

CHAPTER IV

RESULTS

This study attempted to analyze the use of focus and emphasis constructions in *Harry Potter and the Philosopher's Stone*. The analysis was done step by step as follows. Firstly, I attempted to classify clauses that were in a focus and emphasis construction since the unit of analysis of this study was clauses. Then, I found the frequency of the occurrence of each focus and emphasis construction in the Harry Potter book. After that I also sought for the situations when each focus and emphasis construction occurred in the book. The statistical means used in this analysis were frequency and percentage distribution. This chapter presents the findings of the study, according to the three research questions mentioned in chapter one as follows:

Research Question One: What are the focus and emphasis constructions used in *Harry Potter and the Philosopher's Stone*?

Finding One

After designing the checklists of focus and emphasis constructions, the researcher started analyzing the data by looking through every clause to seek for focus and emphasis constructions in *Harry Potter and the Philosopher's Stone* by page. From the inspection, it could be found that focus and emphasis constructions used in *Harry Potter and the Philosopher's Stone* occur within 15 different constructions. They are emphatic *do*; emphatic reflexive pronouns; emphatic *own*; emphatic logical connector; fronting the object; fronting a predicate adjective or noun; fronting with subject-operator inversion which includes negative fronting; extend, degree, and comparison fronting; present participle fronting; past participle fronting; fronting with or without subject-verb inversion which contains adverbials of direction and adverbials of position; *it*-clefts; *wh*-clefts; passive and nonreferential *there*.

Research Question Two: How frequently is each of the focus and emphasis constructions used in *Harry Potter and the Philosopher's Stone*?

Finding Two

After identifying all focus and emphasis constructions, the researcher calculated the number and percentage of each focus and emphasis construction used in *Harry Potter and the Philosopher's Stone*. The results are classified into three main points. First is the frequency of occurrence of each focus and emphasis construction. Second is the percentage of each construction per total number of clauses which were in focus and emphasis constructions. Third is the percentage of each construction per total number of sentences in *Harry Potter and the Philosopher's Stone*. It was found that there are 5,113 sentences in this book. The total occurrence of focus and emphasis clauses is 569, estimated as 11.13% of all sentences. The results are presented in Table 5.

