

**CONVERSATIONAL STYLE AND PREFERENCE STRUCTURE USED  
BY ALBUS POTTER IN THE “HARRY POTTER AND THE CURSED  
CHILD” NOVEL**

**UNDERGRADUATE THESIS**

**BY  
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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
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**Presented to  
Universitas Brawijaya  
in partial fulfillment of the requirements  
for the degree of *Sarjana Sastra***

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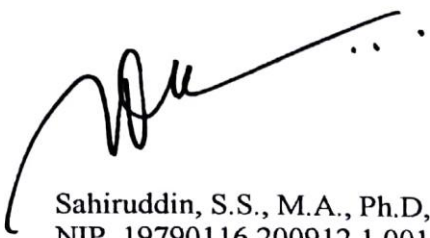
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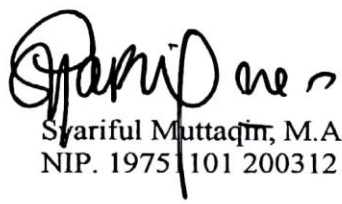


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The Writer

## ABSTRACT

Rahman, Masita Winanda. 2018. **Conversational Style and Preference Structure Used by Albus Potter in the “*Harry Potter and the Cursed Child*” Novel**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya, Supervisor: Syariful Muttaqin.

Keywords: Conversational Style, High Involvement Style, High Considerateness Style, Preference Structure, Harry Potter and the Cursed Child.

This study analyses conversational style and preference structured used by Albus Potter in the “*Harry Potter and the Cursed Child*” novel. Albus Potter is the main character in the novel. The research problems are: 1) What are the conversational styles used by Albus Potter in his dialogues with other characters in the novel, 2) What kinds of preference structure are found in the “*Harry Potter and the Cursed Child*” novel. This study used Tannen (2005) and Yule (1996) as the main theories.

This study uses qualitative approach to analyze the data. The data are from the dialogues performed by Albus Potter in the “*Harry Potter and the Cursed Child*” novel. The result of this study shows that Albus Potter uses different conversational style towards different characters and circumstances, but mostly he uses high involvement style in his dialogues. He uses high considerateness style when the interlocuters speak more actively or in a situation which he have to wait for his turns to talk. This study also found preference structure used by Albus Potter which are assessments, invitation, offer, proposal, request. The writer suggest for the next researcher to take the data from different sources and use different theories to enrich the conversational style and preference structure research.

## ABSTRAK

Rahman, Masita Winanda. 2018. **Gaya Percakapan dan Struktur Preferensi yang digunakan oleh Albus Potter dalam Novel “*Harry Potter and the Cursed Child*”**. Program Studi Sastra Inggris, Jurusan Bahasa and Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya, Pembimbing: Syariful Muttaqin.

Kata Kunci: Gaya Percakapan, *High Involvement Style*, *High Considerateness Style*, Struktur Preferensi, *Harry Potter and the Cursed Child*.

Penelitian ini menganalisis tentang gaya percakapan dan struktur preferensi yang digunakan oleh Albus Potter dalam novel “*Harry Potter and the Cursed Child*”. Albus Potter merupakan tokoh utama dalam novel ini. Rumusan masalahnya adalah: 1) Gaya percakapan apa yang digunakan oleh Albus Potter dalam dialognya dengan karakter lain dalam novel, 2) Jenis struktur preferensi apa yang ditemukan dalam novel “*Harry Potter and the Cursed Child*”. Penelitian ini menggunakan teori dari Tannen (2005) dan Yule (1996) sebagai teori utama.

Penelitian ini menggunakan pendekatan kualitatif dalam menganalisis data. Data penelitian ini berasal dari dialog yang dilakukan oleh Albus Potter dalam novel “*Harry Potter and the Cursed Child*”. Hasil dari penelitian ini menunjukkan bahwa Albus Potter menggunakan gaya percakapan yang berbeda terhadap karakter dan keadaan yang berbeda, tetapi dalam sebagian besar percakapannya ia menggunakan *high involvement style*. Dia menggunakan *high considerateness style* ketika lawan bicaranya berbicara lebih aktif atau dalam situasi ketika dia harus menunggu gilirannya untuk berbicara. Penelitian ini juga menemukan struktur preferensi yang digunakan oleh Albus Potter yaitu *assessments, invitation, offer, proposal, request*. Penulis menyarankan kepada peneliti selanjutnya untuk mengambil data dari sumber yang berbeda dan menggunakan teori yang berbeda untuk memperkaya penelitian tentang gaya percakapan dan struktur preferensi.



