# POWER DEVICE OF IMPLICATURE IN UTTERANCES USED BY DOLORES UMBRIDGE IN "HARRY POTTER AND THE ORDE OF PHOENIX" MOVIE

## **THESIS**



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#### **ABSTRACT**

Ramadanti, Aulia. 2019. Power Device Of Implicature In Utterances Used By Dolores Umbridge In "Harry Potter and The Orde Of Phoenix" Movie (2019), Thesis. English Department, Faculty of Letters and Humanities, State Islamic University of Sunan Ampel Surabaya.

Advisor : Murni Fidiyanti, M.A

Key Words : Power Device, Implicature, Speech Act

In this study the researcher focuses on observing the power device of implicature that used by Dolores Umbridge in "Harry Potter and The Orde of Phoenix" movie. There are three research problems in this research. First is what is the type of implicature used by Dolores Umbridge, second is what is the used of its implicature and the last is how Dolores Umbridge control the contribution of the conversation in the movie. Therefore, the objectives of this study are to find the types of implicature, the use of its implicature and the power device used by Dolores Umbridge in the movie.

The researcher focuses in Grice's theory of implicature, Searle's theory about speech act to identify the used of implicature and Fairclough's theory about power device. The methodology that used in this research is descriptive qualitative since the data are words, sentences and utterances of the conversation by Dolores Umbridge.

Based on the finding, first point that the writer finds there are two kinds of conversational implicature that used by Umbridge which are generalized implicature and particularized implicature. Particularized implicature is the most type of implicature that she used. Dolores Umbridge mostly implies her meaning in her utterance and force her listener to know the context of conversation. The second point is the function of implicature which used by Dolores Umbridge. Umbridge mostly uses particularized implicature. She uses particularized implicature because she wants to coveys her utterance by implying the meaning. To know the function and the meaning of her implicature, there are five kinds of speech act that she used. She uses all kinds of speech act which are representative, directive, expressive, commisive and declarative. From the data, she uses directive speech act the most. Directive speech act is the acts when speaker suppose the listener to do something as a response. The third point that important to discuss is power device that Umbridge uses to show her power. Umbridge shows her power as a teacher, a Ministry of Magic and a Wizard with four kinds of power device which are interruption, controlling topic, enforcing explicitness and formulation. To show her power, Umbridge obviously uses controlling topic to dominate the conversation and when she talks to her listener.

#### ABSTRAK

Ramadanti, Aulia. 2019. Power Device Of Implicature In Utterances Used By Dolores Umbridge In "Harry Potter and The Orde Of Phoenix" Movie (2019), Thesis. English Department, Faculty of Letters and Humanities, State Islamic University of Sunan Ampel Surabaya.

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Kata Kunci : Power Device, Implicature, Speech Act

Dalam studi ini peneliti berfokus pada mengamati perangkat kekuatan implikatur yang digunakan oleh Dolores Umbridge dalam film "Harry Potter and The Orde of Phoenix". Tujuan dari penelitian ini adalah untuk menemukan jenis implikatur, penggunaan implikaturnya dan kekuatan yang digunakan oleh Dolores Umbridge dalam film. Peneliti berfokus pada teori implikatur oleh Grice, teori Searle tentang tindak tutur untuk mengidentifikasi penggunaan implikatur dan teori Fairclough tentang kekuatan. Metodologi yang digunakan dalam penelitian ini adalah deskriptif kualitatif karena data penelitian ini berupa kata-kata, kalimat dan ucapan dari percakapan oleh Dolores Umbridge.

Berdasarkan hasil dari penelitian tersebut, poin pertama yang penulis temukan ada dua jenis implikatur percakapan yang digunakan oleh Umbridge yaitu implikatur umum dan implikatur partikularisasi. Implikatur partikularisasi adalah tipe implikatur terbanyak yang ia gunakan. Dolores Umbridge sebagian besar menyiratkan maknanya dalam ucapannya dan memaksa pendengarnya untuk mengetahui konteks percakapan. Poin kedua adalah fungsi implikatur yang digunakan oleh Dolores Umbridge. Umbridge sebagian besar menggunakan implikatur khusus. Dia menggunakan implikatur khusus karena dia ingin mengucapkan ucapannya dengan menyiratkan maknanya. Untuk mengetahui fungsi dan makna implikaturnya, ada lima jenis tindak tutur yang ia gunakan. Dia menggunakan semua jenis tindak tutur yang representatif, direktif, ekspresif, komisif, dan deklaratif. Dari data, dia menggunakan tindak tutur direktif yang paling. Tindakan tutur direktif adalah tindakan ketika pembicara menganggap pendengar melakukan sesuatu sebagai respons. Poin ketiga yang penting untuk dibahas adalah perangkat kekuatan yang Umbridge gunakan untuk menunjukkan kekuatannya. Umbridge menunjukkan kekuatannya sebagai guru, Kementerian Sihir, dan Penyihir dengan empat jenis perangkat kekuasaan yaitu interupsi, mengendalikan menegakkan kesaksian topik, dan perumusan. menunjukkan kekuatannya, Umbridge jelas selalu berusaha mengendalikan topik untuk mendominasi percakapan dan ketika dia berbicara dengan pendengarnya.

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#### **CHAPTER I**

### **INTRODUCTION**

In this chapter, researcher presents the background of the study, problem of the study, purpose of the study, significance of the study, scope and limitation, and also definition of key terms.

#### 1.1 Background of the Study

Communicating and interacting with each other is natural habit of human as social being. In order to communicate and interacting, human must be able to speaks with their language and understand each other. As stated by Sapir (1921:5) that language is an equipment to communicate used by human being. In other words language is a system to transfer and to inform something through communication (Gunarwan, 1992:84). It means that language is very important to people and in our life. Language can be the power to people to describing, explaining, thinking, understanding and expressing their mind, feeling and their thought.

Sapir (1921:7) also states that language can be human non-instinctive system to deliver their emotions, ideas and desires mean of a system that voluntary produces symbols. Hence, language plays an important role in social community to communicate with each other. According to Yule (2006:10) humans keep manipulates their resources to explain new objects and situations that happened to them to creating new expressions and speech, this phenomenon can be described as productivity of human being and human able to create infinity number of utterances in their language. There is utterance in every conversation that told by

the speaker. The listener is the one who interpret the meaning of speaker's saying. Every listener have different interpretation of speaker's meaning.

Based on Thomas (1995:22), meaning in use or meaning in context are called as pragmatics. Implicature is a discussion in the Pragmatics study. In this case Yule (1996:3) also agrees that an additional conveyed meaning or hidden meaning considered as implicature. It means that with implicature the speaker can conveys, implies, or suggest without directly expressing. Levinson (1983:97) mention that implicature is distinguish into two types, which are conventional implicature and conversational implicature.

Conversational implicature as stated by Grice (1975:50) is a conversation that has implied meaning and not explicitly stated by the speaker but can be understood by the hearer because of the context of conversation. When the speaker speaks, it can be more that what the words mean, it also have another meaning. The speaker will express their feeling and speaks via or with implicature and the listener must recognize those communicated meaning via inference. In other words Implicature concerns about the activities of the hidden meaning of a speech that delivered by Speaker. Grice distinguished conversation implicature into two kinds, generalized implicature and particularized implicature. Grice states that hearer can easily understood the generalized implicature without reference of the context. While particularized implicature needs context or cultural understanding of the hearer to understand the speaker.

Some researches about implicature have been done by some previous researchers. Novianingrum (2015) in her thesis, she conduct the data by collect

non-observance maxim in the interview. She found three kinds of non-observance maxim that are flouting maxim, violating maxim and opting out maxim. It goes the same with Ferdiansa (2019), in his thesis the writer explain types of conversation implication that are generalized conversational implicature and particular conversational implicature. He also found violation of maxim in each utterance in the movie.

Implicature will be spoken if the speaker want to explicitly stated something to the hearer in the conversation. In each conversation the speaker always have the power. As the human being and social creature, power relation can not be separated from our lives. Power can be changed based on its context and situation, as Fairclough (1989:69) states power is not something that permanently attributes of one person and the social grouping. This power can be showed when human interacting and communicating with each other. The power of word that said by speaker can convey strong meanings because the hearer can be influenced and believed it.

According to Foucault (1996:115) power can be ideologically represented through the language. The mind of people can be controlled ideologically in the form of text and talk. It is usually organized in the dominant social groups that express their ideology to others. Fairclough and Wodak (1997:258) state that power relation are discursive where discourse analysis defines how social relations are exercised through the conversation. Gee (2005:99) as cited in Rozzaq, et al (2016:1) construct a human relation by using language to give signal what kind of connection we have, want to have, or is trying to have with the hearer,

also the associations, intuitions about whom we are speaking is one of the usage of language. Different position that people have may contains power device and should be analyzed to know its power in communication.

There are ways that participant can controls the contribution of other participant in the conversation. As Fairclough (1989:135) characterized that 'power in discourse' in terms of the more powerful participant putting the self-control on the conversation, show the contributions of less or powerful participants. Fairclough stated there are four devices to control and achieve the contribution in conversation there are interruption, enforcing explicitness, controlling topic and formulation. With these devices, speaker can control their contribution to the topic of conversation and their answer to other to show their power.

Research about power relation also have been conducted by some researcher. Manzila (2013) used Teun A. Van Dijk's element of discourse structures to analyze power and domination uttered by characters in the movie. She used micro structure that concern in stylistic and lexical style of the movie. Other research about power relation was by Rozzaq and Dwijani (2016) which focused in principles of critical discourse analysis by van Dijk, power as control and power as threat. Based on the previous researches, this present research studies about implicature and its power. The researcher believed that every speaker have their power to speak and control the conversation with other.

To conduct this present study, the researcher uses movie because it is something that people see to seek an entertainment, also there is always a message that we can take from the movie. Movie is one of the source of entertainment, education also knowledge. Kroon (2010:429) states movie as form of entertainment that contains a story of image and making pictures more alive. Movie is a medium that create moving pictures, that is the series of images projected on a screen in order to create motion of living. Thus, movie can be a good object for linguistic research because it provides language phenomena in the dialogue between the characters, such like implicature.