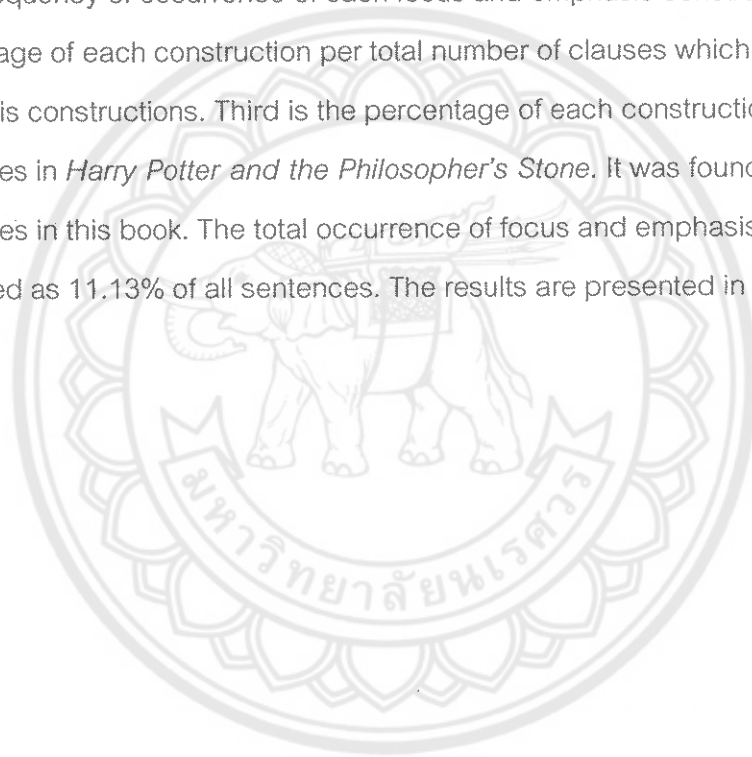


Table 5 Occurrence of focus and emphasis constructions

| Types of focus and emphasis constructions | Frequency of occurrence | Percentage of each focus and emphasis type per total focus and emphasis clauses (%) | Percentage of each focus and emphasis type per total sentences (%) |
|---|-------------------------|---|--|
| Lexical Devices | | | |
| - Emphatic <i>own</i> | 33 | 5.80 | 0.65 |
| - Emphatic <i>do</i> | 26 | 4.57 | 0.51 |
| - Emphatic reflexive pronoun | 25 | 4.40 | 0.48 |
| - Emphatic logical connectors | 11 | 1.93 | 0.22 |
| Syntactic means | | | |
| - Adverbial fronting with or without subject-verb inversion | 45 | 7.91 | 0.88 |
| - Extend, degree, comparison fronting | 7 | 1.23 | 0.14 |
| - Negative fronting | 4 | 0.70 | 0.08 |
| - Present participle fronting | 4 | 0.70 | 0.08 |
| - Fronting a predicate adjective or noun | 3 | 0.53 | 0.06 |
| - Past participle fronting | 3 | 0.53 | 0.06 |
| - Fronting the object | 1 | 0.17 | 0.02 |
| Special constructions | | | |
| - Passive | 193 | 33.92 | 3.77 |
| - Nonreferential <i>there</i> | 165 | 29.00 | 3.22 |
| - <i>It</i> -clefts | 47 | 8.26 | 0.92 |
| - <i>Wh</i> -clefts | 2 | 0.35 | 0.04 |
| Total | 569 | 100 | 11.13 |

Table 5 shows the frequency of occurrence of each focus and emphasis construction used in *Harry Potter and the Philosopher's Stone*. It could be seen that the passive construction is most frequently used in *Harry Potter and the Philosopher's Stone* (193 or 33.92%). Not far differently, nonreferential *there* (165 or 29%) are ranked the second. Far less frequently, there occur *it*-clefts (47 or 8.26%), adverbial fronting with or without subject-verb Inversion (45 or 7.91%) emphatic *own* (33 or 5.8%), emphatic *do* (26 or 4.57%), emphatic reflexive pronoun (25 or 4.4%), emphatic logical connector (11 or 1.93%), extend, degree, and comparison fronting (7 or 1.23%) respectively. Then present participle fronting (4 or 0.7%) and negative fronting (4 or 0.7%) are in the same rank at tenth. Fronting a predicate adjective or noun (3 or 0.53%), and past participle fronting (3 or 0.53%) are ranked eleventh. The twelfth rank of the frequency of occurrence is *wh*-clefts (2 or 0.35%). The least frequent use of focus and emphasis constructions in *Harry Potter and the Philosopher's Stone*, is fronting the object (1 or 0.17%).

Research Question Three: When is each of the focus and emphasis constructions used in *Harry Potter and the Philosopher's Stone*?

Finding Three

After getting the data shown in Table 5, the researcher examined each clause of each construction in order to find the situation when it occurs in *Harry Potter and the Philosopher's Stone*. Since only the two special constructions, passive and nonreferential *there*, frequently occur (33.92% and 29% respectively), it is worth examining the situations when they are chosen elaborately. The others' uses are also accounted for, but in less details. The situations when passive, nonreferential *there*, and the others occur are shown in the following sections.

Occurrence of situations when passive occurs

The situations when passive occurs are shown in the following table.

Table 6 Situations when passive occurs

| Situation | Frequency of Occurrence | Percentage per the occurrence of passive |
|---|-------------------------|--|
| 1. When the agent is not to be mentioned because it is redundant | 91 | 47.15 |
| 2. The nonagent is more closely related than the agent of the theme of the text | 58 | 30.05 |
| 3. When the agent is not to be mentioned because it is unknown | 36 | 18.65 |
| 4. When the agent is not to be mentioned because it is very general | 8 | 4.15 |
| Total | 193 | 100 |

In table 6, the result shows that the passive construction occurs in *Harry Potter and the Philosopher's Stone* mostly when the agent is not to be mentioned because it is redundant or, easy to supply (91 or 47.15%).

Example: *Professor McGonagall now stepped forward holding a long roll of parchment. 'When I call your name, you will put on the hat and sit on the stool', she said...when Neville Longbottom, the boy who kept losing his toad was called, he fell over his way to the stool.*

In the example, *Professor McGonagall* is the agent and the only one who calls the students' names including *Neville Longbottom* for sorting them into the four houses in *Hogwarts*. The writer has already mentioned it before in the previous discourse so that the agent is omitted because it is redundant to say it again.

The second rank of the situations when passive occurs is that the nonagent is more closely related than the agent of the theme of the text (58 or 30.05%).

Example: *Mr. Dursley stood rooted to the spot. He had been hugged by a complete stranger. He also thought he had been called a Muggle whatever that was.*

In the second and third sentences, the nonagent (patient), *he*, is more related to the theme of the text, *Mr. Dursley*.

The third rank of the situations when passive occurs is that when the agent is not to be mentioned because it is unknown (36 or 18.65%).

