance "I'm very tired now because of you" is one of example of complaining type. In Harry potter and the philosopher's stone movie, the researcher found 12 utterances contained complaining type to express representative acts.

However, the researcher presents the data systematically according to the typical constellations of context, in which a representative act occurs. Those are the data contained of complaining type.

[40]Ron : *Hey, I know you! You're Nearly Headless Nick!*
 Nick : *I prefer Sir Nicholas if you don't mind.*(54)

Context:

Setting and Scene : Dialogue above occurs in great hall exactly in Hogwarts school. Ron, having just finished a chicken wing, reaches into the bowl for more, and a ghostly head, SIR NICHOLAS, pops out. It is happened informally “F-“..

Participants : Speaker : Nick (He is the ghost. He usually called Nearly headless Nick. He has higher power than the listener “ S>H”. They are solidary “S+”)
 Listener: Ron (He is new students in Hogwarts school. He place in Gryffindors dormitory)

Act Sequence : Nick complain to Ron that he prefer called Sir Nicholas.

Utterance (54) contains representative acts. Nick as the speaker in utterance (54) does not like if someone called him nearly headless Nick. He prefers to be called Sir Nicholas. Utterance (54) is included into complaining type. The speaker complains that he is not happy.

Utterance (54) occurs in such context constellations as (P-,S+,F-). The symbol of typical of context constellations occur can be explained as the symbol “P-“ indicates that the power of the speaker is higher than the listener. It also can be symbolized as “S>H”. The “S+” means that the relationship between the speaker and the hearer is solidary. Even though they have just met and the speaker has a higher power than the hearer, but the speaker tends to be familiar with everyone. The symbol “F-“ indicates that the situation of conversation above happened informally. It happened in the great hall exactly in Hogwarts School. Ron, having just finished a

chicken wing, reaches into the bowl for more, and a ghostly head, SIR NICHOLAS, pops out. The structure is the speaker directly utters his complaining. The speaker uses head act or the core of speech without additional information. The head act is clear enough to enlighten his complaining.

- [41]*Hermione* : *I've always heard Hogwarts' end of the year exams were frightful, but I found that rather enjoyable.*
Ron : *Speak for yourself. All right there, Harry?*
Harry : ***My scar. It keeps burning.(55)***
Hermione : *It's happened before. Not like this.*

Context:

- Setting and Scene : Dialogue above occurs in the outdoor courtyard. The three (Harry, Hermione, and Ron) are walking. The situation is happened informally “F-”.
- Participants : Speaker : Harry (He is the talented wizard. He is also famous before enter in Hogwarts school. He has a same power with the listener “S=H”. They are solidary “S+”)
 Listener 1: Hermione (She is a fussy student but she has many knowledge)
 Listener 2: Ron (He is Harry best friend. He has same power with the listener)
- Act Sequence : Harry said that the scar that located in right forehead feels like burned.

Utterance (55) contains representative acts. The speaker that is Harry feels the scar on his right forehead like burned. Utterance (55) is included into complaining type. The speaker indicates that he has an illness. It is clear that utterance (55) belongs to complaining type based on the characteristic that the speaker has an illness.

Utterance (55) occurs in such context constellations as (P=,S+, and F-). The symbols of context constellations mean that the symbol “P=” explains that the power between the speaker and the hearer is solidary. It is due to the fact that they were both students at Hogwarts School. It also can be symbolized by ‘S=H’. The symbol “S+” shows that the relationship between the speaker and the hearer is solidary. It is caused by the fact that they are a best friend. So, they are so close. The symbol “F-“ indicates that the situation happened in the conversation is informal. The conversation happened outdoor in the courtyard. The three (Harry, Hermione, and Ron) are walking. They are taking a rest. The structure of utterance (55) is the speaker uses pre-sentence that is followed by head act. The pre-sentence consists of the possessive pronoun “My” and the proper name. It indicates the place in her body that feels pain. Then, the head act containing the information about what was speaker felt in his right forehead.

[42]*Hermione* : ***Ow! You stood on my foot! (56)***
Ron : *Sorry. {A flame lights. Hermione draws out her wand and points it at the door.}*

Context:

| | |
|-------------------|---|
| Setting and Scene | : Dialogue above occurs in the corridor. The three (Harry, Hermione, and Ron) are under the Invisibility cloak, sneaking along the corridor. The situation happened informally “F-“. |
| Participants | : Speaker : Hermione (She is a fussy student but she has many knowledge. She has a same power with the listener. They are solidary “S+”) Listener : Ron (He is Harry best friend.) |
| Act Sequence | : Hermione felt pain when accidentally Ron was stepping her foot. |

Utterance (56) contains representative acts. Hermione as the speaker feels pain in her foot when accidentally Ron was stepping Hermione's foot. Utterance (56) is complaining type. The speaker shows an illness. The exclamation "Ow!" is clearly showing that the speaker felt pain.

Utterance (56) occurs in such context constellations as (P=,S+, and F-). The symbols of context constellations means that the symbol "P=" explains that the power between the speaker and the hearer is solidary. It is due to the fact that both of them are students at Hogwarts School. It also can be symbolized by 'S=H'. The symbol "S+" shows that the relationship between the speaker and the hearer is solidary. It is caused by the fact that they are a best friend. So, they are so close. The symbol "F-" indicates that the situation happened in the conversation is informal. The conversation happened in the corridor. The three (Harry, Hermione, and Ron) are under the Invisibility cloak, sneaking along the corridor. The structure of utterance (56) is the speaker uses pre-sentence that is followed by head act. The pre-sentence consist of exclamation "Ow". The exclamation "Ow" indicates that the speaker felt pain or sick. Then, the head act contains complaining that is addressed to Ron as the Hearer.

[43]Hermione : *I don't like this. I don't like this at all.*(57)
 Harry : *Where are we? A graveyard.*
 Ron : *This is no graveyard. {sighs} It's a*
 Harry : *chessboard.*
 There's the door.

Context:

| | |
|-------------------|---|
| Setting and Scene | : Dialogue above occurs in the dark room. They (Ron, Hermione, and Harry) enter a dark room, with broken pieces all around it. The situation happened informally “F-“. |
| Participants | : Speaker : Hermione (She is a fussy student but she has many knowledge. She has the same power with the listener “S=H”. They are solidary “S+”.) Listener 1: Harry (He is the famous wizard and talented wizard) Listener 2 : Ron (He is Harry best friend.) |
| Act Sequence | : Hermione doesn’t like with that condition and situation. |

Utterance (57) contains representative acts. Hermione as the speaker shows that she is unhappy. Utterance (57) is included into complaining type of representative acts. The speaker indicates that she is not happy with the condition and the situation in the dark room. The dark room is like graveyard. It is dark with broken pieces all around it.

Utterance (57) occurs in such context constellations as (P=,S+, and F-). The symbols of context constellations mean that the symbol “P=” explains that the power between the speaker and the hearer is solidary. It is due to the fact that both of them are students at Hogwarts School. It also can be symbolized by ‘S=H’. The symbol “S+” shows that the relationship between the speaker and the hearer is solidary. It is caused by the fact that they are a best friend. So, they are so close. The symbol “F-“ indicates that the situation happened in the conversation is informal. The conversation happened in the dark room. They (Ron, Hermione, and Harry) enter a dark room, with broken pieces all around it. The structure of utterance (57) is the speaker uses head act that is followed by additional information in

order to make clear the complaining. The speaker repeats the sentence twice. It indicates that the speaker really doesn't like that place. The word "at" and "All" is make strong the complaining.

In complaining type, the researcher found two types of typical of context constellations occur. They are (P-,S+,F-) and (P=,S+,F-). The most dominant of context constellations happened is (P=,S+,F-).

g. Concluding

Concluding is the type of act that states an opinion to decide something after a period of thought or research. In concluding usually there are previous utterances. Utterance "your Gods, not mine" is one of example of concluding type of representative acts. Here, the researcher found 18 utterances contained concluding type. Meanwhile, the researcher presents systematically according to typical constellations of context, in which a representative act occurs. Those are the data containing of concluding type.

[44] *Dudley* : *What is it? Please tell me what's happening!*
Vernon : *Give me that! Give me that letter!*
Harry : *Get off! Ahh!*
Vernon : *Ahh!*
Harry : *They're my letters! Let go of me!*
Vernon : *That's it! We're going away! Far away! Where they can't find us!*
Dudley : ***Daddy's gone mad, hasn't he?! (58)***
Petunia : *Ok, let's go!*

Context:

Setting and Scene : Dialogue above occurs in the Vernon's living room. The family is sitting around, Harry is

| | |
|-----------------------|---|
| | serving cookies. Suddenly, thousands of letters coming. The situation is happened informally “F-“. |
| Participants | : Speaker : Dudley (He is Harry’s cousin. He like eating. He has lower power than listener “S<H”. They are solidary “S+”) Speaker 2: Petunia (She is Dudley’s mother) |
| Communicative Purpose | : Dudley concludes about his father’s doing. |

Utterance (58) is included into concluding type in representative acts since the speaker that is Dudley concludes about what his father was doing. It is included into concluding type because there is the previous event that finally Dudley can take a conclusion about it.