The researcher chooses Harry Potter and The Order of Phoenix as the object of film and focus to the utterance that said by Dolores Umbridge in the movie. Harry Potter and the Order of Phoenix is the fifth series of Harry Potter. It is about the journey of Harry Potter's fifth year in Hogwarts, School of Magic. Dolores Umbridge is one of the character in Harry Potter and The Order of Phoenix. She is a one of the spoke person Ministry of Magic, Dark Magic Department. She appointed as the new lecturer for dark magic. Because of her power as the minister, Umbridge can make new regulations and rules for Hogwarts. Then, she replaced Albus Dumbledore's absence to be Hogwarts's headmaster. Dolores has amounts to a phobia and hate of other beings and cultures that are not quiet and disgusting for her, even human. She is an immensely controlling person and all who challenge her authority must be punished, that is why many students and teachers hate Dolores Umbridge. The writer chooses Dolores Umbridge because she is a cruel teacher and usually make a strong remark toward other person, especially to the student. Her strong remark sometimes have the implicate meaning and show how powerful she is as the teacher and as the spoke person

Ministry of Magic. The researcher examines Dolores Umbridge's utterances in Harry Potter and The Order of Phoenix movie.

The present study attempts to comprehend the reality of power device that always occur in conversation between speaker and hearer. As a result, the study may help people to see the source of power and provide strategies for dealing with implicature in communications.

#### 1.2 Research Problems

Based on the research question above, the researcher aimed this research can be seen as follow:

- 1. What are the types of conversational implicature by character Dolores

  Umbridge in *Harry Potter and The Order of Phoenix*?
- 2. How the conversational implicature used by Dolores Umbridge in *Harry Potter and The Order of Phoenix*?
- 3. How Dolores Umbridge in *Harry Potter and The Order of Phoenix* control the contribution of the conversation?

## 1.3 Research Objective

Based on the research question above, the researcher aimed this research can be seen as follow:

- To know the types of conversational implicature by character Dolores
   Umbridge in Harry Potter and The Order of Phoenix
- 2. To explain how Dolores Umbridge in *Harry Potter and The Order Phoenix* implicate the utterances

3. To explain how Dolores Umbridge in *Harry Potter and The Order of Phoenix* control the contribution of the conversation.

#### 1.4 Significance of The Study

This study happened to makes result in theoretical and practical contributions. Theoretically, the result of this present study is broadening pragmatics and discourse analysis. Especially types of conversational implicature and power device in the movie which are compatible with the existing theory. Practically, the result of this study is supposed to give some contributions and can be a reference for the future researchers who are interested in analyzing conversational implicature and power device. For linguist, students and readers, this study hopefully could give information how implicature strategies or conversational implicature used in movie.

## 1.5 Scope and Limitation

The scope of this research are pragmatics and discourse analysis because it deals with conversation and its context. It is described in the form of utterances, words and sentences. This research focuses on conversational implicature as found in utterances of character Dolores Umbridge in *Harry Potter and The Order of Phoenix*. And the theory is conversational implicature proposed by Grice's theory to analyze type of conversational implicature that include generalized conversational implicature and particularized conversational implicature the function of the implicature and Fairclough's theory about power device in the conversation.

## 1.6 Definition of Key Terms

- 1 Conversational Implicature refers to the inference of a hearer that makes a speaker's intended meaning which appears from their use of the literal meaning of what the speaker said, the conversational principle and its maxims (Paltridge 2006:70)
- 2 Generalized conversational implicature is implicature that occurs without reference to a any particular features of the context (Levinson 1983:132)
- Particularized conversational implicature defines as the implicature that needs context or cultural understanding must be assume. It is derivable only in a specific context (Lakoff, 1993:107)
- 4 Power Device is the relations of struggle, using the term to social grouping with different interests and background with other participants (Fairclough 1989:68).

**CHAPTER II** 

REVIEW OF RELATED LITERATURE

This chapter is presented the theories that relevant to this present study. All

the theories are lad to answering the research problems. In this part, researcher

discusses briefly about implicature, conversational implicature, particularized

implicature, generalized implicature and power relation.

2.1 Implicature

Understanding an utterance syntactically and semantically is not sufficient

since the meaning of utterance can be implied. Implicature was first introduced by

Grice (1967:50) as what a speaker can imply, suggest or mean as what the literally

says. Based on Gazdar (1979:39) as cited in Vikry (2014:20), a proposition in an

utterance that implied in a context that actually said by speaker is called

implicature. An implicature does not require correct conditions of the utterances.

The utterance being implied by saying something else, as consider the following

dialogue:

Percy: Are you going to meet your friends?

Ron

: I have to work

Ron's answer implicates that he is not going to meet his friends because he is

going to work. Rather than says no, Ron decide to implicate his answer by saying

that he has to work. His answer is considered as implicature.

Levinson (1983:97) explains that implicature to be general is to cover the

term that stand in what is said and expressed the truth condition or expression of

by the speaker. Implicature can implied the meaning what are really happened in

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the situation of the context. Implicature is different by saying the untrue condition, it is just implied the situation. Furthermore Levinson (1983:97) explains the assumption that stated and inferred by hearer is the explanation of implicature. Hearer must be understood the implicature that said by the speaker.

Grice divided implicature into two types, that are Conventional Implicature and Conversational Implicature. The difference between both types is the cooperative principle or maxim that always occur in the conversation. Conversational implicature is based on the maxim, but conventional implicature is not. This type of implicature does not have to be include in the conversation also it does not depend to the context of conversation to interpret. Instead the principle of conversation, conventional implicature is derived directly by the hearer from the meaning of the word itself. It means that the conventional implicature is the literal meaning as expressed with the formal elements of structural sentence. While conversational implicature is one type of implicature that focuses in study of implied meaning based on context of conversation.

## 2.2 Conversational Implicature

According to Brown and Yule (1983:33) conversational implicature must be treated as inherently intermediate since they derive from a supposition that the speaker has the intention of conveying meaning. When they are doing conversational implicature, they provide meaning. People have two ways in expressing meaning those are explicitly or implicitly. The meaning of actual conversation is stated as expressing meaning explicitly. Different with expressing meaning explicitly, expressing meaning implicitly means that there are more

hidden meaning in the conversation. Hence, Horn (2004:4) also agree and states that implicature occurred in conversation carries more meaning that hidden in the speaker's utterance.

The implicature in the conversation must related to what is know by the speaker and the utterances that said by the speaker must be understood by the listener. When the speaker has conveyed more that he said with conversational implicature, then hearer can recognize the meaning with inference. This statement is in line with Grice (1975:50) who defines that implicature may be implied differently from what speaker said. Then he differentiate conversation implicature into two types which are generalized conversational implicature and particularized conversational implicature.

### 2.2.1 Generalized Conversational Implicature

Generalized conversational implicature as stated by Levinson (1983:126) is the implicature that occurs in the conversation without any reference and special features of the context in the conversation. Listener can directly understand the meaning of what speaker said. Without further thinking or any other hidden meaning. Grice (1975:32) also agree in this statement that the hearer does not need to require special knowledge to know meaning of the conversation because it used general context that makes listener directly know the meaning of the conversation. Yule (1996:41) added that there is no additional knowledge to add in the context to understand the conveyed meaning by the speaker. Example of generalized conversational implicature can be seen below:

- "Freed thinks there is a meeting tonight"
- +> Freed doesn't know for sure that there is a meeting tonight.
- "Mary has 3 children."
- +> Mary has no more than 3 children.

From the example, the researcher summing up that generalized conversational implicature does not depend on particular features of the context but it is associated with the preposition expected.

## 2.2.2 Particularized Conversational Implicature

Grice (1989:37) distinguish particularized conversational as a type of implicature which the speaker indirectly require more knowledge of the context to understand the meaning of a conversation because the context used in this type is not general. It is different from the General Conversation Implicature. In this implicature, the listener must require another meaning or maybe the hidden meaning in the conversation.

Furthermore Lakoff (1993:107) defines it as the implicature that needs context or special understanding that must be assumed. This kind of implicature derivable only in a specific context that acquired in the conversation. Seems agree with the statement, Griffiths (2006:134) clearly states that particularized conversation implicature is typically just called implicature.

As an illustration, where Fanny's response does not clear enough to understand. It is simply relevant answer would be "yes" or "no".

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Sica : Let's go to the movie tonight!

Fanny: I've got an exam tomorrow.

In order to make Fanny's response relevant, Sica has to draw on some assumed knowledge that Fanny will be spending that evening with his parents, consequently, she is not at the party. Another example,

A: Will Jessica come to the birthday party this afternoon?

B: Her mother is sick.

+> Jessica won't be at the meeting.

As in above example, the proposition Jessica's mother is sick would ordinarily not convey anything about Jessica going to a meeting, so the implicature, in this case, depends on the context as well as the utterance itself.

Based on the description above, the researcher able to summing up that the criteria of particularized conversational implicature is hearer should need more knowledge to interpret what speaker mean because the its meaning is out part of the utterance. In other word, the inferences of speaker which is only can be understand or interpreted when the hearer totally paid attention to the specific context of its utterance is stated as particularized implicature. Implicature are able to used by speakers in order to create hidden meaning in the context of some utterances in any kind of situations and conditions.

#### 2.3 Speech Act

Utterances that uttered in the process of communication always consists of some certain different functions. It can not only seen by structural, but also possible functional uses of language that involved. However, people may express

their thought that containing different function in order to inform other such as warning, apology, bet and promises. These basic linguistic are called speech act as stated by Griffiths (2006:148).

Mey (1994:10) states that some particular functional uses of language included in utterance. Every utterances that said by speaker always have its functions. While according to Cruse (2006:167) speech acts is an actions that performed and involve crucially in the utterances. So, it may said that when someone says something, it is not only saying something but also uses it to do thing or perform act.

Austin is the first that found speech act theory in 1962 but then developed by Searle in 1979. Austin differs the kind of speech act locutionary act, illocutionary act, and prelocutionary act. Searle (1979:12) developed it into five kinds; representative, directive, commisive, expressive and declarative acts.

## 2.3.1 Representative Acts

Representative acts also can be called assertives acts. This kind of speech acts intend the speaker to speak the truth that it fits the fact in order to be true, such as suggesting, concluding, stating, complaining, reporting and claiming.

## 2.3.2 Directive Acts

Directive acts appears when the speaker suppose the listener to do something as a response. Represent an action by listener to fulfill speaker's desire. This speech act include advice, command, order, question, and request. It can be positive or negative.

#### 2.3.3 Commisive Acts

Commisive is an act by speaker to creating an obligation, attempt the speaker to do something or action in the future such as; promising, offering, pledge, refusal, threatening, guaranteeing, etc.

## 2.3.4 Expressive Acts

Express the psychological state or feeling about some affairs such as joy, sorrow, and likes/dislikes. It can be concluded as kind of speech acts that uttered by speaker based on what speaker feels. The acts include praising, thanking, apologizing, blaming, congratulating, etc.

