

CHAPTER V

CONCLUSION

This research aimed to analyze the use of focus and emphasis constructions in *Harry Potter and the Philosopher's Stone*, the first episode from the sixth of the Harry Potter series. The entire book was used in this analysis. In the analysis, the researcher counted every clause that had focus and emphasis constructions by using a statistical formula on frequency and a percentage count. The results showed that the most frequent uses are the passive construction, occurring 193 times or 33.92% and nonreferential *there* constructions, occurring 165 times or 29%. The others occur not more than 9% of the total focus and emphasis constructions. This chapter summarizes the study. It also discusses the findings of this study. It is expected that the results of this study will contribute to a better understanding about the image of focus and emphasis constructions. In addition, this chapter contains implications for English teaching and suggestions for further studies.

Summary of the Study

At present, the English language plays an important role in communication. People who are successful and have the ability to communicate effectively not only have grammatical competence of English rules for phonology, syntax and semantics, but also pragmatic skillfulness, how to use language appropriately in different situations in order to know how to interpret the message of the speaker and the text appropriately and correctly. Nevertheless, when we use a sentence in different situations, it may be interpreted in many ways. It is very possible to be complicated for readers/listeners because there are several means for expressing focus and emphasis. Wherever the words and structures are focused on, there will be an impact on the meaning or the way of interpretation. In written materials, there are many techniques used for making sentences. These techniques usually include the use of cleft constructions, fronting

constructions, and emphatic words. The book which the researcher chose for this analysis is *Harry Potter and the Philosopher's Stone*, the first episode from the sixth Harry Potter book, a well-known piece of literature written by J.K. Rowling. It is the original British version and has received many awards. The entire book was analyzed. The instruments used in this study were checklists and the statistics used were frequency and percentage distribution. The clause is a unit of this analysis. The researcher counted every complete clause for focus and emphasis occurring in *Harry Potter and the Philosopher's Stone* and tabulated by means of the percentage. Moreover, the situations when each of focus and emphasis constructions occurred were also examined.

Summary of the Findings

The major findings of this study could be summarized as follows:

1. There are 15 constructions of focus and emphasis that occur in *Harry Potter and the Philosopher's Stone*; that is, 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; extent, degree, and comparison fronting; present participle fronting; past participle fronting, and adverbials fronting with or without subject-verb inversion which contains adverbials of direction and adverbials of position; *it*-clefts; *wh*-clefts; passive, and nonreferential *there*.

2. The frequency of occurrence of the use of focus and emphasis constructions used in *Harry Potter and the Philosopher's Stone* can be ranked as follows: passive construction appeared the most in the book (193 or 33.92%), followed by nonreferential *there* (165 or 29%), *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, comparison fronting (7 or 1.23%), present participle fronting (4 or 0.7%), negative fronting (4 or 0.7%), fronting a predicate adjective or noun

(3 or 0.53%), past participle fronting (3 or 0.53%), *wh*-clefts (2 or 0.35%) and fronting the object (1 or 0.17%) appeared least.

3. The situations when each focus and emphasis construction occurs in *Harry Potter and the Philosopher's Stone* could be summarized by type of focus and emphasis constructions as follows:

Morphological and lexical devices

For the situations when morphological and lexical devices are used, it could be seen that emphatic *do* occurs to emphasize a verb. Emphatic *own* is used in order to emphasize the preceding possessive adjective. Emphatic reflexive pronouns are used when the author wants to emphasize that the person concerned, not someone else, did something. In addition, emphatic logical connectors occur in the book in order to stress the additional of the information that follows the emphatic logical connectors.

Syntactic means

Fronting the object occurs in *Harry Potter and the Philosopher's Stone* in order to stress the object that is fronted in the sentence. The reason for fronting the predicate adjective or noun is to emphasize the adjective that describes the state of the subject. The reasons for negative fronting are to stress particular aspects of events or actions and to emphasize a noun phrase in the sentence. Extent, degree, and comparison fronting appears in the book in order to emphasize 'to what extent' and 'to what degree' of actions. Present participle fronting and past participle fronting are used for the same reason: to emphasize a subject that contains new or unexpected information. Adverbial fronting with or without subject-verb inversion operates within two constructions. They are fronted with the inversion between subject and verb when the sentence seems to give focus to the subject, but without subject and verb inversion when the initial adverbial element is emphasized.