Utterance (58) occurs in such context constellation as (P+,S+,F-). The Symbols mean that the power of the speaker is lower than the listener. It is caused by the fact that the speaker is hearer’s son. It can be symbolized by “P+”or “ S<H”. The relationship between the speaker and is solidary. It is symbolized by “ S+”. The last symbol is “F-“ that indicates the situation of conversation above happened informally. It happened in the Vernon’s living room. The family is sitting around, Harry is serving cookies. Suddenly, the thousands of letters are coming. The structure of utterance (58) is the speaker directly concludes about his father’s doing. The speaker uses the question tag pattern. The Verb “Hasn’t he” is uttered to get the respond from his mother about his concluding.

[45]Snape : *You don't want me as your enemy, Quirrell.*
 Quirrell : *W-what do you m-mean?*
 Snape : *You know perfectly well what I mean. {Snape*

senses something. Harry stops breathing. Snape reaches out to grab something, but doesn't. He whips his finger back in front of Quirrell's face.} We'll have another chat soon...when you've had time to decide where your loyalties lie. {Filch appears, carrying the broken lamp.}

*Filch : Oh, Professors. I found this, in the Restricted Section. It's still hot. **That means there's a student out of bed.**(59)*

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in corridor beside restricted section. Snape is warning Quirrel to be careful. Suddenly, Filch appears. The situation is happened informally "F-". |
| Participants | : Speaker : Filch (He is security of Hogwarts School. He has lower power than listener "S<H". They are not solidary "S-") Listener: Snape (One of teachers in Hogwarts School) |
| Communicative Purpose | : Filch informed something to Snape. Then, he concluded something. |

Utterance (59) is included into representative acts especially concluding type since the speaker concludes about something happened. It is categorized into concluding because the speaker decides something after period of thought.

Utterance (59) occurs in such context constellations as (P+,S-,F-). The symbol "P+" means that the power of the speaker is lower than the listener because of their profession. The speaker is a security beside the hearer is the teacher in Hogwarts School. It is also can be symbolized by "S<H". The relationship between the speaker and the hearer is not solidary. It can be symbolized by "S-". Then, the situation in conversation above

happened informally. The conversation occurs in corridor beside Restricted section. Snape is warning Quirrel to be careful. Suddenly, Flich appears.

The structure of utterance (59) is the speaker uses pre-sentence followed by head act. The pre-sentence function as previous utterance as stated in mapping table. In pre-sentence the speaker also uses exclamation. The exclamation used is “ Oh” that is followed by proper name. The word “Oh” expresses the feeling of the speaker. The speaker looks blank and surprise.

[46]*Lee* : *Angelina Johnson scores! 10 points for Gryffindor! {He presses a button and a 10 shows up beside a plaque with Gryffindors name.}*
Harry : *Yes! {a bludger zooms by him.} Whoa!*
Hagrid : **Well done!(60)**
Hermione : *Yey!*

Context:

| | |
|-----------------------|--|
| Setting and Scene | : Dialogue above occurs in the yard when Quiddidith player is going on. The situation is happened informal “F-“. |
| Participants | : Speaker : Hagrid (He is teacher in Hogwarts School. He has higher power than listener “S>H”. They are solidary “S+”) Listener: Hermione (One of students in Hogwarts School. She is Harry’s best friend) |
| Communicative Purpose | : Hagrid conclude about what was happened. |

Utterance (60) is included into representative acts espeacially concluding type since the speaker takes a conclusion about what was Angelina Jonshon doing. This utterance containing concluding type

because the speaker states something in order to sum up what was Angelina Jonson doing.

Utterance (60) occurs in such type context constellation as (P-,S+,F-). The symbols “P-“ shows that the power of the speaker is higher than the listener. The speaker is a teacher and the hearer is a student. It also can be symbolized by “ S>H”. The symbol “S+” explains that the speaker is solidary with the listener. Although, there is a distance between the speaker and the hearer but they are very close. The symbol “ F-“ draws the situation happened in conversation above is informal. It happened when Quiddith game was happening. The speaker has the conversation in the seat where the audiences watch the game. The structure of utterance (60) is the speaker uses imperative sentence as the head act in taking conclusion. The imperative sentence is clear enough to be understood by the hearer.

[47]Harry : *What happened to Vo-...to You-Know-Who?*
 Hagrid : *Some say he died. Codswallop in my opinion. Nope, I reckon he's out there, still, too tired to go on. But one thing's absolutely certain. Something about you stumped him that night. **That's why you're famous, Harry. That's why everybody knows your name. You're the boy who lived.**(61)*

Context:

Setting and Scene : Dialogue above occurs at a long table. The two, Hagrid and Harry, are at a long table, eating soup. Then, Hagrid tells Harry about past. Telling about his parents. It is happened informally “F-“.

Participants : Speaker : Hagrid (he is one of the teacher in Hogwarts school. Hagrid helps Harry to go

Hogwarts school. He has higher power than the listener “S>H”. They are solidary “S+”)
 Listener : Harry (He is the famous wizard and talented wizard.)
 Communicative Purpose : Hagrids informs Harry about Voldemort and finally takes the conclusion of it.

Utterance (61) consists of representative acts. Hagrid as the speaker in utterance (61) concludes about why Harry is famous. In utterance (61) is included into concluding type. The speaker is summing up of the point and a statement of opinion and there are the previous utterances. Based on the characteristic that was mentioned, utterance (61) containing concluding type of representative acts.

Utterance (61) occurs in such context constellation as (P-,F+,S-). The typical of context constellations means the power of the speaker is higher than the listener because the speaker is the teacher and the hearer is student. It can be symbolized by “P-“ or “S>H”. The symbol “S+” shows the relationship between the speaker and the hearer is solidary. The speaker is proud with the hearer. The symbol “F-“ indicates that the situation of the conversation above happened informally. It happened at a long table. The two, Hagrid and Harry, are at a long table, eating soup. Then, Hagrid tells Harry about past. Telling about his parents. The structure of utterance (61) the speaker uses pre-sentence in taking conclusion. The head act is always started by the sentence “ That’s way”. It shows that the conclusion indicates the consequence about what happened to Harry in the past.

- [48]Ron : *I wasn't looking at its feet! I was a bit preoccupied with its heads. Or maybe you didn't notice, there were three! {they begin to climb the stairs to the dorms.}*
- Hermione : *It was standing on a trap door. Which means it wasn't there by accident. **It's guarding something.**(62)*

Context:

- Setting and Scene : Dialogue above occurs in the Gryffindor room. They are breathless after running from Fluffy (Three big Dogs). It is happened informally “F-“.
- Participants : Speaker : Hermione (She is one of students in Hogwarts school. She is Harry’s bestfriend. She has the same power with the listener “S=H”. They are solidary “S+”)
Listener : Ron (He is one of students in Hogwarts school. She is Hermione’s best friend.
- Communicative Purpose : Hermione takes a conclusion about something.

Utterance (62) is included into concluding type in representative acts since the speaker makes a conclusion about something. The speaker says that the Fluffy (Three dogs) was guarding something. The speaker can take conclusion by seeing the Fluffy why they are stay there. It is included into concluding type because the speaker is summing up of the points after a period of thought.

Utterance (62) occurs in such context constellations as (P=,S+, and F-). The typical of context constellation can be explained here. The symbol “P=” explains that the power of the speaker is the same with the hearer. It is caused by the fact that they are close friend and has same power as the

students in Hogwats School. It is also can be symbolized by “S=H”. The symbol “ S+” indicates they are solidary. The speaker is hearer’s close friend. Then, the symbol “F-“draws the situation happened in the conversation above is informal. It happened in the Gryffindor room. Gryffindor is their dormitory. The structure of utterance (62) is the speaker uses two sentences as pre-sentence. Then, pre-sentence is followed by the head act. Head act is the core of speech. The concluding contains inside the head act.

- [49]*Draco* : *It's true then, what they're saying on the train. Harry Potter has come to Hogwarts. {Students whisper, Harry Potter?} This is Crabbe, and Goyle {nods to thugs} and I'm Malfoy...Draco Malfoy.*
- Ron* : *{ snickers at his name}*
- Draco* : *Think my name's funny, do you? No need to ask yours. **Red hair, and a hand me down robe? You must be a Weasley.**(63) Well soon find that some wizarding families are better than others, Potter. Dont want to go making friends with the wrong sort. I can help you there. {extends hand.}*
- Harry* : *I think I can tell who the wrong sort are for myself, thanks.*

Context:

- Setting and Scene : Dialogue above occurs in front of the great hall’s door. After McGonagall give information to new students that sorting ceremony will begin momentarily. The situation happened informally “F-“.
- Participants : Speaker : Draco (He is will become Harry’s enemy. He has same power with the listener “S=H”. They are not solidary “S-“.)
Listener 1: Ron (He is Harry’s friends.)
Listener 2: Harry (He is a talented wizard.)
- Communicative Purpose : Draco Malfoy can take conclusion about Ron’s family from only seeing what was worn by

Ron.