## 2.3.5 Declarative Acts

The declaration of acts that have immediate changes in some state.

Because by uttering this kind of utterance, the social status of people can change. Such as dismissing, resigning, appointing, declaring, etc.

### 2.4 Power Device

Fowler (1985:61) defines that an ability of an individual or institutions to control the performance and material lives of other is called power. Communication is correlated with the relationship of each other. The relationship that we have with other participant will affect our language that will be used. Van Dijk (1996:355) states that social power can control one group that has a power to another group, and that power is an original concept in the examination of group relations in society. Social group that has more power can dominate other group by its ability.

Wodak (2010:416) mentions that power operates through language and is negotiated through language. Power is appear through language and that power can be controlled through the language. Fairclough (1989:34) states that power relation can be called as relations of struggle, using the term to social grouping with different interest and background with the other participants. The social struggle will always occurs between individual and group such as dominating and dominated.

Fairclough (1989:135) claims that there are four devices to constrains the contribution in conversation to the participant, which are interruption, enforcing explicitness, controlling topic and formulation. Hence, it can be concluded that power can implicates powerful participants to controlling and constraining the contribution of powerless participant. For more specific about instrument to achieving power explained below:

## 2.4.1 Interruption

Simpson (2009:12) states that it is a common device that the powerful or dominant speaker can ignore and dismiss the contribution of powerless speaker that considered as irrelevant with the theme or topic of the conversation. Interruption can an interference of the speaker as the reflex of the power by the powerful participant.

Interruption does not always be a negative functions but it can have positive function such as restoration of order or the turn in conversation like when speaker feel that his turn has been used up by other speaker, he may consider it as their right to interrupt.

## 2.4.2 Enforcing Explicitness

Based on Simpson (2009:13) in the interactions between speakers, a less powerful speaker may use ambiguous or vague utterance to deal with the more powerful person. Unambiguous meaning that requested from the inferior participant, most frequently by an additional question asked by participant. This device usually occur when the powerful participant want to force the powerless participant by give a response or bring out the less powerful participant from silent

## 2.4.3 Controlling Topic

This device used for achieving power by the powerful participant which is dominating the conversation or the topic. As Fairclough (1989:136) states that topics of an interaction may be determined and controlled by more powerful participant, the powerful participant can decide the situation and keep the purpose of interaction into the theme and prevent the contributions that are not relevant.

#### 2.4.4 Formulation

According to Simpson (2009:14) formulation is the practice of summarizing, glossing or developing the gist of speaker's statement. Formulation is dealing with the participant that anticipated with what other participant will say, aiming the understanding other participant or to obtain the control the contribution of other participant. It can be used to force the powerless participant to agree and accept the view of the powerful participant.

This device also has a purpose to limiting the contribution of the powerless participant.

#### 2.5 Previous Studies

Some researches about implicature and power device have been conducted by four researchers. They are Novianingrum (2015), Wardah (2018), Rozzaq et al (2016), Manzila (2013) and Rohman (2015). The first research conducted by Novianingrum (2015) with title "Conversational Implicature on ABC Interview between Barbara Watlers and Syrian President Bashar Al-Assad" that more focused in analyzed the non-observence maxims of cooperative principle theory by Grice in her thesis. Then, the writer found three types of non-observance maxim there are flouting maxim, violating maxim and opting out maxim. Flouting maxim was the mostly found in the research. The most discovered of maxim is maxim of quantity, so the most unobserved maxim that conducted in the interview is flouting maxim of quantity. The writer found that by flouting maxim of quantity, the speaker tried to make the statement clearly and carefully because it can lead other people to seek some support for the interviewee's mission.

Second research was "Particularized Conversational Implicature Used by The Characters in The Vampire Diaries Season 2" by Wardah (2018). In her research, the writer found there are fourteen (14) Particularized Conversation Implicature (PCI) utterances in the series. The writer analyzed that the utterances are flouting the maxim of relation and manner. Then, she concluded that actually the characters in Vampire Diaries Season 2 not really intended to broke the conversation, but they want to be aware by implied the meaning. She found the

characters want to implied the meaning because they wanted to inform, to express, to ask and to refuse something from other characters. The writer used Grice's theory of PCI and Speech Act to find the use of the implicature that implied by the characters. Based on Wardah (2018) that just focused on the non-observance maxim and Novianingrum (2015) that just focused on the Particularized Conversation Implicature, this present study tried to distinguish both kind of conversation implicature those are Generalized Conversation Implicature (GCI) and Particularized Conversation Implicature (PCI) that occurred in the data.

Third research was related to power relation that conducted by Manzila (2013) with his research about Power and Domination on Utterances used by The Main Character of The Help Movie. The writer used Teun A van Dijk's models theory about element discourse structure that are macro structure, super structure and micro structure. Here she focused on micro structure with the stylistic lexical style of the movie. She wanted to find the power and domination that used by the characters in The Help movie which is implied in the sentence with the word selection to implied certain meanings. The analysis of the research showed that the characters in the movie used verb, noun and also adjective which are contained the ideology of the speaker that want to dominate and underestimate the powerless speaker.

Other research was conducted by Rozzaq and Dwijani (2016) in their research about Power Relation in Film The Judge. The writers using theory by van Dijk to interpret the hidden meaning of word and about the relation in social life. The writers analyzed the grammar, metaphor, intonation, social cognition and societal

structure that were included in the movie. Then they found some powers there were power as control and power as threat that used by main characters of the movie. The main characters used power because they wanted to dominate the conversation. Based on both researches that used van Dijk's power theory, this present study tried to fill the gap by used other power's model theory which is Fairclough's power device theory.

Considered as the main data of this research, there is a research that used the same data that is Harry Potter and The Order of The Phoenix. This research conducted by Rohman (2015). The writer researched figurative language used in Harry Potter and The Order of The Phoenix. The result of this research is there were personification, simile, hyperbole, paradox and irony in the data. The most figurative language found is simile. This present study will use different approach that are implicature and power device that occur in the movie and focused in one character which is Dolores Umbridge.

In this present study, the researcher would cover and fill the gap of previous studies. This research would conduct the power device based on Fairclough's theory and implicature's theory by Grice that would applied in utterances used by Dolores Umbridge in movie Harry Potter and The Order of The Phoenix.

#### **CHAPTER III**

### RESEARCH METHODS

The procedures for conducting the research are explained in this chapter.

There are research design, research instrument, data and data sources, techniques of data collection, and techniques of data analysis.

#### 3.1 Research Design

In analyzing implicature and power relation used by Dolores Umbridge in Harry Potter and The Order of The Phoenix movie, qualitative research was used by the researcher. The researcher analyzed the data based on Grice's implicature theory and Fairclough's theory of power relation.

This study was conducted by applying qualitative method as defines by Cresswell (1998:15) that qualitative research must approach the subject matter and involving the interpretive of the research, since this method is multi-method in focus. Other opinion by Litosseliti (2010:31) that qualitative research is providing the depth and rich of data that is particularly the valuable of this approach. Qualitative research also attempted to interpret of meaning like implicature. Qualitative research involves concern in analysis of data such as utterances, sentences, transcripts, notes, words, videos, pictures, recording, also audio visual materials. This research concerned in utterance and word as the data so the descriptive qualitative method was employed in this study. The researcher classified, described then explained the data of the research. Descriptive method was used in this research to describe types of conversational implicature and

power device used by Dolores Umbridge in the movie and used qualitative method because it deals with words, utterance and the sentences.

#### 3.2 Data Source

The script of Harry Potter and The Order of The Phoenix became the main source of this study. The data were words, sentences and utterances of the conversation that used by Dolores Umbridge in the movie. The movie transcribed into written language. The utterances of the movie has been distinctively identified based on types of conversational implicature framework by Grice (1975) also the device how to control contribution or power in the utterances used by Dolores Umbridge in the movie.

The movie downloaded from indoxxi.bz and subscene.com for the script of the movie. The data were all the utterances that used by Dolores Umbridge in the movie Harry Potter and The Order of The Phoenix..

### 3.3 Research Instrument

The instrument of qualitative based on Crsswell(2009:195) was the researcher herself, because the researcher was the one who active in collected and analyzed the data also this research used qualitative descriptive approach which focus on theoretical to collect the data and analyze the data. Observation, interpretation and documentation were the most important instrument in descriptive qualitative research. The researcher turned into an active reader to download and watch the movie then, continue read the movie's script and analyzed the utterances used by Dolores Umbridge based on its implicature and the power device.

#### 3.4 Data Collection

The data of this research were those utterances uttered by Dolores Umbridge in the movie that included in conversational implicature. When collecting the data, the present researcher have done some steps as follows: first, the researcher downloaded the movie Harry Potter and The Order of The Phoenix in indoxxi.bz. Second, the researcher searched for the movie's script and downloaded it in subscene.com. Third, the researcher watched the movie and read the script. Fourth, to collected the data, the researcher underlined the utterances that uttered by Dolores Umbridge.

The utterance of the movie were collected and highlighted to distinctively identified the utterance based on types of conversational implicature by Grice's theory to answer research problem number one. After that the collected utterance were identified by its function used Searle's theory about speech act to answer question number two. Last, to collected the data and answer question number three, the researcher analyzed the contribution of Dolores Umbridge's utterance used power device theory by Fairclough.

## 3.5 Data Analysis

The analysis of this research related to implicature and power device which used in utterances by Dolores Umbridge in Harry Potter and The Order of The Phoenix and interpreted by the researcher to answer the research questions above. There were some steps in data analysis:

1. Identifying and classifying the data based on Grice's theory

First, researcher read the movie script of Harry Potter and The Order of Phoenix then identified the utterances uttered by Dolores Umbridge. Second, researcher classified the utterances based on kind of implicature, the utterance classified into Generalized Conversation Implicature (GCI) which is the implicature that does not need special context or Particularized Conversation Implicature (PCI) which is implicature that need more understanding because meaning behind the utterance. This step used table 3.1

Table 3.1 classification of Implicature

No.	Data	GCI	PCI
1.			
2.			

## 2. Explaining the data based on Searle's theory

The data were explained based on speech act's theory by Searle to explain the used of conversational implicature by Dolores Umbridge that are representative act, directive act, comissive act, expressive act and declarative act

Table 3.2 classification of speech act

No.	Data	Speech Act
1.		
2.		