Example: *There was a crash behind them...the door was hit with such force that it swung clean off its hinges and with a deafening crash landed flat on the floor.*

The last situation when passive is used is that when the agent is not to be mentioned because it is very general (8 or 4.15%).

Example: *Hermione didn't turn up for the next class and wasn't seen all afternoon.*

In the example above, it is somewhat difficult to answer who sees *Hermione* because everyone can see her. Thus, it is very general to specify who sees *Hermione*.

Occurrence of situations when nonreferential *there* occurs

The situations when nonreferential *there* are used is shown in the following table.

Table 7 Situations when nonreferential *there* occurs

| Situation | Frequency of Occurrence | Percentage per the occurrence of nonreferential <i>there</i> |
|---|-------------------------|--|
| 1. Hearer-new entities with unique descriptions | 155 | 93.94 |
| 2. Hearer-old entities marked as hearer-new | 6 | 3.64 |
| 3. Hearer-old entities newly instantiating a variable | 2 | 1.21 |
| 4. False definite | 2 | 1.21 |
| Total | 165 | 100 |

Tables 7 shows the situations when nonreferential *there* occurs. In general (93.94%) the nonreferential *there* occurs when the writer wants to introduce a new entity to a discourse (hearer-new entities with unique descriptions).

Example: *There was a tabby cat standing on the corner of Privet Drive.*

In the example, *a tabby cat* is new information because it has indefinite article (*a*). The writer wants to introduce to the discourse with a unique description, *standing on the corner*. Thus she uses this particular construction.

However, this construction is also found to occur when the writer wants to reintroduce old information because it was mentioned a long time ago so that she intends to make it new (hearer-old entities marked as hearer-new) (6 or 3.64%).

Example: *'Why would you be mad to try and rob Gringotts?' Harry asked.*

'Spells-enchantments,' said Hagrid, unfolding his newspaper as he spoke. 'They say there's dragons guarding the high-security vaults... (18 sentences)...'did you say there are dragons at Gringotts?'

In the above example, *dragons* is old information because the writer talked about it before in the discourse. When she wants to talk about it again, the writer needs to reintroduce it since it was mentioned quite a long time ago (18 sentences).

Hearer-old entities newly instantiating a variable is in the next rank of situations (2 or 1.21%). A variable of an old entity is considered as new information.

Example: *The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.*

In this example, *no finer boy* is considered new information referring to *Dudley*. The writer wants to reintroduce a new word that has the same meaning as *Dudley*.

The last occurrence of nonreferential *there* (2 or 1.21%) falls into the situation that the writer wants to reintroduce old information in the same word which is just said about (false definite).

Example: *He came to a sudden halt in front of a tall suit of armour... (2 sentences)...there was a suit of armour near the kitchens, he knew, but he must be five floors above there.*

In the example, *a suit of armour* is old information that the writer just said about in the previous sentences. The writer wants to use the same word to reintroduce it to the discourse so that she uses this false definite.

Other focus and emphasis constructions and when they occur are illustrated orderly from more to less numbers of occurrence.

Occurrence of situations when *it*-clefts occurs

There are a number of situations when *it*-clefts occurs as shown in the table below.

Table 8 Situations when *it*-clefts occurs

| Situation | Frequency of Occurrence | Percentage per the occurrence of <i>it</i> -clefts |
|--|-------------------------|--|
| 1. Emphasizing an adjective, a noun phrase, a direct object, or a dependent clause | 30 | 63.83 |
| 2. Emphasizing the time (use with 'when' or 'until'), place, character (or real people) in the narrative | 13 | 27.66 |
| 3. Distinguishing one member of a group as having certain qualities, in some cases, the group may include all other things or people | 3 | 6.38 |
| 4. Emphasizing an action by using a gerund | 1 | 2.13 |
| Total | 47 | 100 |

Table 8 presents the situations when *it*-cleft occurs in *Harry Potter and the Philosopher's Stone*. The results indicate that *it*-clefts mostly occur (30 or 63.83%) in the situation when an adjective, a noun phrase, a direct object, or a dependent clause is emphasized.

Example: - *It was lucky that Aunt Petunia didn't come in to Hoover any more, because Hedwig kept bringing back dead mice.* (emphasize on an adjective)

- *It was her shrill voice which made the first noise of the day.*
(emphasize on a noun phrase)
- *It was the last thing they want to do.* (emphasize on a direct object)
- *It was as Harry dodged another Bludger which went spinning dangerously past his head that it happened.* (emphasize on a dependent clause)

The second rank falls to the situation when the writer wants to emphasize time (use with 'when' or 'until'), place, character (or real people) in the narrative (13 or 27.66%).