Utterance (63) contains representative acts. Draco Malfoy as the speaker takes conclusion what Ron's family just from looking at the clothes that Ron used. Utterance (63) is concluding type. The speaker concludes something based on what he saw.

Utterance (63) occurs in such context constellation as (P=,S-,F-). The symbol "P=" indicates that the power of the speaker is same with the listeners. It is caused by the fact that they are the students of Hogwarts School. It also can be symbolized by "S=H". The symbol "S-" indicates that they are not solidary. The speaker looks hate with the speakers. Then the last symbol is "F-" shows the situation of conversation above is happened informally. It happened in front of the great hall's door. After McGonagall give information to new students that sorting ceremony will begin momentarily. The structure of utterance (63) is the speaker uses pre-sentence that function as previous utterance as indicator in categorizing the utterance into concluding type. Then, the pre-sentence is followed by the head act that has power as the core of speech.

The speaker found five typical of context constellations happened in the concluding type in representative acts. They are (P+,S+,F-), (P+,S-,F-), (P-,S+,F-), (P=,S+,F-), and (P=,S-,F-). The dominant typical constellations occurs is the (P=,S+,F-). It is due to the fact that the speakers spend all day together with their friend. The structure of utterance is the speaker sometimes used the head act as the core of speech directly.

Sometimes, there is a pre-sentence in the first sentence and additional information in the last sentence.

h. Describing

It is the type of act that state a statement that tells you how something or someone looks, sound, etc: words that describe something or someone. Describing is drawing something. It can be situation, someone, weather, and etc. Utterance “It was a sunny day” is one of examples of describing type. The researcher found 15 utterances containing describing. Here, the researcher presents the data systematically according to the typical constellations of context, in which a representative act occurs. Those are the data containing of describing type.

[50]Dudley : {retreat to another enclosure.
and his
parents
Harry : {left with the snake.
*Sorry about him. He doesn't understand what
it's like, lying there day after day, having
people press their ugly faces in on you. (64)*
The snake : {looks up and blinks.}

Context:

| | |
|-----------------------|---|
| Setting and Scene | : Dialogue above occurs in the zoo. The family is in the reptile house, looking at a large BOA CONSTRICTOR. The conversation above happened informally “F-“. |
| Participants | : Speaker : Harry (He a kind boy. He has higher power than the listener “S>H”. They are not solidary “S-”) Listener: Snake (It can communicate with Harry. It asks Harry to help its go out from cage) |
| Communicative Purpose | : Harry describes his cousin to the snake. He tells many things about Dudley. |

Utterance (64) is representative acts. Harry as the speaker describes about Dudley (his cousin) to the snake. Utterance (64) consists of describing type. The speaker is drawing something. He draws someone that is Dudley (his cousin) to the snake. Based on it, utterance (64) is clearly belonging to describing type of representative acts.

Utterance (64) occurs in such constellation as (P-,S-,F-). The symbols “P-“ means that the power of the speaker is higher than the listener because Harry is human beside the listener is the snake. It also can be symbolized by “ S>H”. The symbol “S-“ describes the relationship between the speaker and the hearer is not solidary. The last is symbol “F-“ explains the conversation above happened informally. It happened in the zoo when Harry and family was Holiday. The structure occurs in utterance (64) is the speaker is uses pre-sentence before describing his cousin. Then, pre-sentence is followed by head act as the core of speech. The pre-sentence is about the expression of apologizing. The researcher states it to apologize about his cousin doing. After that, the speaker describes about his cousin.

| | | |
|----------------|---|---|
| [51]McGonagall | : | <i>Harry Potter.</i> |
| Sorting Hat | : | <i>Hmm...difficult, very difficult. Plenty of courage I see, not a bad mind, either. There's talent, oh yes, and a thirst to prove yourself.(65) But where to put you?</i> |
| Harry | : | <i>{whispers} Not Slytherin. Not Slytherin.</i> |

Context:

Setting and Scene : Dialogue above occurs in the great hall where there are four long tables with many kids, as well as floating candles. The roof appears to be

| | |
|-----------------------|---|
| | the sky. Everything goes silent. Harry walks up and sits down. Then the sorting hat is put to his head. The situation of the conversation above is formal “F+”. |
| Participants | : Speaker : Sorting Hat (It is the hat that can read the personality of the students. The sorting hat will decide the appropriate dormitory to the students. He has a higher power than the listener “S>H”. They are not solidary “S-“) Listener : Harry (the new students of Hogwarts school) |
| Communicative Purpose | : The sorting hat describes the Harry’s personality. |

Utterance (65) consists of representative acts. The sorting hat draws about Harry’s personality. After the sorting hat knows the personality of Harry, so it can decide harry belongs to Grfindors or sylterin dormitory. Utterance (65) is describing type. The sorting hat as the speaker draws about Harry’s personality. Based on it, utterance (65) is included into describing type.

Utterance (65) occurs in such context constellations as (P-,S-,F+). The symbols means the speaker has higher power than the listener. It can be symbolized by “P-“ and also “S>H”. The symbol “S-” shows that the relationship between the speaker and the hearer not solidary because it is the first meeting for them. So, they are not too close. The symbol “F+” indicates that the conversation above happened formally. It happened in the sorting ceremony. The sorting ceremony is the ceremony held to sort the students by using the sorting hat. The student will be placed based on the sorting hat’s decision. The structure occurs in utterance (65) is the speaker uses pre-sentence in starting his description. Then, the pre-

sentence followed by headact. The speaker uses adjective phrase in pre-sentence. It indicates that the speaker is difficult to decide the hearer personality. Nonetheless, the speaker constantly can describe Harry.

[52]Harry : *Uh, Hagrid, what exactly are those things?*
 Hagrid : ***They're goblins, Harry. Clever as they come goblins but not the most friendly of beasts.*** (66)
Best stick close to me. {Harry sticks to him.}
{Hagrid clears his throat as they approach a counter with a goblin in it.}

Context:

| | | |
|-----------------------|---|---|
| Setting and Scene | : | Dialogue above occurs inside the wizard bank, they walk down the shiny aisle, passing tiny creatures working. The situation in the conversation above is informal “F-“. |
| Participants | : | Speaker :Hagrid (He is one of teacher in Hogwardts school. He has higher power than the listener “ S>H”. They are solidary “S+”.) Listener : Harry (He is the new students in Hogwarts School) . |
| Communicative Purpose | : | Hagrid describes about Goblins to Harry. |

Utterance (66) consists of representative acts. Hagrid as the speaker describes about Goblin to Harry. Utterance (66) is included into describing type. The speaker draws someone that is Goblin to Harry. As we know, a statement that tells about how something or someone looks, sound, and etc is included describing. So, it is clear enough that utterance (66) is included into describing because had fulfilled the indicators of describing type.

Utterance (66) occurs in such context constellations as (P-,S+,F-). It means that the speaker has higher power than the listener. The speaker is

a teacher of Hogwarts School and the listener will become the new student in Hogwarts School. It is clear that “S>H” the power of the speaker is higher than listener. The symbol “S+” explains that the relationship between the speaker and the hearer is solidary. Although they have different power they are very close. The symbol “F-“ draws that the conversation above happened informally. It happened in wizard bank. The structure of utterance (66) is the speaker uses pre-sentence containing proper name. The pre-sentence followed by head act and additional information. The speaker uses pre-sentence intended to inform Harry about something. Then describe them after it. The description has power as head act. The last sentence is additional information intended to give warning to Harry.

[53]Harry : *Voldemort?*
 Hagrid : *Shh!!*
 Harry : *{ looks around }*
 Hagrid : ***It was dark times, Harry, dark times. Voldemort started to gather some followers, brought 'em over to the dark side. Anyone that stood up to him ended up dead. Your parents fought against him, but nobody lived once he decided to kill 'em. {Harrys mother, LILY, screams as she is killed by Voldemorts wand} Nobody...not one. Except you. (67) {close-up of baby Harry.}***

Context:

Setting and Scene : Dialogue above occurs at a long table. The two, Hagrid and Harry, are at a long table, eating soup. The situation of conversation above is happened informally “F-“.

Participants : Speaker :Hagrid (He is one of teacher in Hogwardts school. He has higher power than

the listener “S>H”. They are solidary “S+”.)
 Listener : Harry .
 Communicative Purpose : Hagrid describes about the past event, voldemort, Harry’s parents, and Harry self to Harry.

Utterance (67) contains representative acts. The speaker who is Hagrid describes to Harry about past event related to him. Utterance (67) is describing acts. The speaker draws about situation in past event related to Harry. That explanation supports the utterance, so the utterance (67) contains describing type.