## 3. Describing and classifying the data based on Fairclough's theory

The data were described based on power device that used by Dolores Umbridge in the movie that are interruption (I), enforcing explicitness (EE), controlling topic (CT) and formulation (F).

Table 3.3 Power device used by Dolores Umbridge

No.	Data	I	EE	CT	F
1.					
2.					

## 4. Interpreting and explaining the data

The purpose of this analysis is to know how conversational implicature used by Dolores Umbridge. The data were analyzed why it is classified into generalized or particular conversational implicature and explaining why Dolores Umbridge used the utterances. The utterance were also analyzed its function used speech act's theory. Then, interpreted and explained the power device that used by Dolores Umbridge in the movie.

## 5. Giving Conclusion

The researcher summarized the analysis and made some conclusions from the result of analysis.

#### **CHAPTER IV**

#### FINDING AND DISCUSSION

In this chapter the writer shows the finding and discussion of the research. This chapter also shows the answer of the research question number one, two and three. The finding presents about implicature, speech acts and power device which are used by Dolores Umbridge in Harry Potter and The Orde of The Phoenix. It used Grice's theory about implicature, Austin's theory of speech acts and Fairclough's theory about power device.

## 4.1 Finding

The results of the data analysis are showed in this present study. The first finding is Dolores Umbridge uses both of generalized and particularized implicature. The second finding is the character uses all kinds of speech acts that are representative, directive, commisive, expressive and declarative speech acts. Expressive speech act is not found in the character. The last finding is Dolores Umbridge uses four kinds of power device when she speaks with other characters that are interruption, enforcing explicitness, controlling topic and formulation.. The further explanation about the finding will be explained below.

## 4.1.1 Types of Implicature used by Dolores Umbridge

The answer of the first research question is shown in this section. In this research the researcher finds there are two kinds of implicature which are used by Dolores Umbridge in the Harry Potter and the Orde of The Phoenix. There are

generalized implicature and particularized implicature. The findings are displayed at table 4.1

**Table 4.1 Implicature used by Dolores Umbridge** 

Utterances		Implicature	
		PCI	
Uh-um, I'm sure I must have misunderstood you, professor	<b>✓</b>		
Uh-um, Thank you headmaster for those kind words of welcome and how lovely to see all your bright happy faces smiling up		<b>✓</b>	
Ordinary Wizarding Level examinations, more commonly known as OWLs so study hard and you will be rewarded	~		
l can't imagine why you would need to use spells in my classroom		<b>✓</b>	
Students will raise their hands when they speak in my class	<b>~</b>		
Detention, Mr. Potter.	<b>V</b>		
You're going to be doing some lines for me today, Mr. Potter.		✓	
Well, let's say for as long as it takes for the message to sink in		<b>√</b>	
You applied first for the Defense Against the Dark Arts post, but you were unsuccessful?	~		
One teensy little prophecy?	<b>√</b>		
Lovely		✓	
All student organizations are henceforth disbanded, any student in noncompliance will be expelled	<b>✓</b>		
If I were you, I shouldn't get too used to being back and I mightn't bother unpacking at all		✓	
We saw your lies for what they were: A smokescreen for your bid to seize control of the Ministry		✓	
How dare you? Filthy half-breed		<b>√</b>	

Note: GCI: Generalized Conversation Implicature

PCI: Particularized Conversation Implicature

## 4.1.1.1 Generalized Implicature

Generalized Implicature is the type of implicature that used by Dolores Umbridge if she wants to say something directly to her listener. In this case, the listener does not need any specific knowledge or special feature of the context to know the meaning of Umbridge's utterance. The data of generalized implicature used by Dolores Umbridge are shown below:

Data 1

Fudge : What did they look like?

Woman : Well, one of them was very large and the other rather skinny.

Fudge : Not the boys. The Dementors.

Woman : Oh, right, right. Well, um, big. Cloaked. Then everything went

cold, the Dementors were there by coincidence, minister.

Umbridge: <u>Uh-um</u>, <u>I'm sure I must have misunderstood you, professor</u>.

Dementors are, after all, under the control of the Ministry of Magic. It sounded for a moment as though you were suggesting

that the Ministry had ordered the attack on this boy.

Albus : That would be disturbing indeed, Madam Undersecretary

Umbridge as the Undersecretary Ministry of Magic states that **she is sure that she must has misunderstood Professor Albus**. This utterance does not need special context to understand so it is categorized as generalized implicature. The utterance by Umbridge clearly says that she wants to clear the misunderstood, because Dumbledore thinks that Ministry had ordered Dementors to attack Harry. This conversation happened in the trial of Harry Potter who use magic out of school because he is still a minor. In this conversation the woman is a *muggle*. A *muggle* should not see a Dementor, so to know the truth, Fudge, Ministry of Magic wants to know her explanation about the characteristic of Dementor that she saw before. The next data about generalized implicature is shown below

Data 2

Umbridge :Good morning, children. Ordinary Wizarding Level

<u>examinations</u>, <u>more commonly known as OWLs so study</u> <u>hard and you will be rewarded</u>, <u>fail to do so, the consequences may be severe.</u> Your previous instruction in this subject has been disturbingly uneven. But you'll be pleased to know, from now on you will be following a carefully structured,

Ministry-approved course of defensive.

Umbridge states about Ordinary Wizarding Level examinations, more commonly known as OWLs so students must study hard and they will be rewarded, fail to do so, the consequences may be severe, the statement is clearly a generalized implicature, she states that she wants her students to study hard because of OWL. Without any particular context, students as the hearer directly know the meaning of her utterance. Then, another data about generalized implicature is shown below

Data 3

Umbridge :But you'll be pleased to know, from now on you will be

following a carefully structured, Ministry-approved course of

defensive magic.

Hermione : (Rising hands) There's nothing in here about using defensive

spells?

Umbridge : Using spells? Ha-ha! Well, I can't imagine why you would

need to use spells in my classroom.

Hermione : We're not gonna use magic?

Umbridge :You will be learning about defensive spells in a secure,

risk-free way.

Harry: What use is that? If we're attacked, it won't be risk-free.

Umbridge : Students will raise their hands when they speak in my class.

Utterance **students would raise their hands when they speak in my class** is classified as generalized implicature, because Harry as the hearer does not need any special knowledge to know the meaning. Hermione politely raises her hand when she wants to explain her opinion toward Umbridge. Therefore Harry also

wants to convey his disagreement but he does not raise his hand. Because of his action, Umbridge affirms that utterance. The other data about generalized implicature is shown below

## Data 4

Umbridge :Now, let me make this quite plain. You have been told that a

certain dark wizard is at large once again. This is a lie.

Harry : lt's not a lie. I saw him. I fought him.

Umbridge : <u>Detention, Mr. Potter.</u> Cedric Diggory dropped dead of his

own accord? Cedric Diggory's death was a tragic accident.

Umbridge states **detention to Mr. Potter** which is a generalized implicature, Harry as the listener immediately know the meaning that he gets a punishment after the class because he insists with his statement if he saw Voldemort when he attack Cedric Diggory. The next data also explain about generalized implicature

### Data 5

Umbridge : Just one question, dear. You've been in this post how long,

exactly? You applied first for the Defense Against the Dark

Arts post, but you were unsuccessful?

Snape : Yes, Obviously.

Umbridge directly asks to Snape if he applied first for the Defense Against the Dark Arts post, but he were unsuccessful. This is considered as generalized implicature. It is clear that Umbridge asks Snape if he ever applied to teach in Defense Against the Dark Arts. Other Data that categorized as generalized implicature is shown below

### Data 6

*Umbridge* : Could you please predict something for me?

*Trelawney : I'm sorry?* 

*Umbridge* : *One teensy little prophecy?* Pity.

*Trelawney* : No, wait. Wait, no. I think I do see something. Yes, I do.

Something dark. You are in grave danger.

*Umbridge* :Lovely

Umbridge questions one teensy little prophecy to Professor Trelawney is categorized as generalized implicature. This utterance means she still asks for the prediction even if it just a small prediction. Trelawney immediately knows the meaning then answers that she sees something dark in Umbridge. Professor Trelawney as the Professor of Divination Class also got in inspection by Dolores Umbridge. She asks Trelawney to makes some prediction of her. However she is taken aback and failed to answer it. Hence, Umbridge asks her once again by uttering 'one teensy little prophecy'. Then the next data that classified into generalized implicature is explained below

#### Data 7

Umbridge : <u>All student organizations are henceforth disbanded. Any</u>
<u>student in non compliance will be expelled.</u>

The announcement made by Umbridge all student organizations are henceforth disbanded and any student in non compliance will be expelled is distinguish as generalized implicature. All students must be straightly know the meaning of Umbridge's utterance because she does not implies her utterance.

# 4.1.1.2 Particularized Implicature

As defines by Grice (1989:37) that particularized conversational as a type of implicature which the speaker indirectly require more assistance to understand the meaning of a conversation because the context used in this type is not general in nature. In this case, when Umbridge utters her utterance, the listener needs special understanding or knowledge to know the meaning of her utterance. The data of particularized implicature are shown below:

Data 8

Dumbledore : We also wish to welcome our new Defense Against the Dark

Arts teacher Professor Dolores Umbridge. Now, as usual, our

caretaker, Mr. Filch, has asked me to remind you-

Umbridge

: <u>Uh-um, Thank you, headmaster, for those kind words of welcome and how lovely to see all your bright happy faces smiling up at me.</u> I'm sure we're all going to be very good friends. The Ministry of Magic has always considered the education of young witches and wizards to be of vital importance. Although each headmaster has brought something new to this historic school. Progress for the sake of progress must be discouraged. Let us preserve what must be preserved perfect what can be perfected and prune practices that ought to be prohibited.

Dumbledore: Thank you professor.

Umbridge appointed as the new lecturer and states thank you to Dumbledore as the headmaster, for the kind words of welcome and how lovely to see all the students bright happy faces smiling up at her. This is categorized as particularized implicature because this conversation has a particular context to know the meaning of her statement. Umbridge stresses the word 'uh-um' means that she want to speaks and introduce herself as the new teacher. Then she says 'how lovely to see all your bright happy faces smiling up at me' when the students are not smiling. Means that the one who is happy is herself because she is the new teacher here. The next data about particularized is given below

Data 9

Umbridge :But you'll be pleased to know, from now on you will be

following a carefully structured, Ministry-approved course of

defensive magic.

Hermione : (Rising hands) There's nothing in here about using defensive

spells?

Umbridge : Using spells? Ha-ha! Well, I can't imagine why you would

need to use spells in my classroom.