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## CHAPTER I

### INTRODUCTION

This chapter covers the background of the study, problem of the study, objectives of the study, and the definitions of key terms.

#### 1.1 Background of the Study

Communication is the major role of human on a daily basis. People need to communicate to others so they can understand, and can give information or spread motivation. To make good communication, it needs more than one person, so they can give feedback to each other. On the other hand, people have their own style of speaking, this difference sometimes can cause misunderstanding. In conversation sometimes it can run smoothly if both of the speakers equally share the same field of conversation, but in other case it can run unbalance, one of the speakers tend to dominate the conversation and the other tends to talk less or do not get any chance to speak. Those problems can be analyzed through linguistics field.

Pragmatics is one of the linguistic fields to analyze conversation. According to Yule (1996, p. 3) pragmatics is the study of the relationships between linguistic forms and the users of those forms. A person in the society can use pragmatics approach to identify or analyze the intended or the aim of written and spoken messages. As stated in the first paragraph above, people have their own style

when they communicate or have conversation with each other. In pragmatics, conversation can be analyzed through conversation analysis (CA). According to Mey (2000, p. 134) in the framework of 'conversational analysis' (CA) the various mechanisms determining people's use of language in an extended, open conversational setting are explored: who holds the right to speak; what kind of rules are there for taking, yielding or holding the 'floor'; what makes a particular point in the conversation particularly appropriate for a 'turn'; and so on.

During a conversation some people tend to talk fast', actively, intensed, and sometimes overlap the conversation. On the other hand, others tend to speak slowly, calmly, and take some pauses. Those kinds of style can be called as conversational style. According to Tannen (2005, p. 14) conversational style is a person's way of talking, resulting in judgments about personality. There are two kinds of conversational style which are high-involvement style and high-considerateness style. As stated by Yule (1996, p. 76) high-involvement style occurs when some individuals expect that participation in a conversation will be relatively fast, with almost no pausing between turns, and with some overlap or even completion of the other's turn. On the other hand, high-considerateness style occurs when speakers use a slower rate, expect longer pauses between turns, do not overlap, and avoid interruption or completion of the other's turn.

Besides conversational style, a conversation also represents action, such as action of offering and accepting which is called preference structure. According to Yule (1996, p.133) preference structure is a pattern in which one type of utterance will be more typically found in response to another in a conversational sequence. It

is divided into preferred and dispreferred social acts. Basically, the term preference is used to indicate a socially determined structural pattern and does not refer to any individual's mental or emotional desires. As stated by Schegloff (2007, p.60) positive responses such as acceptance, granting, and agreement are categorized as preferred responses while negative responses such as rejections, declining, and disagreement are categorized as dispreferred responses.

This study tried to find conversational styles and preference structures in a novel entitled "*Harry Potter and the Cursed Child*". *Harry Potter and the Cursed Child* is a stage play based on a novel written by J.K. Rowling, John Tiffany, and Jack Thorne. The novel is about the life of Harry Potter and Ginny Weasley family, and also other notable characters from the previous series of Harry Potter books. The background is set in present day nineteen years after the last event in the last Harry Potter book which is *Harry Potter and the Deathly Hallows*. Harry is now a husband, father, and an employee in the ministry. He and Ginny have three children, indirectly their children will carry a big legacy because they are from a well-known and distinguished family. One of the children, Albus Potter, feels he does not belong to his family because he is different, he gets sorted into different Hogwarts house since his family sorted into the same Hogwarts house. People always compare him to his father. The story mostly tells about the struggle that Albus must face, his problems with his father and his surroundings. This study only analyzed Albus Potter's character as he is the main character in the novel and concerns on how Albus communicates to other characters in the book, whether he tends to dominate

during conversations or he tends to talkless or even remains silent during a conversations.