Utterance (67) occurs in such context constellations as (P-,S+,F-). It means that the speaker has higher power than the listener. The speaker is a teacher of Hogwarts School and the listener will become the new student in Hogwarts School. It is clear that “S>H” the power of the speaker is higher than listener. The symbol “S+” explains that the relationship between the speaker and the hearer is solidary. Although they have different power they are very close. The symbol “F-“ draws that the conversation above happened informally. It happened in a long table. The structure of utterance (67) is the speaker directly uses head act in delivering describing. Then, the head act is followed by the additional information that has a function to make clear the description.

[54]Oliver : *Quidditch is easy enough to understand. Each time has seven players, 3 chasers, 2 beaters, 1 keeper and a seeker that's you. There are three kinds of balls. {picks up a red one} This one's called the Quaffle. Now, the chasers handle the Quaffle and try to put it through one of those three hoops. {Points to a faraway Quidditch*

pitch.} The keeper, that's me, defends the hoops. (68) {throws ball to Harry.} With me so far?

Harry : {throws back} I think so. What are those? {points to two squirming chained down balls.}

Context:

Setting and Scene : Dialogue above occurs in outside, in the courtyard. Oliver and Harry appear, carrying a trunk. They put it down. The situation happened informally “F-“.

Participants : Speaker : Olliver (One of Quidditch player. He has same power with the listener “S=H”. They are solidary “S+”)
 Listener : Harry (keeper of Quidditch in Hogwarts school.)

Communicative Purpose : Oliver describes about quidditch to Harry.

Utterance (68) contains representative acts. Ollivers as the speaker in utterance (68) describes about Quidditch to Harry. Utterance (68) is included into describing type. The speaker in utterance (68) tries to draw something that is quidditch to Harry.

Utterance (68) occurs in such context constellation as (P=,S+,F-). The symbol “ P=” explains that the power between the speaker and the hearer is same because they are students of Hogwats School. It also can be symbolized by “S=H”. The symbol “S+” shows that the relationship between the speaker and the hearer is solidary. They are become close friend after Harry is chosen as the keeper in Quidditch. The last is symbol “F-“indicates that the conversation above happened informally. It happened in the yard when Harry was trained by Olliver. The structure of utterance (68) is the speaker uses pre-sentence in starting description.

Then, the pre-sentence is followed by head act that intended to describe the quidditch to Harry. The pre-sentence is used by the speaker to make sure the speaker that quidditch player is easy enough to do and understand.

The researcher found four typical constellations of context occurred in describing type in representative acts. They are (P-,S-,F), (P-,S-,F+), (P-,S+,F-), and (P=, S+, F-). Here, the researcher found the constellation of context in descriptive tends to used the typical of (P=, S+, F-). It is caused by the fact that the conversation happened in the movie almost between the student A and student B. So, they have same power and they have close relationship. The situation of conversation happened on them is almost informally. Sometimes, it happened in the yard when taking a rest, in library, and etc.

i. Predicting

Predicting is the type of act to say that something will or might happen in the future. Here, the speaker will say what will happen in the future whether about weather, event, situation, and etc. The utterance “I think tomorrow will become spectacular day” is one kind of examples of predicting type in representative acts. The researcher found 22 utterances containing predicting. Here, the researcher presents the data systematically according to the typical of constellations of context, in which a representative acts occurs. Those are the data contained of predicting type.

[55] *Quirrel* : *Perhaps you ough to go. **It might wake up.***
(69)

Harry & Ron : Ok.

Context:

| | |
|-----------------------|---|
| Setting and Scene | : Dialogue above occurs in the bathroom of Hogwarts School after Harry and Ron made of success of bearing down the troll. It is happened informally. |
| Participants | : Speaker : Quirrel (One of the professor in Hogwarts school. He has higher power than the listener “S>H”. They are not solidary “S-“) Listener : Harry and Ron. |
| Communicative Purpose | : Quirrel predicts about Troll. He predicts that he will get up. |

Utterance (69) contains representative acts. Quirrel as the speaker in utterance (69) predicts that Troll will get up. So, he asks Harry and Ron to go. Utterance (69) is included into predicting type because the speaker says what will happen in the future. The speaker says Troll will wake up next. It predicts the future of something happened. So, utterance (69) includes predicting type.

Utterance (69) occurs in such context constellation as (P-,S-, and F-). The symbol “P-“ explains that the power status of the speaker is higher than the listener. It is due to the fact that the speaker is a professor and the hearer is the students. It also can be symbolized by “ S>H”. The symbol “S-“implies the relationship between the speaker and the listener is not solidary. The last symbol that is “F-“ means that the conversation above happened informally. It happened in the bathroom.

The structure of utterance (69) uses the pre-sentence followed by head act. The pre-sentence here is intended to give suggestion. Then, the

head act intended to predict something. The speaker predicts about what will happen in the future. He predicts about Troll.

- [56]McGonagall : *Albus, do you really think its safe, leaving him with these people? I've been watching them all day. They're the worst sort of Muggles imaginable. They really are*
- Dumbledore : *The only family he has.*
- McGonagall : ***This boy will be famous.** (70)There wont be a child in our world who doesn't know his name.*
- Dumbledore : *Exactly. He's better off growing up away from all that. Until he is ready.*

Context:

- Setting and Scene : Dialogue above occurs on a street called Privet Drive. Dumbledore, Hagrid, and McGonagall stop outside a house. It is happened informally “F-“.
- Participants : Speaker : McGonagall (One of the teacher in Hogwarts school. She is has same power with the listener “S=H”. They are solidary “S+”)
Listener : Dumbledore.
- Act Sequence : McGonagall Predicts about Harry’s future.

Utterance (70) contains representative acts. McGonagall as the speaker in utterance (70) predicts that Harry will be famous in the future. Utterance (70) is included into predicting type because the speaker says what will happen with Harry in the future. The speaker says that Harry will be famous. It predicts the future of someone. So, utterance (70) includes predicting type.

Utterance (70) occurs in such context constellation as (P=,S+,F-). The symbol “P=“ explains that the power status of the speaker is same with the listener. It is due to the fact that they are teacher in Hogwarts

School. It also can be symbolized by “S=H”. The symbol “S+” implies the relationship between the speaker and the listener is solidary. The speaker and the listener is best friend. The last symbol that is “F-” means that the conversation above happened informally. It happened on a street called Privet Drive. Dumbledore, Hagrid, and McGonagall stop outside a house.

The structure of utterance (70) is the speaker directly uses head act followed by the additional information. The head act uses modal “will” and to be “be” that have the power as verb. The word “Will be” indicates that the prediction is very strong. The speaker very believes that Harry will be famous in the future. Then, the additional information makes the prediction strong enough. It says that “there won’t be a child who doesn’t know his name in the world”.

[57]Neville : *Seamus, that picture’s moving!*
 Ron : *Look at that one, Harry!*
 Harry : ***I think she fancies you.(71)***
 Girl : *Oh, look! Look! Who’s that girl?*

Context:

| | |
|-------------------|---|
| Setting and Scene | : Dialogue above occurs in staircases. The way to go Gryffindors Dormitory. The conversation above happened informally “F-” |
| Participants | : Speaker : Harry (The new student of Hogwarts School. He has the same power with the listener “S=H”. They are solidary “S+”) Listener : Ron |
| Act Sequence | : Harry predicts about painting. He predicts that that painting likes Ron. |

Utterance (71) contains representative acts. Harry as the speaker in utterance (71) predicts that the painting (painting can smile and move)

likes Ron. Utterance (71) is predicting type because the predicts about something. It is the painting that may be like Ron.

Utterance (71) occurs in such context constellation as (P+,S+,F-). The symbols of context constellation mean that the power between the speaker and the hearer is same. It is due to the fact that the speaker and the hearer is the students in Hogwarts School. It can be symbolized by “P+” and also can be symbolized by “ S=H”. The symbol “S+” in context constellations explains that the relationship between the speaker and the hearer is solidary because they are best friend. The symbol “F-“ means that the conversation happened informally. The conversation happened in the stair as the way to go to Gryffindor dormitory.

The structure of utterance (71) is the speaker uses head act without pre-sentence and additional information to complete the predicting. The head act uses word “ think” as verb. The word “think” is different with the word “will be” in utterance (70) before it. The word “think” predicts something but the speaker is less in believing. Besides, the word” will be” predicts something in strong way.

[58]Harry : *How could a troll get in?*
 Ron : *Not by itself. Trolls are really stupid. **Probably people playing jokes. (72)***
 Harry : *{Suddenly, stops and pulls Ron aside.}*
 Ron : *What?*
 Harry : *Hermione! She doesn't know!*

Context:

Setting and Scene : Dialogue above occurs in the corridor of Hogwarts School while Troll enters in the room

| | |
|--------------|--|
| | of Hogwarts School. The conversation above happened informally “F-“. |
| Participants | : Speaker : Ron (He is Harry best friend. He has same power with the listener “S=H”. They are solidary “S+”.) Listener : Harry. |
| Act Sequence | : 1. Ron predicts about someone. He thinks that probably people playing joke about Troll’s coming. |

Utterance (72) is included into representative acts especially predicting type since the speaker predicts about someone that may be playing joke about Troll’s coming. It is included into predicting type because the speaker says about what is done by the people. The prediction can be true or false.