The utterance said by Umbridge that **she can't imagine why Hermione would need to use spells in her classroom** is the particularized implicature. She implies her meaning that she does not believe why they need spells in the class since there is nothing will fight them in the class. Also she implies the meaning that students now do not allowed using spells in the class. The data about particularized implicature is also displayed below

Data 10

Umbridge : Come in. Good evening, Mr. Potter, Sit. You're going to be

doing some lines for me today, Mr. Potter.

Harry : (brings out his quill)

Umbridge : No, not with your quill. Going to be using a rather special

one of mine. Now, l want you to write, "I must not tell lies."

Umbridges orders Potter by uttering he is going to be doing some lines for her today. This utterance is categorized as particularized implicature. Umbridge implies the word 'line' which has meaning that is writing. She ordered Harry to write some sentences as his punishment. Harry gets the punishment after interrupt Dolores in her class. The next data is also explained particularized implicature

Data 11

Umbridge : Come in. Good evening, Mr. Potter, Sit. You're going to be

doing some lines for me today, Mr. Potter.

Harry : (brings out his quill)

Umbridge : No, not with your quill. Going to be using a rather special

one of mine. Now, I want you to write, "I must not tell lies."

*Harry* : How many times?

Umbridge : Well, let's say for as long as it takes for the message to sink in.

After ordered Harry to make some lines, Umbridge utters let's say for as long as it takes for the message to sink in. This is a particularized implicature because she implies her utterance. Her utterance means that Harry must doing his

punishment until he understands the message and regrets his action before.

Utterance that classified as particularized implicature is also given below

### Data 12

*Umbridge* : Could you please predict something for me?

*Trelawney* : I'm sorry?

*Umbridge* : One teensy little prophecy? Pity.

Trelawney :No, wait. Wait, no. I think I do see something. Yes, I do.

Something dark. You are in grave danger.

Umbridge : Lovely

Umbridge states **lovely** which is a particularized implicature. Umbridge says it after she asks Trelawney to make a prediction for her. After gives a dark prediction about her, she implies her meaning by praising Trelawney. She says the utterance to imply the meaning that she does not impress with the prediction and she already give her a low grade of teacher. The next data that distinguish into particularized implicature is given below

## Data 13

*Umbridge* : I will say this one last time. I'm ordering you to tell me where

you've been.

Hagrid : I told you. I've been away for me health.

*Umbridge* : Your health?

Hagrid : Yeah. Bit of fresh air, you know.

bridge : Oh, yes. As gamekeeper, fresh air must be difficult to come by.

If I were you, I shouldn't get too used to being back and I

mightn't bother unpacking at all.

Umbridge states her utterance if she were Hagrid, she shouldn't get too used to being back and she mightn't bother unpacking at all. This is classified into particularized implicature because Dolores has a meaning behind the utterance. The meaning is she wants Hagrid to just leaves Hogwarts because he already took a long break from Hogwarts. Hagrid need some times to know the meaning of her utterance. The data below also shows particularized implicature

Data 14

Umbridge : Been watching them for weeks. And see, "Dumbledore's

army" Proof of what I've been telling you right from the beginning, corsnelius. All your fear-mongering about you-know-who never fooled us for a minute. We saw your lies

for what they were: A smokescreen for your bid to seize

control of the ministry.

Dumbledore : Naturally

When Umbridge gets in to Dumbledore's room she says that she and the mhe ministry saw Dumbledore's lies for what they were: a smokescreen for his bid to seize control of the ministry which is classified into particularized implicature. This utterance has an implied meaning. The word 'smokescreen' here means she accuses that Dumbledore already made a strategy to attacked the ministry using his students. Umbridge and the ministry of magic want to arrest Dumbledore because of the activity of Dumbledore's Army. The next data about

Data 15

*Umbridge* : You have no business here, centaur. This is a Ministry matter.

Lower your weapons. I warn you, under the law, as creatures of near-human intelligence, Protego! <u>How dare you? Filthy</u>

half-breed.

particularized implicature is shown below

Herminone: Please. Please stop it. Please.

*Umbridge* : You filthy animal. Do you know who l am?

Hermione : Leave him alone. It's not his fault. No, he doesn't understand.

Umbridge who hates the non-wizard spits her hurtful statement to centaurs which is a kind of half man and horse that live in wizarding world by uttering **how** dare them the filthy half-breed. This utterance is particularized implicature. Umbridge implies her meaning that she really hates the non-wizard and threats the centaurs by saying 'how dare you'. This conversation happened when Umbridge

took over by Hermione and Harry to Forbidden Forest when they want to search the secret weapons of Albus which is obviously a lie, they meet Centaur.

# 4.1.2 Types of Speech Acts used by Dolores Umbridge

In this section, the answer of second research is shown. This section shows speech acts that used by Dolores Umbridge in the movie. After know the implicature, researcher tries to identify the speech act so can understand why Umbridge implicate the utterance and the used of the implicature. This present study shows that Dolores Umbridge in Harry Potter and The Orde of Phoenix uses five kinds of speech acts, there are representative, directive, commisive, expressive and declarative. The findings are displayed in table 4.2

Table 4.2 Speech used by Dolores Umbridge

No	Utterances	Speech Act
1	Uh-um, I'm sure I must have misunderstood you, professor	Representative
2	Uh-um, Thank you headmaster for those kind words of welcome and how lovely to see all your bright happy faces smiling up at me	Representative
3	Ordinary Wizarding Level examinations, more commonly known as OWLs so study hard and you will be rewarded, fail to do so, the consequences may be severe.	Commisive
4	I can't imagine why you would need to use spells in my classroom	Directive
5	Students will raise their hands when they speak in my class	Directive
6	Detention, Mr. Potter.	Declarative
7	You are going to be doing some lines for me today, Potter	Directive

8	Well, let's say for as long as it takes for the message to sink in	Representative
9	You applied first for the Defense Against the Dark Arts post, but you were unsuccessful?	Directive
10	One teensy little prophecy? Pity	Directive
11	Lovely	Expressive
12	All student organizations are henceforth disbanded, any student in noncompliance will be expelled	Declarative
13	If I were you, I shouldn't get too used to being back and I mightn't bother unpacking at all	Directive
14	We saw your lies for what they were: A smokescreen for your bid to seize control of the Ministry	Representative
15	How dare you? Filthy half-breed	Declarative

# 4.1.2.1 Representative

Representative acts also can be called assertives acts. This kind of speech acts intend the speaker to speak the truth that fits the fact in order to be true, such as suggesting, concluding, stating, complaining, reporting and claiming. In this section, the researcher explain representative act that used by Dolores Umbridge in the movie. The data that classified into representative speech act are shown below:

### Data 16

Fudge : What did they look like?

Woman : Well, one of them was very large and the other rather skinny.

Fudge : Not the boys. The Dementors.

Woman : Oh, right, right. Well, um, big. Cloaked. Then everything went

cold, the Dementors were there by coincidence, minister.

Umbridge: <u>Uh-um, I'm sure I must have misunderstood you, professor</u>.

Dementors are, after all, under the control of the Ministry of Magic. It sounded for a moment as though you were suggesting

that the Ministry had ordered the attack on this boy.

Umbridge utters to Dumbledore that **she sure she must has misunderstood him** to Professor Dumbledore. This utterance is categorized as representatives acts. In the previous section, this utterance already known as generalized implicature because Umbridge states her opinion clearly that she wants to clear the misunderstood toward Dumbledore about the Ministry has ordered Dementor to attacked Harry and Dudley at their house. After says this utterance, Dumbledore seems agree with Umbridge's statement by saying it would be disturbing if it is true that Ministry had ordered the Dementor, because it can not be proven that Ministry had ordered Dementors. The next data that categorized as representative act is shown below

### Data 17

Dumbledore: We also wish to welcome our new Defense Against the Dark Arts teacher Professor Dolores Umbridge. Now, as usual, our caretaker, Mr. Filch, has asked me to remind you-

Umbridge

: Uh-um, Thank you, headmaster, for those kind words of welcome and how lovely to see all your bright happy faces smiling up at me. I'm sure we're all going to be very good friends. The Ministry of Magic has always considered the education of young witches and wizards to be of vital importance. Although each headmaster has brought something new to this historic school. Progress for the sake of progress must be discouraged. Let us preserve what must be preserved perfect what can be perfected and prune practices that ought to be prohibited.

Dumbledore: Thank you professor.

This utterance in this section categorized as representative acts. The utterance "The kind words of welcome and how lovely to see all your bright happy faces smiling up at me" by Umbridge shows that she states her happiness and boasting because she become the new teacher of Defense Against the Dark Arts. Also it seems like her students and all Hogwarts's teacher show a happy and

lovable expression to welcome Umbridge. The next data about representative act is shown below

### Data 18

Umbridge

: Been watching them for weeks. And see, "Dumbledore's army" Proof of what I've been telling you right from the beginning, Cornelius. All your fear-mongering about you-know-who never fooled us for a minute. We saw your lies for what they were: A smokescreen for your bid to seize control of the ministry.

Dumbledore : Naturally

She utters that the ministry saw Dumbledore's lies for what they were: a smokescreen for your bid to seize control of the ministry. This utterance is classified into representative act. Umbridge implies the meaning of 'smokescreen' because she claims that Dumbledore wants to attack Ministry by creating an army, using Hogwart's students to prepare and attack the ministry. The situation of this conversation is that Umbridge want to arrest Dumbledore with Cornelius Fudge, Ministry of Magic. They want to arrest Dumbledore because he made Dumbledore's Army which is illegal.

### 4.1.2.2 Directive

Directives appears when the speaker suppose the listener to do something as a response. The listener will fulfill speaker's desire by presenting an action. This speech act specified into advice, command, order, question and request. Directive acts can be positive or negative. The data below shows directives act that used by Dolores Umbridge to convey her utterance:

Data 19

Umbridge :But you'll be pleased to know, from now on you will be

following a carefully structured, Ministry-approved course of

defensive magic.

Hermione : (Rising hands) There's nothing in here about using defensive

spells?

Umbridge : Using spells? Ha-ha! Well, I can't imagine why you would

need to use spells in my classroom.

Hermione : We're not gonna use magic?

Umbridge : You will be learning about defensive spells in a secure,

risk-free way.