This study is beneficial to the students and lectures of Brawijaya University. Particularly for the students of English Study Program. This study can enrich their pragmatics knowledge especially conversational style and preference structure in different overview and object. The writer hopes that this study can give information and knowledge to the students who are interested in conducting research on conversational style and preference structure in the future.

### **1.2 Problems of the Study**

1. What are the conversational styles used by Albus Potter in his dialogues with other characters in the "*Harry Potter and the Cursed Child*" novel?
2. What kinds of preference structure are found in the "*Harry Potter and the Cursed Child*" novel?

### **1.3 Objectives of the Study**

1. To find out the conversational styles used by Albus Potter in his dialogues with other characters in the novel.
2. To find out kinds of preference structure in the "*Harry Potter and the Cursed Child*" novel.

#### 1.4 Definitions of Key Terms

1. **Conversation Analysis:** Is the study on the methods of participants oriented when they organize social action through talk. (Mey, 2009, p. 132).
2. **Conversational Style:** Is a person's way of talking, result in judgments about personality. (Tannen, 2005, p. 14).
3. **High-Involvement Style:** Style in a conversation when some individuals expect that participation in a conversation will be relatively fast, with almost no pausing between turns, and with some overlap or even completion of the other's turn. (Yule, 1996, p. 76).
4. **High-Considerateness Style:** Style in which speakers use a slower rate, expect longer pauses between turns, do not overlap, and avoid interruption or completion of the other's turn. (Yule, 1996, p.76).
5. **Preference structure:** A pattern in which in one type of utterance will be more typically found in response to another in a conversational sequence, e.g. an acceptance will be more typically follow an invitation than a refusal. (Yule, 1996, p. 133).
6. **Harry Potter and the Cursed Child:** An original new story by J.K. Rowling, Jack Thorne and John Tiffany.  
(<https://www.harrypottertheplay.com/uk/about/>).
7. **J.K. Rowling:** Joanne Kathleen Rowling or J.K. Rowling is the creator and writer of Harry Potter fantasy series, one of the most popular book and film franchise in history. (<https://www.jkrowling.com/about/>).