Utterance (72) occurs in such context constellations as (P=,S+, andF-). The typical of context constellation means the speaker has same power with the listener. It is considered by seeing the power of them. The speaker and the hearer is the students. It can be symbolized by “P=” or “S=H”. The symbol “F-“ explains the conversation above happened informally. It happened in the corridor of Hogwarts School while Troll enters in the room of Hogwarts School. The structure of utterance (72) is the speaker uses pre-sentence followed by head act. The pre-sentence intended to make a prediction.

In predicting type, the researcher found two typical of constellations occurs. They are (P-,S-,F-) and (P=,S+,F-). The using of verb in predicting influences the strong of the predicting itself. For the example “think” and “will be”. The word “will be” is stronger than word

“think”. In verb “think”, the speaker only predict but she/he has not strong belief his/her prediction. It is different with “will be”. Here, the speaker has strong belief about her /his predicting.

2. Formal Pattern of Utterances Containing Representative Acts Found in the Conversational Fragments of Movie *Harry Potter and the Philosopher’s Stone*.

The ninth of types in representative acts above also have different pattern. It is like, the predicting type has different formal pattern with assuring type. Formal pattern is a composing part of word by word became sentence. This sentence formed from formula. This sub heading presents the findings about kinds of patterns of each type of representative acts. The researcher presents all patterns by a single utterance contain representative acts because the researcher will analyze the pattern over the context.

a. The Pattern of Representative Act in Informing type.

The researcher found 103 utterances are included into informing type of representative acts in *Harry Potter and the Philosopher’s Stone*. However, the researcher presented the data only one case among the variants found. Those are the data consisting of formal pattern in informing type of representative acts.

| | |
|-----------|--------------------------------------|
| [1] Harid | : You're a wizard, Harry. (1) |
| Pattern | : S + to be + O, PN |

Description:

Utterance (1) the speaker states “**you**”. It indicates the speaker who is Hagrid informs something to hearer that is Harry as indicated by proper name that is Harry. The context here is Harry has not been yet known doesn’t that he is a wizard.

[2] Hermione : **I'm Hermione Granger...and you are...?.(2)**
 Pattern : S + to be + O.....Conj.+ S+ to be?

Description:

Utterance (2) the speaker that is Hermione states “**I**”. it indicates that the speaker tries to introduce herself to someone. It is clear that the hearers have not been known before who is the girl. Then she also asks “**You are**”. It indicates that there is more than one hearer in that place.

[3] Hermione : **You've got dirt, on your nose, by the way, did you know? Just there. (3)**
 Pattern : S + Aux + V + N, Adv, Conj, Aux. + S + V? Adv.

Description:

Utterance (3) the speaker states “**you**” that is oriented to the hearer. Hermione as the speaker just informs to the hearer that he have got dirt in his nose. The Adverb of place “**just there**” indicates that she informs the hearer where exactly the dirt is staying.

[4] Hermione : **The staircases change, remember?** (4)

Pattern : S + V1, V2?

Description:

Utterance (4) the speaker that is Hermione states that the staircases change. The verb change is indicating that the speaker informs the hearer that the staircases change. Besides the second verb that is remember is indicating that she convince the hearer that they have known about it before.

[5] Harry : **A little bit.** (5)

Pattern : Adv.

Description:

The utterance (5) is the speaker that is Harry informs to the hearer that just little bit. The adverb that is word “**a little bit**”. It give clear statement that the speaker is only little bit in having scared before do the first quidditch.

b. The Pattern of Representative Act in Asserting type.

The researcher found 80 utterances are classified into asserting type of representative acts in *Harry Potter and the Philosopher's Stone*. Those are the data that consist of formal pattern asserting type of representative acts.

[6] Vernon : **Thirty-six. Counted 'em myself.** (6)

Pattern : N. V+ O + Adv

Description:

In utterance (6) the speaker that is Vernon is informs the hearer by showing the proof. The verb “**counted**” and the adverb “**myself**” is supporting the proof. Those verb and object help the speaker in explaining something to his son.

[7] Vernon : **My body's gone!** (7)

Pattern : S + tobe + V!

Description:

In utterance (7) the speaker that is Harry asserts to Ron that his body is gone. The verb “**gone**” indicates that the Harry’s body is really gone. This utterance is supported by the fact. Ron was sawn by himself that the Harry’s body is gone because of invisible cloak.

[8] Voldemort : **We meet again.** (8)

Pattern : S + V+ Adv.

Description:

In utterance (8) is classified into asserting type that containing positive verbal that is “**meet**”. This asserting is visible when the

speaker used adverb “**again**” indicates that the speaker and the hearer is not in the first time met.

c. The Pattern of Representative Act in Claiming type.

The researcher found 9 utterances contain claiming type of representative acts in *Harry Potter and the Philosopher's Stone*. However, the researcher presented the data only one case among the variants occurs. Those are the data that consist of formal pattern in claiming type of representative acts.

| | | |
|-----------|---|-----------------------|
| [9] Harry | : | It's mine. (9) |
| Pattern | : | S + to be + N. |

Description:

Utterance (9) is included into claiming type since the speaker says that the mail belongs to him but the hearer does not believe. There is adverb **mine** that indicates the mail belongs to the speaker.

| | | |
|------------|---|--|
| [10] Harry | : | That's it, we're done for! (10) |
| Pattern | : | S + to be + O, S + to be + V |

Description:

Utterance (10) is included into claiming type since the speaker claims him and his friends end. The verb “**done for**” indicates and explains that the speaker was panic. Meanwhile, the hearer does not

believe what the speaker said. It is explained by the next utterance that hearer can make him and friends out from dangerous.

d. The Pattern of Representative Act in Assuring type.

The researcher found 63 utterances are included into claiming type of representative acts in *Harry Potter and the Philosopher's Stone*. Those are the data that consist of formal pattern in claiming type of representative acts.

| | | |
|------------|---|--|
| [11] | : | Ah, Professor, I would trust Hagrid |
| Dumbledore | : | with my life. (11) |
| Pattern | : | PN, S + modal + V + O + Adv. |

Description:

Utterance (11) is classified into assuring type. It is supported by the word “**trust**” as verb and “**with my life**” as adverb. The hearer is still doubt about the Dumbledore’s decision and convinced by the speaker by the sentence “**trust Hagrid with my life**”. That sentence can remove of worry from the mind of the hearer.

| | | |
|--------------|---|------------------------------|
| [12] Firenze | : | You're safe now. (12) |
| Pattern | : | S + to be + Adj + Adv |

Description:

Utterance (12) is included into assuring type. This utterance starts with a subject ‘**you**’ that emphasizes on the hearer oriented. The assuring could be seen by analyzing the context.

- [13] Harry : **He's going to sacrifice himself!** (13)
 Pattern : S + to be + V1+ V2 + Adv

Description:

Utterance (12) is classified into assuring type. This utterance starts with a subject '**he**' that emphasizes on the hearer that her friend will sacrifice himself. It is also supported by the using of two verbs in one utterance. The assuring can be seen by analyzing the context.

- [14] Ron : **Harry, it's you that has to go on. I know it. Not me, not Hermione, you.**((14)
 Pattern : PN, S + to be +O. S + V + O. N1,N2,N3.

Description:

Utterance (14) is classified into assuring type. The speaker tries to assure the hearer by some of sentences. The repetition of noun used had removed of worry from the mind of the hearer. That is verb "**not me, not Hermione, you**". It makes sure the hearer that he has to go.

e. The Pattern of Representative Act in Arguing type.

The researcher found 107 utterances are classified into arguing type of representative acts in *Harry Potter and the Philosopher's Stone*. Those are the data that consist of formal pattern in arguing type of representative acts.

[15] Ron : **No, thanks, I'm all set.**(15)

Pattern : N, V, S+ to be+ N

Description:

Utterance (15) is arguing type. The researcher is refused something by giving reason. The word supports the arguing is “**no** “. By using word no as noun, the speaker refuses the hearer’s offer.

[16] Harry : **We'll take the lot! (16)**

Pattern : S + modal +V + N

Description:

Utterance (16) is classified into arguing. The speaker rebuts his friend that firstly he refuses the woman’s ordering. The word “ **we**” is oriented to the speaker and his friend that refuses before. Then, the verb “**will**” and “**take**” indicate that the speaker againsts his friend. The arguing could be seen by analyzing the context.

[17] Verrnon : **Yes, well, some of them are quite a bit bigger than last year! (17)**

Pattern : N, Adv, S + to be + AP

Description:

Utterance (17) is classified into arguing type in representative acts. The sentence “**some of them are quite a bit bigger than last**

year! “ expresses to persuade the speaker’s son. The arguing could be seen by analyzing the context.

f. The Pattern of Representative Act in Complaining type.