Example: *It wasn't until Ron said he'd buy his own Quidditch team that Harry remembered about Snape and the coming match.*

In the example, *until Ron said he'd buy his own Quidditch team* is the time that the writer wants to emphasize (*until* indicates time).

For the third rank, the writer wants to distinguish one member of a group as having certain qualities. In this situation 'only' is inserted before the focus element to convey this meaning (3 or 6.38%).

Example: *It's not only the owls that have been acting oddly today.*

In the above example, the word *only* implies that the owl is distinguished from other animals.

The least frequent situation when *it*-cleft occurs in this book is to emphasize an action by using a gerund (1 or 2.13%).

Example: *It was holding a huge wooden club, which dragged along the floor because its arm were so long.*

In this example, *holding a huge wooden club* is gerund that the writer wants to emphasize in this sentence to make the readers imagine about the thing that holds the club.

Occurrence of situations when emphatic reflexive pronouns occurs

Emphatic reflexive pronouns are used in *Harry Potter and the Philosopher's Stone* to emphasize that the person concerned, not someone else, did something.

- Example:
- *It had died of boredom itself.*
 - *The zoo director himself made Aunt Petunia a cup of strong sweet tea while he apologized over and over again.*

In the example above, *itself* and *himself* are inserted after *It* and *the zoo director* to emphasize that it is *It* not something else had died of boredom and it is *the zoo director* not someone else *made Aunt Petunia a cup of strong sweet tea*, respectively.

Occurrence of situations when adverbial fronting with or without subject-verb inversion occurs

Adverbial fronting with or without subject-verb inversion, which appears in *Harry Potter and the Philosopher's Stone*, occurs within two constructions: adverbials of position and adverbials of direction. In the case of adverbials fronted with the inversion between subject and verb, the writer seems to give focus to the delayed subject. On the other hand, adverbials fronted without subject and verb inversion, the emphasis seems to go to the initial adverbial element. Some adverbials are fronted because the writer wants to maintain topic continuity because one constituent has given information.

Example:

Adverbials of position

- *Underneath the picture was the name Albus Dumbledore.*
(with subject-verb inversion)
- *In the back of the shop, a boy with a pale, pointed face was standing on a footstool.* (without subject-verb inversion)

In the example, both *underneath the picture* and *in the back of the shop* are adverbial of position, but they have different focus elements. The first sentence is the adverbial of position fronted with the inversion between the subject and verb. The writer has the focus on the delayed subject, *the name Albus Dumbledore*. On the other hand, the second sentence is the adverbial of position fronted without subject and verb

inversion. The emphasis goes to the initial adverbial element, *in the back of the shop*. Such the adverbials are focused because they are the topics of the discourses. The writer wants to maintain the topics so that she uses this device.

Example:

Adverbials of direction

- *From inside the crate, came ripping noises that sounded to Harry as though teddy was having his head torn off.* (with subject-verb inversion)
- *From an inside pocket of his black overcoat, he pulled a slightly squashed box.* (without subject-verb inversion)

In the example above, *from inside the crate* and *from an inside pocket of his black overcoat* are adverbials of direction. The focus is on *ripping noises that sounded to Harry as though Teddy was having his head torn off* in the first sentence, but *from an inside pocket of his black overcoat* in the second one.

Occurrence of situations when emphatic *own* occurs

It was found that emphatic *own* is used in *Harry Potter and the Philosopher's Stone* in only the situation when the writer wants to emphasize the preceding possessive adjective.

- Example :*
- *The rattling cart seemed to know its own way.*
 - *He chuckled at his own joke.*

In the example above, *own* is inserted after *its* and *his* to emphasize that it is *the way of the rattling cart* and it is his joke not anyone else.

Occurrence of situations when emphatic *do* occurs

Emphatic *do* occurs when the writer needs to emphasize to a verb of a sentence.

Example: I do hope they start straight away.

In the example, the writer wants to emphasize the verb *hope* in the sentence. Thus the writer uses emphatic *do* to emphasize the verb *hope* to mean that the speaker really hopes that they start straight away.

Occurrence of situations when emphatic logical connectors occur

Emphatic logical connectors occur when the writer needs to emphasize the additional information that comes after the logical connectors.

Examples: - *There were doors that wouldn't open unless you asked politely, or tickled them in exactly the right place, and doors that weren't really doors at all, but solid walls just pretending. It was also very hard to remember where anything was, because it all seemed to move around a lot.*

In the example, *also* is an emphatic logical connector and used to emphasize that not only *there were many doors that wouldn't open unless you asked politely, or tickled them in exactly the right place* but it was *very hard to remember where anything was* as well.