Umbridge utters that **she can't imagine why Hermione would need to use spells in her classroom.** This statement classified as directive act. As this
utterance categorized as particular implicature, she implies her meaning by giving
an order to her students not to use defensive spells in the class since there is
nothing in the class that will harm them. In this conversation Umbridge states that
they will study the ministry approved course of defensive magic. Therefore,
Hermione wants to ask about using defensive spells in the class because it is the
purpose of Defensive Class. The other data about directive act is displayed below

Data 20

Umbridge :But you'll be pleased to know, from now on you will be

following a carefully structured, Ministry-approved course of

defensive magic.

Hermione : (Rising hands) There's nothing in here about using defensive

spells?

Umbridge : Using spells? Ha-ha! Well, I can't imagine why you would

need to use spells in my classroom.

Hermione : We're not gonna use magic?

Umbridge : You'll be learning about defensive spells in a secure, risk-free

way.

*Harry* : What use is that? If we're attacked, it won't be risk-free.

Umbridge : <u>Students will raise their hands when they speak in my class.</u>

When Umbridge speaks and says **students will raise their hands when they speak in my class,** this utterance absolutely categorized as directive act because she clearly give an order to her students. If they want to speaks, they must raise their hand and it is more polite because students must respect the teacher. This happened after Hermione wants to ask why they can not use spell and magic in the class but Harry interrupts Umbridge by directly speaks without raise his hands. Then the next data that classified into directive act is shown below

Data 21

Umbridge : Come in. Good evening, Mr. Potter, Sit. You're going to be

doing some lines for me today, Mr. Potter.

Harry : (brings out his quill)

Umbridge : No, not with your quill. Going to be using a rather special

one of mine. Now, l want you to write, "I must not tell lies."

Umbridge wants to punish Harry by stating that **he is going to be doing some lines for her.** This utterance categorized as directive acts. In the previous section it is categorized as particularized implicature. Umbridge implies word 'lines' because she ordered Harry to writes some sentence in a paper as his punishment. The word 'you are going to' stress that it is a word to ordered Harry to do something for her. Utterance that categorized as directive act is explained below

Data 22

Umbridge : Come in. Good evening, Mr. Potter, Sit. You're going to be

doing some lines for me today, Mr. Potter.

Harry : (brings out his quill)

Umbridge : No, not with your quill. Going to be using a rather special

one of mine. Now, l want you to write, "I must not tell lies."

Harry :How many times?

Umbridge : Well, let's say for as long as it takes for the message to sink

<u>in.</u>

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Umbridge utters let's say for as long as it takes for the message to sink in.

This utterance categorized as particularized implicature and categorized as

directive act. This conversation happened when Umbridge punishes Harry Potter

in her office and tells him to write some sentences. Then Umbridge tries to

implied the meaning of her utterance because actually she gives an advice to

Harry Potter and he must understand the message of the sentence so he can get

over the punishment. But in reality, Umbridge applies some spells to Harry and it

makes the sentences written in his hand until make a scar in his back hand.

Umbridge does this because she wants to make Harry regret his action as he

interrupt her in the class. The other data about directive act is displayed below

Data 23

Umbridge: Just one question, dear. You've been in this post how long,

exactly? You applied first for the Defense Against the Dark

Arts post, but you were unsuccessful?

Snape : Yes, Obviously.

When she inspects Professor Snape she asks to him if he applied first for the

Defense Against the Dark Arts post, but he were unsuccessful. It is clear that

the utterance distinguish into directive act. She gives a question to Snape but in a

negative way so it is categorized as directive act. Because in Hogwarts Snape does

not teach Dark Arts, but Potion Class. Then annoying Snape just answer it

because Umbridge stressed out the word 'unsuccessful' and he hates it. The next

data also explain about directive act

Data 24

*Umbridge* : Could you please predict something for me?

*Trelawney* : *I'm sorry*?

Umbridge: <u>One teensy little prophecy?</u> Pity.

Trelawney : No, wait. Wait, no. I think I do see something. Yes, I do.

Something dark. You are in grave danger.

Umbridge :Lovely

Umbridge utters **One teensy little prophecy** to Professor Trelawney. This is categorized as directive act. She orders Trelawney and stress the word 'teensy little prophecy' because she wants Trelawney to do something in response which is a prediction for her. Umbridge inspects Professor Trelawney's ability as a teacher of Divination Class. Umbridge orders Trelawney to make a prediction about Umbridge. Then, another data about directive act is shown below

### Data 25

Umbridge : I will say this one last time. I'm ordering you to tell me where

you've been.

Hagrid: I told you. I've been away for me health.

*Umbridge* : Your health?

Hagrid : Yeah. Bit of fresh air, you know.

*Umbridge* : Oh, yes. As gamekeeper, fresh air must be difficult to come by.

If I were you, I shouldn't get too used to being back and l

mightn't both<mark>er unpacking at all.</mark>

Umbridge says **if she were Hagrid, she shouldn't get too used to being back.** This utterance categorized as directive act. Umbridge gives Hagrid a negative advice, because he already took a long break, he should not back to Hogwarts. Umbridge see this as an unappropriated acts as a school keeper. Umbridge and Hagrid have this conversation in Hagrid's house when Hagrid just come back for his long break being a school keeper.

## 4.1.2.3 Expressive

Expressive act is express the psychological state or feeling about some affairs such as joy, sorrow, and likes or dislikes. It can be concluded as kind of speech acts that uttered by speaker based on what speaker feels. The acts include praising,

thanking, apologizing, blaming, congratulating, etc. The data that categorized as expressive act is shown below:

### Data 26

*Umbridge* : Could you please predict something for me?

*Trelawney* : I'm sorry?

*Umbridge* : One teensy little prophecy? Pity.

Trelawney :No, wait. Wait, no. I think I do see something. Yes, I do.

Something dark. You are in grave danger.

Umbridge :Lovely

Umbridge utters **lovely** after she got that prediction about her. The utterance already categorized as generalized implicature and a kind of expressive act. Umbridge implies the word 'lovely' because of the 'dark' prediction but still gives Trelawney a praise because success to make a prediction for her.

### **4.1.2.4** Commisive

Commisive is an act by speaker to creating an obligation, attempt the speaker to do something or action in the future such as; promising, offering, pledge, refusal, threatening, guaranteeing, etc. This act appears when Umbridge make a promise, offer or threat to her listener. The data that classified into commisive act is shown below:

### Data 27

Umbridge

:Good morning, children. Ordinary Wizarding Level examinations, more commonly known as OWLs so study hard and you will be rewarded, fail to do so, the consequences may be severe. Your previous instruction in this subject has been disturbingly uneven. But you'll be pleased to know, from now on you will be following a carefully structured, Ministry-approved course of defensive.

Utterance "Study hard and you will be rewarded, fail to do so, the consequences may be severe" is categorized as commisive act as she gives a

guarantee to students who study hard will be rewarded also threats students about the consequences if failed the test. Here Umbridge wants all of her students to pay attention toward OWL so all of them can pass 5<sup>th</sup> grade.

## 4.1.2.5 Declarative

The declarative act happens to have immediate changes in some state.

Because by uttering this kind of utterance, the social status of people can change.

Such as dismissing, resigning, appointing, declaring, etc. The data that categorized as declarative act are shown below:

### Data 28

Umbridge :Now, let me make this quite plain. You have been told that a

certain dark wizard is at large once again. This is a lie.

Harry : lt's not a lie. I saw him. I fought him.

Umbridge : <u>Detention, Mr. Potter.</u> Cedric Diggory dropped dead of his

own accord? Cedric Diggory's death was a tragic accident.

Harry : It was murder. Voldemort killed him.

*Umbridge* : Enough! Enough. See me later, Mr. Potter, my office.

Umbridge declares **detention to Mr. Potter.** This is a declarative act that clearly show Umbridge wants Harry to get his punishment after the rest of students have left. This because Harry has a debate with Umbridge about the return of Voldemort. Umbridge does not want to admit it because she thinks it is a lie. Therefore the stubborn Harry want to have an argument with her. The next data that distinguish into declarative act is given below

## Data 29

Umbridge : <u>All student organizations are henceforth disbanded, any</u> student in non compliance will be expelled.

Utterance "All student organizations are henceforth disbanded, any student in non compliance will be expelled" is classified into declarative act as

she makes a new rule in Hogwarts. This is an announcement that made by Umbridge after she becomes the new headmaster of Hogwarts. After heard about the Dumbledore's army she wants all of the student organizations must be disbanded. The next data about declarative act is shown below

### Data 30

*Umbridge* : You have no business here, centaur. This is a Ministry matter.

Lower your weapons. I warn you, under the law, as creatures of near-human intelligence, Protego! How dare you? Filthy

half-breed.

Herminone: Please. Please stop it. Please.

*Umbridge* : You filthy animal. Do you know who l am?

Hermione : Leave him alone. It's not his fault. No, he doesn't understand.

Umbridge warns the centaurs by uttering **how dare them the filthy half-breed.** It is categorized as declarative act as she want to threat the centaur. Then she says 'filthy half-breed' to declare that they are in different social class, Umbridge as the wizard and centaur the half-breed animal and human. The context of this conversation is Harry and Hermione lied to Umbridge about the special weapon hidden by Dumbledore in Forbidden Forest and they met centaurs.

## 4.1.3 Types of Power Device Used by Dolores Umbridge

In this section the answer of third research question is shown. This section shows power device that used by Dolores Umbridge in the movie. When Umbridge implies or states her utterance, she uses her power to dominate the conversation. Dolores Umbridge has shown her power as a teacher, as a Ministry of Magic and as a wizard. She used all four kinds of power device that are interruption, controlling topic, enforcing explicitness and formulation. The findings are displayed in table 4.2

**Table 4.1.3 Types of Power Device Used by Dolores Umbridge** 

Data	Utterances	Power Device			
		I	EE	CT	F
1	Uh-um, I'm sure I must have misunderstood you, professor	✓			
2	Uh-um, Thank you headmaster for those kind words of welcome and how lovely to see all your bright happy faces	✓			
3	Ordinary Wizarding Level examinations, more commonly known as OWLs so study hard and you will be rewarded but if fail to do so, the consequences may be severe.			✓	
4	l can't imagine why you would need to use spells in my classroom		✓		
5	Students will raise their hands when they speak in my class			✓	
6	Detention, Mr. Potter.	<b>√</b>			
8	You're going to be doing some lines for me today, Mr. Potter.		7	✓	
9	Well, let's say for as long as it takes for the message to sink in				<b>✓</b>
10	You applied first for the Defense Against the Dark Arts post, but you were unsuccessful?		✓		
11	One teensy little prophecy? Pity		<b>√</b>		
12	Lovely				~
13	All student organizations are henceforth disbanded, any student in noncompliance will be expelled			✓	
15	If I were you, I shouldn't get too used to being back and I mightn't bother unpacking at all				<b>✓</b>
16	We saw your lies for what they were: A smokescreen for your bid to seize control of the Ministry			✓	
17	How dare you? Filthy half-breed				<b>✓</b>

Note: I: Interruption *EE: Enforcing Explicitness* 

> F:Formulation CT: Contolling Topic

## 4.1.3.1 Interruption

Interruption happened when dominant speaker can ignore and dismiss the contribution of powerless speaker that is considered as irrelevant with the theme or topic of the conversation. Interruption can be an interference of the speaker as the reflex of the power by the powerful participant. Umbridge sometimes interrupts other speaker to show her power. The data that classified into interruption are shown below:

Data 31

Fudge : What did they look like?