The researcher found 14 utterances are categorized into complaining type of representative acts in *Harry Potter and the Philosopher’s Stone*. Those are the data that consist of formal pattern in complaining type of representative acts.

| | | |
|-----------|---|--|
| [18] Nick | : | I prefer Sir Nicholas if you don't mind. (18) |
| Pattern | : | S + V + O + Adverbial Clause. |

Description:

Utterance (18) contains complaining act. It is supported by the word “ **prefer**” that has the power as verb. The verb “Prefer” indicates that the speaker prefers called Sir Nicholas.

| | | |
|------------|---|--|
| [19] Harry | : | My scar. It keeps burning. (19) |
| Pattern | : | N. S + V + Gerund |

Description:

Utterance (19) is included into complaining type in representative acts. The speaker feels illness in his forehead. The word “**My scar**” is oriented on the speaker. The verb “**keeps**” that followed by word “**burning**” indicates that the speaker feels pain.

[20] Hermione : **Ow! You stood on my foot!(20)**
 Pattern : Exc .! S+ V + Adv.

Description:

Utterance (20) is classified into complaining in representative acts. This utterance started by the exclamation “ Ow” . This exclamation indicates the speaker that is Hermione feels illness in hers foot because her friend was stepping her foot.

[21] Hermione : **I don't like this. I don't like this at all.(21)**
 Pattern : S + aux + V + O. S + Aux + V + O + Adv.

Description:

Utterance (21) is started by the subject “ I” that oriented to the speaker. This utterance is classified into complaining in representative acts. The auxiliary “**doesn’t**” and the verb “**like**” indicate that the speaker feels not happy in that condition.

g. The Pattern of Representative Act in Concluding type.

The researcher found 18 utterances are classified into concluding type of representative acts in *Harry Potter and the Philosopher’s Stone*. Those are the data that consist of formal pattern in concluding type of representative acts.

[22] Hagrid : **You're the boy who lived (22)**

Pattern : S + to be + N

Description:

Utterances (22) is included into concluding in representative act. Utterance (22) is started by the subject “**you**” then followed by to be “**are**” that is oriented to the hearer. The speaker takes a conclusion about event. The concluding could be seen by analyzing the context.

[23] Ron : **she's a nightmare. (23)**

Pattern : S + to be + N

Description:

Utterance (23) is classified into concluding in representative acts. Ron as the speaker tries to take the conclusion about his friend. Here, Ron is annoyed with her. This utterance is started by subject “**she**” that is oriented to someone that close with him. He can conclude because of close friend. The concluding will be seen by analyzing the context.

[24] Draco : **You must be a Weasley (24)**

Pattern : S + modal + to be + O

Description:

Utterance (24) is classified into concluding in representative acts. In the previous utterance Darco look what was wearing by the hearer. From that looking, Draco can take the conclusion about the hearer's family. Then in making his conclusion right, he use modal “**must**” in order to make strong his conclusion.

h. The Pattern of Representative Act in Describing type.

The researcher found 15 utterances are categorized into describing type of representative acts in *Harry Potter and the Philosopher's Stone*. Those are the data that consist of formal pattern in describing type of representative acts.

[25] Vernon : **In my opinion, best day of the week**
(25)
Pattern : Adv, Np

Description:

Utterance (25) is classified into describing in representative acts. The speaker describes about something. It is supported by the noun phrase “**best day of the week**”. The speaker draws that this day is the best day based on their opinion.

[26] Hagrid : **It was dark times, Harry, dark**
times.(26)
Pattern : S + to be + NP , PN, NP

Description:

Utterance (26) is classified into describing in representative acts. The speaker that is Hagrid describes about the situation and condition in the past. This utterance was supported by the noun phrase “**dark times**”. The speaker draws about the condition and situation of the day in the past.

[27] Olliver : **Quidditch is easy enough to understand.....(27)**
 Pattern : S + to be + Adj + V

Description:

Utterance (27) is classified into describing in representative acts. The speaker gives information about the quidditch playing through drawing it. This utterance is supported by the adjective “ **easy enough**” in informing the hearer.

i. The Pattern of Representative Act in Predicting type.

The researcher found 22 utterances are included into predicting type of representative acts in *Harry Potter and the Philosopher's Stone*. Those are the data that consist of formal pattern in predicting type of representative acts.

[28] Mc Gonagall : **This boy will be famous. (28)**
 Pattern : S + modal + to be + Adj

Description:

Utterance (28) contains predicting in representative acts. This utterance is included into predicting type is made strong by the verb **“will be”**. The verb **“will be”** indicates what will happen in the future. Here, the speaker predicts about someone future happen.

[29] Harry : **I think she fancies you.(29)**

Pattern : S + Np (O)

Description:

Utterance (29) is included into predicting in representative acts. The verb **“think”** makes strong the utterance to be the part of predicting type. The speaker used word **”think”** to predict that the picture fancies his friend.

[30] Harry : **I think she heard you.(30)**

Pattern : S + V + Np as Object.

Description:

Utterance (30) contains predicting in representative acts. It is the same with the previous example that verb **“think”** makes strong the utterance to be the part of predicting type. the speaker uses word **“think”** to predicts that the girls that is Hermione may be hear what was speaking before about her.

[31] Ron : **I think the troll's left the dungeon.**(29)

Pattern : S + V + Np as Object.

Description:

Utterance (31) is classified into predicting in representative acts. It is the same with the previous example that verb “think” makes strong the utterance to be the part of predicting type. The speaker uses word “**think**” to predict about the condition. The speaker predicts that the troll may be left the dungeon.

3. The Percentage

a. The Percentage of the Representative Acts Found in *Harry Potter and the Philosopher's Stone* Movie.

In this stage, the reseacher presents the frequency of the representative acts in conversational fragments of “Harry Potter and the Philosopher's Stone Movie.” The result of the counting was transformed into percentage. In this stage the researcher uses the formula as follow:

$$P = \frac{f}{N} \times 100 \%$$

Note:

- a. P is the symbol of percentage
- b. *f* is the frequency of the occurrences of each representative acts

c. N is the total number of the representative acts

Table 4.1 Frequency of Representative Acts in Conversational Fragments of Harry Potter and the Philosopher's Stone Movie.

| No. | Types of Representative Acts | <i>F</i> | N |
|-----|------------------------------|----------|------|
| 1. | Informing acts | 103 | 24% |
| 2. | Asserting acts | 80 | 19% |
| 3. | Claiming acts | 9 | 2% |
| 4. | Assuring acts | 58 | 14% |
| 5. | Arguing acts | 107 | 25% |
| 6. | Complaining acts | 12 | 3% |
| 7. | Concluding acts | 18 | 4% |
| 8. | Describing acts | 15 | 4% |
| 9. | Predicting acts | 22 | 5% |
| | N | 424 | 100% |

Based on the findings above, the researcher found 107 utterances containing arguing type in delivering representative acts. Arguing type is the most frequently used by the characters in Harry Potter and the Philosopher's Stone. The next type of representative acts that mostly used by the speakers of Harry potter's movie is informing type. The researcher found 103 utterances that used by the speaker in the movie to state representative acts.

The researcher found 80 utterances that containing asserting type of representative acts in film "Harry Potter and the Philosopher's Stone. The researcher also found 58 that consist of assuring acts in order to express representative acts. Next, the researcher found 22 utterances that were containing predicting type of representative acts.

For the concluding type, the researcher found 18 utterances in delivering representative acts. Then, the researcher found 15 utterances containing describing in order to show the representative acts. The next one, the researcher found 12 utterances included complaining as the way to express representative acts. The last, the researcher found 9 utterances that is contained claiming type in Harry Potter and the Philosopher's Stone movie.

b. The Percentage of Formal Pattern in the Representative Acts Found in *Harry Potter and the Philosopher's Stone* Movie.

In this stage, the researcher presents the frequency of the formal pattern in representative acts found in *Divergent* movie. The researcher divided the utterances in each table appropriate with each type of representative acts. The result of the counting transformed into percentage. In this stage the researcher uses the pattern as follow:

$$P = \frac{f}{N} \times 100 \%$$

Note:

- a. P is the symbol of percentage
- b. f is the frequency of the occurrences of each pattern in representative acts
- c. N is the total number of all formal pattern

Table 4.2: Frequency of Formal Patterns in Informing

| No. | Formal Patterns | <i>F</i> | % |
|------------|------------------------|-----------------|----------|
| 1. | Positive verbal | 55 | 53,39% |
| 2. | Negative verbal | 3 | 2,92% |
| 3. | Question tag | 1 | 0,97% |
| 4. | Positive nominal | 43 | 41,75% |
| 5. | Negative nominal | 1 | 0,97% |
| | N | 103 | 100% |

Based on the finding above, the researcher found 55 utterances that applying positive verbal pattern. In second position is positive nominal with 43 utterance. The next is 3 utterances that is applying negative verbal, 1 utterance applied question tag pattern, and the last 1 utterance with negative nominal pattern.