Special focus and emphasis constructions

It-clefts occur in *Harry Potter and the Philosopher's Stone* in a number of situations: 1) to emphasize an adjective, noun phrase, direct object, dependent clause, or prepositional phrase, 2) to emphasize time, place, character or real people in the narrative, 3) to distinguish one member of a group as having certain qualities by putting

'only' before the focus element, and 4) to emphasize an action by using a gerund. *Wh-* clefts are used in order to put focus on new information at the end of the sentence. Passives occur in the book when 1) the agent is not to be mentioned because it is redundant or, easy to supply, 2) the nonagent is more closely related to the theme of the text, 3) the agent is not to be mentioned because it is unknown, and 4) the agent is not to be mentioned because it is very general. Nonreferential *there* occurs mostly when 1) the writer wants to introduce new entities (hearer-new entities with unique descriptions), 2) the writer wants to reintroduce old information because it was mentioned a long time ago (hearer-old entities marked as hearer-new), 3) the writer wants to reintroduce a new word that has the same meaning as the old word (hearer-old entities newly instantiating a variable), and 4) the writer wants to reintroduce old information which is in the same word and has just been mentioned it in the previous discourse (false definite).

Discussion of the Findings

From the statistical data obtained on research question one, the results shows that all 15 constructions of focus and emphasis constructions are found in *Harry Potter and the Philosopher's Stone*. This finding supports the fact that focus and emphasis constructions are important and should not be avoided in English teaching. Students need to have the basic knowledge of focus and emphasis constructions in order to be able to read discourse materials like the Harry Potter book smoothly and understandably. Therefore, not only teaching sentence structures but also making the students know what constituents the writer wants to emphasize, in written discourse, is the heart of teaching English grammar.

As can be seen from finding two, the passive is mostly used in *Harry Potter and the Philosopher's Stone* among focus and emphasis constructions. This is not surprising since the function of the construction is to put the focus on an undergoer of action. This book is an invented story of a boy called *Harry Potter*. Thus several events or things are supposed to happen to him. This result is different from Krauthmer (1981). Her research reveals that passive is infrequent in producing sentences of 96 paid volunteer

participants who were members of the university community. Another way to put an emphasis on a patient is fronting the object, but it is rarely used in *Harry Potter and the Philosopher's Stone* because it is a further advanced construction and this sentence style is mostly used in spoken rather than written English. Fronting the object, therefore, occurs less frequently than the passive in the book.

Likewise, the number of nonreferential *there* occurring in this book is not that far from the passive. Since many people, things and events are involved in the story, the writer needs to introduce them to the text when appropriated. Nonreferential *there*, thus, is used to operate such a function.

The other means of focusing and emphasizing such as *it*-clefts, adverbial fronting and emphatic *own* are also used at a similar frequency though less frequently than the previous constructions. As discussed above, many people, events and things occur throughout the story, functioning in several roles other than undergoers or patients. The writer, therefore, uses these varieties in order to make the story more colorful.

Similarly, the remaining constructions such as emphatic *do*, emphatic reflexive pronoun, present participle, and *wh*-clefts help make *Harry Potter and the Philosopher's Stone* more colorful and interesting.

From doing this analysis we could say that the use of focus and emphasis constructions discussed above, as one of devices and techniques of the writer, is one reason why *Harry Potter and the Philosopher's Stone* is a terrific book which could draw attention from people in every age around the world to ignore things around them and spend time finishing it.

Implications for English Teaching

As can be seen from the study results, it is suggested that focus and emphasis constructions are linguistic features that should also be emphasized in English teaching. Put it particularly, the passive and nonreferential *there* constructions are the most-frequently-used emphasis constructions in *Harry Potter and the Philosopher's Stone*, and thus should be specially focused on. The other constructions such as *it*-clefts,

emphatic reflexive pronoun, adverbial fronting with or without subject-verb inversion, emphatic *own*, emphatic *do* and so on, even though used less frequently, should also be taught to students in order to make them know about their functions in discourses. In fact, the teaching of focus and emphasis constructions should be carried out simultaneously with other English grammar points in order to develop the learners' grammatical competence. When students read written narratives, other than *Harry Potter and the Philosopher's Stone*, grammatical competence can help them know the purposes of the writer.

Suggestion for Further Studies

On the basis of the findings, a number of suggestions could be made for further studies, as shown below:

1. It is worth studying focus and emphasis constructions in other written discourses such as academic texts and other non-academic texts (like other novels or fiction). It would be more interesting if a comparative study is conducted between the two text types.
2. It can also be suggested that further study should be an experimental study about the use of focus and emphasis constructions in the writing of university students to see how much they know about focus and emphasis constructions and how much they understand their usage.