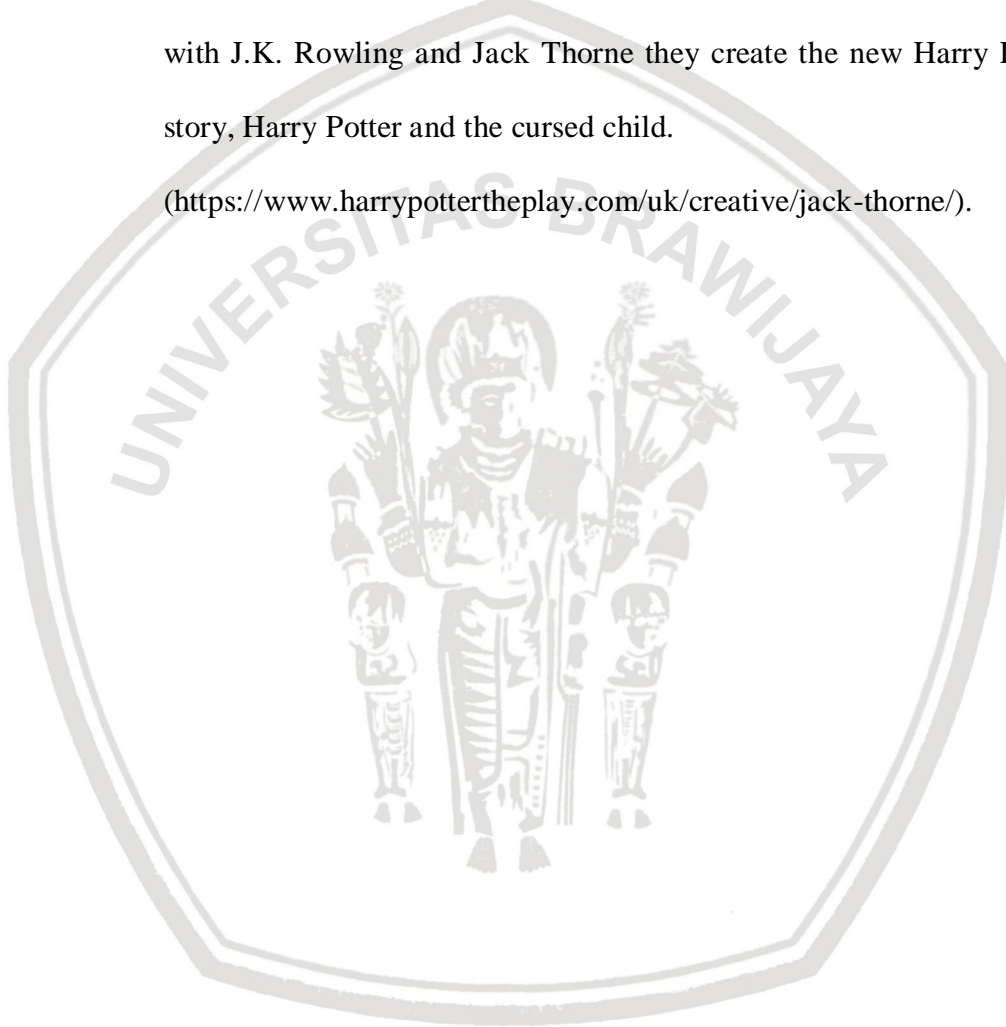


8. **John Tiffany:** John Tiffany is a notable English theatre director, with J.K. Rowling and Jack Thorne they create the new Harry Potter story, Harry Potter and the cursed child.

(<https://www.harrypottertheplay.com/uk/creative/john-tiffany/>).

9. **Jack Thorne:** Jack Thorne is an English screenwriter and playwright, with J.K. Rowling and Jack Thorne they create the new Harry Potter story, Harry Potter and the cursed child.

(<https://www.harrypottertheplay.com/uk/creative/jack-thorne/>).



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of theoretical framework and previous studies, includes: the definition of pragmatics, conversation analysis, conversational style, and preference structure.

#### 2.1 Pragmatics

In the field of language study, conversation can be studied through pragmatics. According to Mey (2000, p.6) pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect, and effectualize, human language use. Another theory stated by Yule (1996) pragmatics is study of meaning which is communicated by the speaker (or writer) and interpreted by a listener (or reader). Therefore pragmatics is used as the base theory in this study, as this study is trying to analyze conversation conveyed by Albus Potter in the novel *Harry Potter and the Cursed Child*.

## 2.2 Conversation Analysis

Person as a social beings, needs others to survive. On a daily basis a person will interact with another person through conversation, they communicate ideas, knowledge, and information. Conversation is not only a human right; it is a human duty as Ruiz Mayo (1990, cited in Mey 2001, p.136) has stated. In the study of conversation, Conversational Analysis (CA) is known as a method that concerns on all types of conversation. Mey (2009, p.132) says that “conversation analysis (CA) is the study on the methods of participants oriented when they organize social action through talk”.

Yule (1996) classifies conversation into floor (the right to speak), turn (control of the conversation) and turn-taking (attempt to get control). As a form of social action, turn-taking works based on the local management system. A local management system is essentially a set of conventions for getting turns, keeping them or giving them away. In this matter Liddicoat (2007, p.51) stated that “one of the most noticeable features of conversation is that speakers change”. The speakers change is the turn of the conversation, there are people whom actively talking while the others are the passive.

## 2.3 Conversational Style

In order to maintain a good communication, people have their own characteristics and styles of the way they talk. This is also connected to their characteristics and behaviors. As stated by Lakoff (1979) “style refers to all aspects of

a person's behavior that are popularly thought of as 'character' or 'personality'". Additionally Sapir (1958, p.542) says that "an everyday facet of speech that characterizes both the social group and the individual". In short, conversational style is how a person having conversation with other person, as stated by Tannen (2005, p.14) is a person's way of talking, result in judgments about a personality.

Both Yule (1996, p.76) and Tannen (2005, p.40-41) define conversational style into High Involvement Style and High Considerateness Style.