Occurrence of situations when extent, degree, and comparison fronting occurs

Extent, degree, and comparison fronting appears in *Harry Potter and the Philosopher's Stone* in order to emphasize 'to what extent' and 'to what degree' focus elements are.

Examples: - *Worst of all, for Harry at least, was Piers calming down enough to say, 'Harry was talking to it, weren't you, Harry?'*
- *Harder to shake off was the feeling Harry had got from the teacher's look.*

In the above examples, *worst of all* and *harder to shake off* are comparison fronting. The focus part falls into *Piers calming down enough to say, 'Harry was talking to it, weren't you, Harry?'* and *the feeling Harry had got from the teacher's look.*

Occurrence of situations when negative fronting occurs

It could be observed that negative fronting occurred mostly to stress particular aspects of events or actions.

Example: *Not until they'd stepped out into the cold night air did they throw off the Cloak, glad to be able to breathe properly again.*

In the example, *they throw off the Cloak* is the particular aspect that the writer wants to emphasize in this sentence.

Occurrence of situations when present participle fronting and past participle fronting occurs

Present participle fronting and past participle fronting are used for the same reason in *Harry Potter and the Philosopher's Stone*; that is, to emphasize a subject that contains new or unexpected information by moving it to the end of the sentence. They happen in description more than conversation to evoke visual image in the mind of reader.

Example:

Present participle fronting

- *Standing besides its burnished bronze doors was a goblin.*
- *Smiling and waving at him from every page were his mother and father.*
- *Facing them, way across the chamber were the white pieces.*

In the examples, *a goblin*, *his mother and father* and *the white pieces* are the subjects of sentences that the writer wants to emphasize and make the reader imagine who was *standing besides its burnished bronze doors*, who were *smiling and waving at him from every page* and who were *facing them, way across the chamber*.

Example:

Past participle fronting

- *Perched on top of the rock was the most miserable little shack you could imagine.*
- *Perched atop a high mountain on other side, its window sparkling in the starry sky, was a vast castle with many turrets and tower.*

- *Sellotaped to the note was a fifty-pence piece.*

In the examples, the writer wants to emphasize *the most miserable little shack you could imagine, a vast castle with many turrets and tower and a fifty-pence piece.*

Occurrence of situations when fronting a predicate adjective or noun occurs

The situation when fronting a predicate adjective or noun occurred is that when the writer wants to emphasize an adjective phrase that describes the state of the subject.

- Example:
- *Too tired to talk much, they pulled on their pajamas and fell into bed.*
 - *Strict and clever, she gave them a talking-to the moment they had sat down in her first class.*

In the first sentence, *too tired to talk much* is a predicate adjective which the writer wants to emphasize. This means that they were too tired to talk, so they pulled on their pajamas and fell into bed. The second sentence means that she was really strict and clever so that she gave them a talking-to the moment they had sat down.

Occurrence of situations when wh-cleft occurs

Wh-cleft is used in order to put focus on new information at the end of the sentence, rather than in its frame.

- Example:
- *What they're saying is that last night Voldemort turned up in Godric's Hollow.*
 - *What she did have were Bertie Bott's Every-Flavour Beans, Droobles Best Blowing Gum, Chocolate Frogs, Pumpkin Pasties, Cauldron Cakes, Liquorice Wands and a number of other strange things Harry had never seen in his life.*

In the examples, *last night Voldemort turned up in Godric's Hollow* and *Bertie Bott's Every-Flavour Beans, Droobles Best Blowing Gum, Chocolate Frogs, Pumpkin Pasties, Cauldron Cakes, Liquorice Wands and a number of other strange things Harry had never seen in his life* are new information that the writer wants to emphasize.

Occurrence of situations when fronting the object occurs

Fronting the object occurs in *Harry Potter and the Philosopher's Stone* in order to stress on the object.

Examples: - *Thief, you have been warned.*

In the example, *thief* is the object which the writer wants to emphasize so that she takes it to the front of the sentence.

In summary, this chapter contains the findings of the study of the constructions of focus and emphasis occurring in *Harry Potter and the Philosopher's Stone*. It could be observed that the passive construction occurs at the highest frequency, followed by nonreferential *there*, *it*-clefts, adverbial fronting with or without subject-verb Inversion, emphatic *own*, emphatic *do*, emphatic reflexive pronoun, emphatic logical connector, extend, degree, and comparison fronting, negative fronting, present participle fronting, fronting a predicate adjective or noun, past participle fronting, *wh*-clefts and fronting the object respectively. This chapter also includes the situations when each focus and emphasis construction occurs in the book. The next chapter is the conclusion of this study. It contains the summary of the findings, discussion of the findings, recommendations of the study, and suggestions for the further studies.