Table 4.3: Frequency of Formal Patterns in Asserting

| No. | Formal Patterns | <i>F</i> | % |
|------------|------------------------|-----------------|----------|
| 1. | Positive verbal | 44 | 55% |
| 2. | Negative verbal | 7 | 8,75% |
| 3. | Question tag | 2 | 2,5% |
| 4. | Positive nominal | 24 | 30% |
| 5. | Negative nominal | 3 | 3,75% |
| | N | 80 | 100% |

For asserting, the researcher found 44 formal patterns applying positive verbal sentence, 7 utterances with negative verbal pattern, 2 utterances with question tag pattern, 24 utterances with positive nominal formal pattern, and 3 utterances with negative nominal pattern. The utterances above included in asserting of representative acts.

Table 4.4: Frequency of Formal Patterns in Claiming.

| No. | Formal Patterns | <i>F</i> | % |
|-----|------------------|----------|--------|
| 1. | WH-Question | 1 | 11,11% |
| 2. | Positive nominal | 3 | 33,33% |
| 3. | Positive verbal | 5 | 55,56% |
| | N | 9 | 100% |

In Claiming, the researcher found 1 utterance with WH-Question, 3 utterances with positive nominal pattern, and 5 utterances with positive verbal.

Table 4.5: Frequency of Formal Patterns in Assuring

| No. | Formal Patterns | <i>f</i> | % |
|-----|------------------|----------|------|
| 1. | Positive verbal | 27 | 47% |
| 2. | Negative verbal | 6 | 10% |
| 3. | Question tag | 2 | 4% |
| 4. | Positive nominal | 17 | 29% |
| 5. | Negative nominal | 6 | 10% |
| | N | 58 | 100% |

The researcher found five kinds of formal patterns in assuring type in representative. The first is positive verbal pattern with 27 utterances. The second is negative verbal pattern with 6 utterances. The third is question tag pattern with 2 utterances. The fourth is positive nominal with 17 utterances. The last is negative nominal with 6 utterances. The mostly pattern that appears is positive verbal pattern.

Table 4.6: Frequency of Formal Patterns in Arguing

| No. | Formal Patterns | <i>f</i> | % |
|-----|---------------------------------------|----------|--------|
| 1. | Positive verbal | 45 | 44,06% |
| 2. | Negative verbal | 14 | 13,09% |
| 3. | WH-Question | 10 | 9,35% |
| 4. | Question tag | 5 | 4,68% |
| 5. | Positive verbal (embedded if clause) | 2 | 1,86% |
| 6. | Negative verbal (embedded if clause) | 1 | 0,93% |
| 7. | Positive nominal | 23 | 21,49% |
| 8. | Negative nominal | 7 | 6,54% |
| | N | 107 | 100% |

The researcher found eight kinds of formal pattern in arguing in representative acts. The first pattern is consisting of 45 sentences for positive verbal pattern. The second pattern is consisting of 14 utterances in negative verbal. The third pattern is containing 10 utterances in WH-Question. The fourth pattern is consisting of 5 utterances in question tag. The fifth pattern is containing 2 utterances in positive verbal pattern that uses if clause. The sixth pattern is containing 1 utterance in negative verbal pattern that uses if clause too. The seventh pattern is containing 23 utterances in positive nominal. The last pattern is consisting of 7 utterances in negative nominal.

Table 4.7: Frequency of Formal Patterns in Complaining

| No. | Formal Patterns | <i>f</i> | % |
|-----|--------------------------------------|----------|--------|
| 1. | Positive verbal | 4 | 33,33% |
| 2. | Negative verbal | 1 | 8,33% |
| 3. | WH-Question | 2 | 16,66% |
| 4. | Question tag | 1 | 8,33% |
| 5. | Negative verbal (embedded if clause) | 1 | 8,33% |

| | | | |
|----|------------------|----|------|
| 6. | Positive nominal | 3 | 25% |
| | N | 12 | 100% |

In complaining, the researcher found six kinds of formal pattern. The first pattern mostly used in complaining is positive verbal pattern that employed on 4 utterances. The second pattern in complaining is negative verbal pattern that employed on 1 utterance. The third pattern is WH-question pattern with 2 utterances inside. The fourth pattern is negative verbal pattern that embedded if clause. The last pattern is positive nominal with 3 utterances.

Table 4.8: Frequency of Formal Patterns in Concluding

| No. | Formal Patterns | <i>F</i> | % |
|-----|------------------|----------|--------|
| 1. | Positive verbal | 10 | 55,55% |
| 2. | Question tag | 1 | 5,55% |
| 3. | Positive nominal | 6 | 33,33% |
| 4. | Negative nominal | 1 | 5,55% |
| | N | 18 | 100% |

The researcher found 10 utterances that consist of positive verbal pattern, 1 utterance contained question tag, 6 utterances is consisted of positive nominal, and the last 1 utterance contained negative nominal.

Table 4.9: Frequency of Formal Patterns in Describing

| No. | Formal Patterns | <i>f</i> | % |
|-----|--------------------------------------|----------|--------|
| 1. | Positive verbal | 8 | 53,33% |
| 2. | Negative verbal | 2 | 13,33% |
| 3. | Positive verbal (embedded if clause) | 1 | 6,66% |
| 4. | Positive nominal | 4 | 26,66% |

| | | | |
|--|---|----|------|
| | N | 15 | 100% |
|--|---|----|------|

In describing, the researcher found 4 kinds of formal pattern. There are 8 utterances applying positive verbal pattern. Next, there are 2 utterances applying negative verbal pattern. Then, 1 utterance applying positive verbal pattern that followed by if clause. The last pattern is positive nominal sentence that belonging on 4 utterances.

Table 4.10: Frequency of Formal Patterns in predicting

| No. | Formal Patterns | <i>f</i> | % |
|-----|--------------------------------------|----------|--------|
| 1. | Positive verbal | 18 | 81,81% |
| 2. | Question tag | 1 | 4,54% |
| 3. | Positive verbal (embedded if clause) | 1 | 4,54% |
| 4. | Positive nominal | 1 | 4,54% |
| 5. | Negative nominal | 1 | 4,54% |
| | N | 22 | 100% |

The researcher found 5 kinds of formal pattern of representative acts in predicting type. The first pattern mostly used is positive verbal for 18 utterances. In question tag, positive verbal that followed by if clause, positive nominal and negative nominal pattern only has 1 utterance each pattern. Here the pattern mostly used is positive verbal because in predicting type, the characters of the Harry potter and the Philosophers' Stone movie always used verb in delivering prediction. In this movie, they are consistently use verb "think".

B. Discussion

After obtaining the data, the researcher needs to discuss the findings in order to clarify the answers of research problem. The first problem in this study is what representative acts found in conversational fragments of Harry Potter and the Philosopher's Stone movie. In this study the researcher only focuses on utterances containing representative acts. Here, the researcher found 424 utterances that are containing representative acts. There are 103 utterances containing informing type, 80 utterances included asserting type, 9 utterances containing claiming type, 58 utterances included assuring type, 107 utterances consisted of arguing type, 12 utterances consisted of complaining type, 18 utterances contained concluding type, 15 utterances included describing type, and the last 22 utterances contained predicting type.

The second problem in this study is how formal patterns are applied in Representative act of Harry Potter and the Philosopher's Stone Movie. The formal patterns applied were: in informing 55 utterances applied positive verbal pattern, 3 utterances applied negative verbal pattern, 1 utterance applied Question tag pattern, 43 utterances applied positive nominal pattern, and 1 utterances applied negative nominal pattern. In asserting type, 44 utterances applied positive verbal pattern, 7 utterances applied negative verbal pattern, 2 utterances applied question-tag pattern, 24 utterances applied positive nominal pattern, and 3 utterances applied negative nominal pattern. The formal pattern applied in claiming type was 1 utterance applied WH-Question pattern, 3 utterances applied positive nominal pattern, and 5 utterances applied positive verbal pattern. In

assuring type, 27 utterances applied positive verbal pattern, 6 utterances applied negative verbal pattern, 2 utterances applied question tag pattern, 17 utterances applied positive nominal pattern, and 6 utterances applied negative nominal pattern. The formal patterns applied in arguing type were 45 utterances applied positive verbal pattern, 14 utterances applied negative verbal pattern, 10 utterances applied WH-Question pattern, 5 utterances used question tag pattern, 2 utterances applied positive verbal (embedding if-clause), 1 utterance applied negative verbal (embedding if-clause), 23 utterances applied positive nominal pattern, and 7 utterances applied negative nominal pattern.

In complaining type, the formal patterns used were 4 utterances applied positive verbal pattern, 1 utterance applied negative verbal pattern, 2 utterances applied WH-Question pattern, 1 utterance applied question tag pattern, 1 utterances applied negative verbal (embedding if-clause), and 3 utterances 14 applied positive nominal pattern. The formal pattern used in concluding type was 10 utterances applied positive verbal pattern, 1 utterance applied question tag pattern, 6 utterances applied positive nominal pattern, and 1 utterance applied negative nominal pattern. In concluding type 8 utterances applied positive verbal pattern, 2 utterances applied negative verbal pattern, 1 utterance applied positive verbal (embedding if-clause), and 4 utterances applied positive nominal pattern. The last type which is predicting type, the formal patterns applied were 18 utterances used positive verbal pattern, 1 utterance applied question tag pattern, 1 utterance used positive verbal (embedding if-clause), 1 utterance applied positive nominal pattern, and 1 utterance used negative nominal pattern.