Woman : Well, one of them was very large and the other rather skinny.

: Not the boys. The Dementors. Fudge

: Oh, right, right. Well, um, big. Cloaked. Then everything went Woman

cold, the Dementors were there by coincidence, minister.

: Uh-um, I'm sure I must have misunderstood you, professor. Umbridge

> Dementors are, after all, under the control of the Ministry of Magic. It sounded for a moment as though you were suggesting

that the Ministry had ordered the attack on this boy.

Umbridge's utterance she is sure she must has misunderstood Professor

*Dumbledore: That would be disturbing indeed, Madam Undersecretary* 

**Dumbledore** is categorized as interruption. The word 'uh-um' stresses that she wants to interrupt the trial as she also want to clear the misunderstood between Dumbledore and Ministry of Magic. The context of this conversation is Cornelius Fudge asks the woman to explain the characteristics of Dementor if she really saw Dementors tried to attack Harry Potter. Therefore, Umbridge as the the Undersecretary Ministry of Magic tries to interrupt. Here Dumbledore thinks that

Ministry had ordered the Dementors to attack Harry but then Umbridge interrupts

as she does not want to create the misunderstanding. Other data that categorized as interruption is shown below

#### Data 32

Dumbledore: We also wish to welcome our new Defense Against the Dark

Arts teacher Professor Dolores Umbridge. Now, as usual, our

caretaker, Mr. Filch, has asked me to remind you-

Umbridge : <u>Uh-um, Thank you, headmaster, for those kind words of</u>

welcome and how lovely to see all your bright happy faces smiling up at me. I'm sure we're all going to be very good friends. The Ministry of Magic has always considered the education of young witches and wizards to be of vital importance. Although each headmaster has brought something new to this historic school. Progress for the sake of progress must be discouraged. Let us preserve what must be preserved perfect what can be perfected and prune practices that ought

to be prohibited.

Dumbledore: Thank you professor.

Umbridge interrupts Dumbledore when he starts to speak. She says thank

you to headmaster, for those kind words of welcome and how lovely to see all

the students bright happy faces smiling up at her. This utterance is interruption.

This happened when Dolores Umbridge appointed as the new Defense Against the

Dark Arts in Hogwarts. Dumbledore already introduce her in front of the students

but it seems she is not satisfied. Therefore, she says 'uh-um' to interrupt and she

begins to express her happiness as she is the new teacher in the school. It is the

beginning that she is ready to make Hogwarts become the school under Ministry

of Magic. The data about interruption is also displayed below

Data 33

Umbridge :Now, let me make this quite plain. You have been told that a

certain dark wizard is at large once again. This is a lie.

Harry : It's not a lie. I saw him. I fought him.

Umbridge : <u>Detention, Mr. Potter.</u> Cedric Diggory dropped dead of his

own accord? Cedric Diggory's death was a tragic accident.

Umbridge utters **detention** to dismiss Harry. This utterance is considered as interruption. This happened when Umbridge has a debate with Harry. Umbridge already explains to him that the return of Voldemort is a big lie because she does not believe it. She interrupts Harry as she shows her power that she is a teacher in her class and she can dismiss or ignore her student if they interrupt. Harry as the powerless person here can do nothing and become silent after Umbridge says that. Therefore she also explains that the death of Cedric Diggory is because of the tragic accident not because of Dumbledore.

# 4.1.3.2 Enforcing Explicitness

This device usually occur when the powerful participant want to force the powerless participant by giving a response or bring out the less powerful participant from silent. Umbridge force other speaker and limiting their contribution in the conversation to show her power. The data that categorized as enforcing explicitness are shown below:

## Data 34

Umbridge :But you'll be pleased to know, from now on you will be

following a carefully structured, Ministry-approved course of

defensive magic.

Hermione : (Rising hands) There's nothing in here about using defensive

spells?

Umbridge : Using spells? Ha-ha! Well, I can't imagine why you would

need to use spells in my classroom.

Umbridge asks why they use spell in the class if there is nothing by stating she can't imagine why thet would need to use spells in her classroom. This utterance is categorized into enforcing explicitness. Umbridge announces that they will begin using Ministry approved defensive magic. Hence, Hermione does not

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agree with that, obviously. She wants to force her student by not using spells in the class and her utterance bring Hermione into silent as she is the powerless people here. Then, another data about enforcing explicitness is shown below

Data 35

Umbridge : Just one question, dear. You've been in this post how long,

exactly? You applied first for the Defense Against the Dark

Arts post, but you were unsuccessful?

Snape : Yes, Obviously.

Umbridge makes a strong statement to Snape that he applied first for the Defense Against the Dark Arts post, but he were unsuccessful. This utterance is considered as enforcing explicitness. Umbridge has an inspection toward all of the teacher and lecturer in Hogwarts because she tries to change the teacher's quality based on Ministry of Magic regulation. Umbridge forces Snape to answer the question although Umbridge already know that Snape is teacher of Potion Class. Because of the force, Snape just answer it by 'Yes, Obviously' shows that he is the powerless people. Here, she has more power because of her position. Other teachers that are not a Ministry is just a powerless so they can not do anything. The next data that considered as enforcing explicitness is explained below

Data 36

*Umbridge* : Could you please predict something for me?

*Trelawney : I'm sorry?* 

Umbridge: <u>One teensy little prophecy?</u> Pity.

Trelawney :No, wait. Wait, no. I think I do see something. Yes, I do.

Something dark. You are in grave danger.

*Umbridge* :Lovely

Umbridge asks **one teensy little prophecy** to Trelawney is categorized as enforcing explicitness. As the person who have more power she wants to give her

a chance even if it just a little prediction. Umbridge forces Professor Trelawney to give the response by asking her twice. With the second chance, Trelawney able to give her the prediction. After have an inspection to Professor Snape, Umbridge also asks Professor Trelawney as the teacher of Divination Class. Umbridge asks Trelawney to give a prediction about her life but it seems she is taken aback with the question and failed to do it at once.

## 4.1.3.3 Controlling Topic

This device used for achieving power by the powerful participant that is dominating the conversation or the topic. As Fairclough (1989:136) states that topics of an interaction may be determined and controlled by more powerful participant, the powerful participant can decide the situation and keep the purpose of interaction into the theme and prevent the contributions. Here are the data that shows when Umbridge tries to controls the topic with her listener.

**Data 37** *Umbridge* 

:Good morning, children. Ordinary Wizarding Level examinations, more commonly known as OWLs so study hard and you will be rewarded, fail to do so, the consequences may be severe. Your previous instruction in this subject has been disturbingly uneven. But you'll be pleased to know, from now on you will be following a carefully structured, Ministry-approved course of defensive.

She controls the topic by uttering Ordinary Wizarding Level examinations, more commonly known as OWLs so the students must study hard and they will be rewarded, fail to do so, the consequences may be severe. Obviously this utterance is classified to controlling topic. Umbridge controls her class by explaining about OWL and announce that she will uses ministry approved course

in his lecture. She also promising that she will give a reward to attract student's attention. As the new teacher of Defensive Arts in Hogwarts, Umbridge tries to control the topic by explaining her teaching system. Utterance that also distinguish as controlling topic is given below

### Data 38

Umbridge :But you'll be pleased to know, from now on you will be

following a carefully structured, Ministry-approved course of

defensive magic.

Hermione : (Rising hands) There's nothing in here about using defensive

spells?

Umbridge : Using spells? Ha-ha! Well, I can't imagine why you would

need to use spells in my classroom.

Hermione : We're not gonna use magic?

Umbridge : You will be learning about defensive spells in a secure,

risk-free way.

Harry: What use is that? If we're attacked, it won't be risk-free.

Umbridge: Students will raise their hands when they speak in my class.

Umbridge as the teacher who has more power in the class, she shows it by uttering students will raise their hands when they speak in her class. This is the kind of controlling topic, she has power to dominate and order her students in the class. After Umbridge announce that she will uses ministry approved course, sudents seem not agree especially Hermione and Harry. They say what is the use of Defensive Class if they are not going to use spells in the class. At first, Hermione already rises her hand when she wants to talk, but the Harry interrupts her by not raising his hand when he want to talks. Then the next data about controlling topic is displayed below

Data 39

Umbridge : Come in. Good evening, Mr. Potter, Sit. You're going to be

doing some lines for me today, Mr. Potter.

Harry : (brings out his quill)

Umbridge : No, not with your quill. Going to be using a rather special

one of mine. Now, I want you to write, "I must not tell lies."

Umbridge dominates the conversation and utters to Harry that he is going to

be doing some lines for her that day. This utterance is considered as controlling

topic. She shows her power as a teacher that must discipline her teacher in the

school. Harry as a student who does not have power here have a limit contribution

and does not have other option beside obey Umbridge's command. The utterance

that classified into controlling topic is given in the data below

Data 40

Umbridge : All student organizations are henceforth disbanded, any

student in non compliance will be expelled.

Umbridge become the new headmaster of Hogwarts. The first thing that she

does is making a new rule to the students. One of them is all student

organizations are henceforth disbanded, any student in non compliance will

be expelled. This utterance is clearly a controlling topic. This utterance shows

that as the headmaster, the powerful person in school, she must controls and

dominates the school by making a new rule. Students as the powerless must

follow the rule made by Dolores Umbridge. Then the next data that categorized as

controlling topic is explained below

Data 41

Umbridge :

: Been watching them for weeks. And see, "Dumbledore's army" Proof of what I've been telling you right from the beginning, cornelius. All your fear-mongering about you-know-who never fooled us for a minute. We saw your lies

for what they were: A smokescreen for your bid to seize control of the ministry.