The third problem in this study is how the frequency of each type of representative acts is found in *Harry Potter and the Philosopher's Stone* Movie. The frequency of each types of representative act was 24% contained informing type, 19 % contains asserting type, 2% contained claiming type, 14% contained assuring type, 25% contained arguing type, 3% contained complaining type, 4% contained concluding type, 4% contained describing type, and 5% contained predicting type.

In table 4.1, the reseacher stated about the frequency of representatives acts occur in conversational fragment in *Harry Potter's and the Philoshoper's Stone* movie. The most frequency type of representatives acts used by the character in *Potter's and the Philoshoper's Stone* movie is arguing and informing. The character tend to use more arguing because the movie is mostly happened in the school. They are many conversations happenened. The speaker mostly has the different argument with the hearer. It is caused the speaker put outside her or his opinion that is different with the hearer's opinion. Besides, informing is mostly occurs too because in this movies there are many mystery about something. It likes the mystery about the philosopher's stone, the new knowledge about black magic. So, the teacher mostly gives information to their students about his knowledge in order to make the students be able to use their ability in using their wand. Meanwhile, the claiming is one of type in representative acts that rarely used by the character in *Potter's and the Philoshoper's Stone* movie. It is because the speaker is rarely making a claim in his utterance. As we know that claiming is the type of acts to say something is

true when some people may say it is not true. Claiming puts forward some view, like asserting, but it is a more forceful act because the speaker in making a claim is expecting opposition and (presumably) has evidence to back up the claim. (Smith, 1991: 87). The speaker in this movie mostly looks for the proof before he accuses someone doing mistakes. So, they are rarely making a claim.

In analyzing the utterance that presented in chapter four, the researcher also analyzed the structure of the utterance. After analyzing, the researcher can take a conclusion that structure of utterance something was influenced by the context but was mostly not. It is because in stating something whether arguing, informing, assuring and others, the speaker didn't use consistent grammaticality. For the example in typical constellation (P+, S-, F+). Here, the power between the speakers is lower than the listener as like as happens in the conversation between the teacher and the students that the relationship between them is not solidary and the conversation happened formally. The speaker did not show certain grammaticality in uttering something. But, the speaker usually used sorry as pre-sentence in uttering arguing to his or her teacher and used verb "no thanks" as pre-sentence in refusing some offering. The word above is used to admire the hearer.

The purpose of this study is to verify a certain theory. The researcher stands on the Searle's theory (1979). Based on her theory, representative acts are kinds of speech acts that carry a truth value. In this speech act, the speakers express their belief. There are nine types of representative acts.

The first type of representative acts is informing act. In informing, the speaker is only giving an information and hearer does not already know what the speaker is being informed. One of the examples in this act is "*Hagrid is bringing him.*" In this utterance, the speaker expressed that he was bringing someone. This information was not known by the hearer yet. The purpose of this act is just delivering an information. The researcher's finding is appropriate with Searle's theory that the researcher stand in.

The second type of representative acts is asserting act. In this act, the speaker tells something that describing precondition to the hearer. The speaker wants the hearer to belief that this precondition is true. The researcher concluded that "*There is no such thing as magic*" is an utterance that belonging into asserting act. This utterance has an indication that the speaker informed the hearer about something that isn't containing any kind of magic. This utterance is also verify Searle's theory about representative act.

The third type is claiming. In claiming, the speaker wants to say something true when some people may say it is not true. In *Harry Potter* movie, the researcher found some utterances reflecting claiming, such as "*It's mine.*" By this utterance, the speaker tried to claim something that was belonging to himself. The researcher found claiming acts appropriate with Searle's theory.

The forth type is assuring act. In this type, the speaker tried to convince the hearer in order to remove the anxiousness from hearer's mind. As the sign of assuring act, there is perlocutionary intention of convincing the hearer of the truth. The researcher found the examples of assuring act in *Harry Potter* movie. The

utterance *"I can't believe. I am meeting you at last."* In this utterance, the researcher found perlocutionary intention in the first utterance. While the second is the assuring act. By this point, the researcher fulfilled the characters of Searle's theory in assuring act.

The fifth type of representative act is arguing. Generally, arguing is same as assuring. The difference lays in the evidence. In arguing, the speaker must insert the evidence to defend what his saying is. One of the examples of arguing that found by the researcher is *"It's an outrage! It's a scandal."* In this utterance, the speaker expressed his experience in see an outrage that made something to be a big case or scandal. The researcher's finding is appropriate with Searle's theory in arguing act.

The sixth type is complaining act. In this act, the speaker expresses dissatisfaction or to indicate that he has an illness. The utterance found by the researcher that reflected complaining act is *"He's not Fred, I am."* This utterance describing the researcher's complaining where someone called someone else with his name *"Fred."* By this finding, the researcher found the utterance that verify on the Searle's theory in complaining act.

The seventh type of representative act is concluding. In concluding act, the speaker states an opinion to decide something after a period of thought. One of the example of concluding act found by the researcher in the *Harry Potter* movie is *"You seem very quiet."* In this utterance, the speaker gave an opinion about his thought about the hearer. This utterance also confirmed the theory of Searle about concluding act.

The eight representative act is describing. In this act, the speaker tells a statement that describing someone or something. In her subject, the researcher was concluding that an utterance “*They are Gryffindor, Ravenclaw, Hufflepuff, and Slytherin*” is belonging in describing act. The speaker tried to describe the people he met with. This finding fulfilled Searle’s theory in describing act.

The last is predicting act. In this kind of representative act, the speaker wants to say something will or might happen in the future. One of the example of predicting act found by the researcher in the *Harry Potter* movie is “*This boy will be famous.*” This utterance is containing predicting act where the speaker tried to guess something will be occurred soon. The researcher’s finding is appropriate with Searle’s theory about predicting act.

Samawati (2012) in her research entitled *an analysis in Illocutionary Acts in Film “Alice in Wonderland”* found that suggesting and the like included in representative acts. However, in this research, the researcher didn’t include suggesting and the like as the part of representative acts. Actually, Samawati’s research did not focus on the representative acts but she categorized the conversational fragments in film *Alice in Wonderland* on illocutionary type. There are representative, directive, expressive, commissive, and declarative acts. Nonetheless, the researcher in this study can compare them by looking the analysis of representative acts in Samawati’s research. In other way, the theory used by Samawati and the researcher in this study is same that is Searle theory. The differences between them are the book taken by each researcher. Samawati (2012) took from Murias entitled *Discourse and Context in Language Teaching*

that stated the Seale theory in 1969. Besides the researcher took from Huang's book that is *Pragmatics* that stated the Searle theory in 1979.

Samawati (2012) also found that the character in movie tend to use more arguing. It is due to the fact that the speaker mostly rebuts something to defend his or her statements. Then in this research, the researcher also concludes that the character of Harry Potter and the Philosopher's Stone movie mostly uses arguing in order to defend his or her argument and the speaker has different opinion with hearer.

Yuwartik (2013) in her research entitled "An Analysis of Speech acts in Dialogues of the Novel *"The Black Cat"* by John Milne" found that suggesting act and reporting acts included in representative acts. The researcher used Searle theory (1969) that was taken from Murcia book (2000) . Besides this research, the researcher did not include the suggesting and reporting in representative acts. Actually, the theory used is the same that is Searle's theory. Something that makes it different is the year. Yuwartik used Searle's theory in 1969 but the researcher used Searle's theory in 1979.

The next research was done by Rahayuningsih (2013). Her research paper entitled "*Tindak Tutur Representatif dalam Ceramah K.H. Anwar Zahid*". She analyzed the types of representative used and how is the strategy of representative used in K.H. Anwar Zahid Speech. The strategy used is direct strategy and indirect strategy. The researcher analyzed the representative acts in Indonesian language. The writer's research is not merely the same as the Rahayuningsih's research. Although this research uses the same field that is pragmatic, it has

different kinds of data. Rahayuningsih research took the data from the KH. Anwar Zahid Speech but the researcher's research took the data from the movie scripts of Harry Potter and the Philosopher's Stone. Then, the researcher here used English language in analyzing meanwhile Rahayuningsih used Indonesian language. The Rahayuningsih's research also analyzed the strategy of the representative acts but this research here did not. This research analyzed the pattern applied in the character of Harry Potter and the Philosopher's Stone movie in order to make students learn more about uttering English especially in Representative acts.

In this research, the researcher found the reason why the characters in Harry Potter and the Philosopher's Stone tend to use more arguing and informing. The reason is that the speakers in this movie tend to use arguing because the speakers always have different arguments. So, it makes them showing what was in their mind. The speakers also tend to use informing in order to inform the hearer about something that the hearer does not yet know what the speaker will inform.