Dumbledore : Naturally

She tries to control and dominate the topic by stating her statement and says the ministry saw Dumbledore lies by making a smokescreen for his bid to seize control of the ministry. This utterance is kind of controlling topic. Umbridge as the person from Ministry tries to collect the evidence of their illegal activities to Cornelius. Umbridge success to restrain the Dumbledore's Army and bring them to Dumbledore' room. Umbridge with Cornelius Fudge from the Ministry of Magic try to arrest Dumbledore because their illegal organization.

#### 4.1.3.4 Formulation

Formulation is the practice of summarizing, glossing or developing the gist of speaker's statement, aiming the understanding other participant or to obtain the control the contribution of other participant. It can be used to force the powerless participant to agree and accept the view of the powerful participant. Umbridge uses formulation to summarize her conversation with the listener. Sometimes she uses a painful or hurtful comments so her listener can not talk back and force her listener to agree with her. The data below shows formulation used by Dolores Umbridge

Data 42

Umbridge : Come in. Good evening, Mr. Potter, Sit. You're going to be

doing some lines for me today, Mr. Potter.

Harry : (brings out his quill)

Umbridge : No, not with your quill. Going to be using a rather special

one of mine. Now, I want you to write, "I must not tell lies."

*Harry* : How many times?

Umbridge : <u>Let's say for as long as it takes for the message to sink in.</u>

Umbridge utters let's say for as long as it takes for the message to sink in as the formulation to shows her power. She forces Harry to agree with her and also limiting his contribution of their conversation. Umbridge says that because she wants Harry to understand the punishment until the messages sink in his mind and body. This conversation happened when Umbridge punishes Harry Potter in her office and tells him to write some sentences. Umbridge once again here shows her power as a teacher. Harry as a student is the powerless people must obey her command. The next data about formulation is shown below

### Data 43

*Umbridge* : Could you please predict something for me?

*Trelawney* : *I'm sorry*?

*Umbridge* : One teensy little prophecy? Pity.

Trelawney :No, wait. Wait, no. I think I do see something. Yes, I do

Something dark. You are in grave danger.

Umbridge :Lovely

After asks Trelawney to give her a prediction, Umbridge states **lovely** to Trelawney. This sentence is the formulation or the summary of their conversation. Umbridge as the person that has more power limiting the contribution of Trelawney by stating his last utterance and gives Trelawney a praise. Then the next data that classified into formulation is explained below

#### Data 44

*Umbridge* : I will say this one last time. I'm ordering you to tell me where

you've been.

Hagrid : I told you. I've been away for me health.

*Umbridge* : Your health?

Hagrid : Yeah. Bit of fresh air, you know.

*Umbridge* : Oh, yes. As gamekeeper, fresh air must be difficult to come by.

If l were you, I shouldn't get too used to being back and l

mightn't bother unpacking at all.

To summarize their conversation, Umrbidge utters if she were Hagrid, she shouldn't get too used to being back and she mightn't bother unpacking at all. This utterance is the formulation to force Hagrid as the powerless people here to accept Umbridge's utterance and makes Hagrid can not give a response. By stating that utterance Umbridge limiting Hagrid's contribution and ends their conversation with her heart-piercing word. Hagrid just came back from his long break from Hogwarts. Umbridge asks him because she wants to inspect Hagrid as teacher. At first Umbridge just wants to ask it nicely to Hagrid by stating 'I will say this one last time' but then she does not pleased with Hagrid's answer therefore she states a sarcastic word to Hagrid. The other data that considered as formulation is shown below

# Data 45

*Umbridge* : You have no business here, centaur. This is a Ministry matter.

Lower your weapons. I warn you, under the law, as creatures of near-human intelligence, Protego! How dare you? Filthy

half-breed.

Herminone: Please. Please stop it. Please.

*Umbridge* : You filthy animal. Do you know who l am?

Hermione : Leave him alone. It's not his fault. No, he doesn't understand.

Umbridge as a wizard warns the Centaurs how dare them the filthy half-breed to the centaurs. This is the formulation to show her power as a wizard and gives a sharp statement by humiliates the centaur. She also tries to limiting their contribution in the conversation and threats them .Umbridge does not like people who does not have a social status like her, such as muggles, the half-blood, and also half-breed like Centaur. Umbridge sees the centaurs at the Forbidden Forest while she wants to search the secret weapons of Dumbledore as said by Hermione which actually is a lie.

### 4.2 Discussion

In this section, the writer explains the results of finding. The results are elaborated into three points. The first point is type of implicature that used by Dolores Umbridge in the movie. Findings above show that Umbridge uses two kinds of implicature which are generalized implicature and particularzed implicature. General implicature is the types of implicature that does not need any particular context to understand. When the speaker utters the utterance, the listener immediately understand the meaning. While particularized implicature is the type of implicature that need special knowledge of the listener to understand the meaning of the speaker when they state it. In the movie, Dolores Umbridge mostly uses particularized implicature than generalized implicature. It shows that Umbridge mostly implies her meaning to convey her statement. Because she uses particularized implicature, her listener need to pay more attention and need additional knowledge to understand her meaning.

The second point is the function of implicature which is used by Dolores Umbridge. In the previous explanation, shows that Umbridge mostly uses particularized implicature. She uses particularized implicature because she wants to coveys her utterance by implying the meaning. To know the function and the meaning of her implicature, there are five kinds of speech act that she used. She uses all kinds of speech act which are representative, directive, expressive, commisive and declarative. From the data, it can be found that she uses directive speech act the most. Directive speech act is the acts when speaker suppose the listener to do something as a response. The listener will fulfill speaker's desire by

presenting an action. This speech act specified into advice, command, order, question and request. Umbridge mostly used directive speech act to implies her meaning that she wants to command, order and give a question to her listener. Therefore all of her listener response her command or her order. Thus happened because Umbridge considered as a person who has big power and she likes to give order so she uses directive act the most. The least speech act that she used are expressive and commisive act. Expressive speech act is when speaker express the psychological state or feeling about some affairs such as joy, sorrow, and likes or dislikes. While commisive act is an act by speaker to creates an obligation, attempt the speaker to do something or action in the future such as; promising, offering, pledge, refusal, threatening, guaranteeing, etc. Because Umbridge is not a person who easily praises someone but indeed she threats someone that she hate like when she threats the centaurs.

The third point that important to discuss is power device that Umbridge uses to show her power. Umbridge shows her power as a teacher, a Ministry of Magic and a Wizard with four kinds of power device which are interruption, controlling topic, enforcing explicitness and formulation. To show her power, Umbridge obviously uses controlling topic to dominate the conversation and when she talks to her listener. Controlling topic is device used for achieving power by the powerful participant which is dominating the conversation or the topic. She controls the conversation by leading the topic and limiting the others contribution. Sometime she controls the topic by implying her meaning. As a teacher she always tries to control her student by giving them order and request them to be

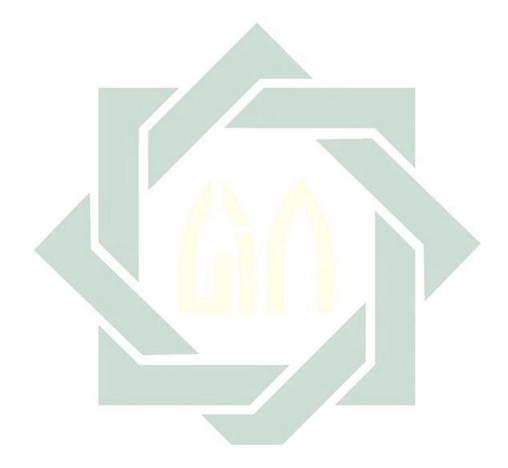
more polite because it is important that students must keep their behavior in front of teacher. As a Ministry of Magic, Umbridge also tries to control the topic when she wants to show her position in ministry and tries to change the School's rule into the standard of Ministry of Magic

Three points that already explain above are related to each other. When someone wants to convey her statement or utters her utterance, sometime the speaker implies it by using particularized implicature. Every utterance that uttered by speaker also have their own meaning like representative, declarative, directive, commisive and expressive speech act. When they state their statement and show the particularized implicature, sometimes it means that they want to shows their power, show that they are powerful people and tries to dominate the conversation.

The etiquette to speaks with each other also already explain in Al Qur'an. When we speak to each other we must says the truth and easy to understand by our listener. Also already explained in representative act that speaker must say the truth. Al-Qur'an already explained in surah an-Nisa verse 63

Those are the ones of whom Allah knows what is in their hearts, so turn away from them but admonish them and speak to them a far-reaching word.

That verse considered as *balighan* which is the etiquette to speak, must be required the first message that we want to deliver and must be included in our sentence, second the sentence is not exaggerated but not too short to understand, last is using common word which listener can easily understand the meaning.



### **CHAPTER V**

# **CONCLUSION AND SUGGESTION**

This chapter provides the final section and conclusion of this research. It concludes a brief explanation about the results of this research. This chapter also contains suggestion for the next researcher and further research to develop knowledge which related to the study.

### 5.1 Conclusion

This present study research about the power device used by Dolores Umbridge in the movie Harry Potter and The Orde of Phoenix. It concerns with implicature, speech act and power device that shows by Dolores Umbridge to her listener. The researcher uses Grice's theory about conversational implicature, Searle's theory to distinguish speech act and Fairclough's theory about power device.

Based on the finding, firstly the writer found two kinds of conversational implicature that used by Umbridge which are generalized implicature and particularized implicature. Particularized implicature is the most type of implicature that she used. Dolores Umbridge mostly implies her meaning in her utterance and force her listener to know the context of conversation.

Secondly, the writer identifies the used of implicature by distinguish Umbridge's utterance into Searle's theory of speech act. Umbridge uses all kinds

of speech acts that are representative, directive, declarative, commisive and expressive act. Umbridge uses directive act the most since she likes to make a request, orders and commands her listener. Expressive speech act is the least kind of speech act that she used.

Thirdly the researcher used Fairclough's theory of power device to identifies power device that used by Dolores Umbridge. There are four kinds of power device and Umbridge uses all of them. Umbridge uses controlling topic the most to controls the conversation with her listener, she tries to leads and dominates the conversation to show her power.

# 5.2 Suggestion

The suggestion that presents in this chapter can be used as a consideration to next researcher who interest with this topic. The researcher suggests that the future researchers can use other pragmatic approach in more various data. The next researcher also can be more focuses on the social distance to identify the power device. Finally, the researcher hopes this research might give a beneficial contribution and can be a reference to the next researcher who will conduct the same topic as this present study.

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