- a) **High Involvement Style** occurs when participation in a conversation will be very active, that speaking rate will be relatively fast, with almost no pausing between turns, and with some overlap or even completion of the other's turn (Yule 1996, p.76). Tannen (2005, p.41) explained High Involvement Style as faster rate of speech, faster turn taking, avoiding interturn pauses, cooperative overlap, participatory listenership. Here is the example of High Involvement Style based on Yule (1996, p.74):

Joe : when they were in  
 // power las- wait CAN I FINISH?  
 Jerry : that's my point I said-

- b) **High Considerateness Style** occurs in which speakers use a slower rate, expect longer pauses between turns, do not overlap, and avoid interruption or completion of the other's turn. This non-interrupting, non-imposing style has

been called a high considerateness style (Yule 1996, p.76). Tannen (2005, p.41) also stated High Considerateness Style as slower rate of speech and slower rate of turn-taking. Here is the example of High Considerateness Style based on Yule (1996, p.74):

Mr. Strait : what's your major David?

Dave : english – well I haven't really decided yet.

(3 seconds)

Mr. Strait : so – you want to be a teacher?

Dave : no – not really – well not if I can help it.

(2.5 seconds)

#### 2.4 Preference Structure

Yule (1996, p.78) described preference as “basically, a part that contains a request or an offer is typically made in the expectation that the second will be an acceptance, an acceptance is structurally more likely than a refusal”. The term is used to indicated the social structural pattern and does not indicate to mental or emotional motives. On the other word, preference observed in pattern talk not in personal motives. Yule (1996) divided Preference Structure into preferred and dispreferred social acts, preferred is structurally expected next act and dispreferred is structurally unexpected natural act. Levinson as cited by Yule (1996) made the general pattern of preferred and dispreferred in a form of table.

**Table 2.1 The general pattern of preferred and dispreferred structures according to Levinson as cited by Yule (1996)**

First part	Second Part	
	Preferred	Dispreferred
Assessment	agree	disagree
Invitation	accept	refuse
Offer	accept	decline
Proposal	agree	disagree
Request	accept	refuse

In considering requests or offers as first parts, acceptance is the preferred and refusal is the dispreferred second part. In examples, the responses in each second part all represent preferreds. Therefore, acceptance and agreement is the preferred second part response to an assessment [a], offer [b], proposal [c], request [d].

- | First Part                       | Second Part      |
|----------------------------------|------------------|
| a. Isn't that really great?      | Yes, it is.      |
| b. Want some coffee?             | Yes, please.     |
| c. Maybe we could go for a walk. | That'd be great. |
| d. Can you help me?              | Sure.            |

Yule (1996, p.81) stated that “the expression of a refusal (a dispreferred second) can be accomplished without actually saying ‘no’. Instead of saying no, people will tend to being silent before give answer to assessment, invitation, offer, proposal, and request. Therefore Yule (1996, p.79) also indicated that “in any adjacency pair, silence in the second part is always an indication of a dispreferred response”. Referring to this matters, Yule (1996) made a table patterns associated with a dispreferred second in English.

**Table 2.2 Patterns associated with a dispreferred second in English are presented as a series of optional elements (Yule, 1996 p.81)**

How to do a dispreferred	Examples
a. Delay/hesitate	Pause; er; em; ah
b. Preface	Well; oh
c. Express doubt	I'm not sure; i don't know
d. Token Yes	That's great; i'd love to
e. Apology	I'm sorry; what a pity
f. Mention obligation	I must do X; i'm expected in Y
g. Appeal for understanding	You see; you know
h. Make it non-personal	Everybody else; out there
i. Give an account	Too much work; no time left
j. Use mitigators	Really; mostly; sort of; kinda
k. Hedge the negative	I guess not; not possible

## 2.5 Previous Studies

This study used two previous studies, the first is entitled “Conversational Style and Preference Structure Employed by The Host and Foreign Guests in ‘Sarah Sechan’ Talk Show Net.Tv” conducted by Yeni Wulandari in 2015. She uses video footage as her object of research which are videos from ‘Sarah Sechan’ talk show. The second is entitled “Conversation Styles and Language Function Used by the Main Characters of Donald Duck Walt Disney Comic” conducted by Juliana Rulisari in 2013. Rather than Yeni Wulandari, Juliana used written text as the object of her research which Donald duck comic. The difference between the previous study and the current study is from the object, the previous study used talk show and comic as the object of the study, meanwhile the current study use novel as the object of the study. Both of the previous studies found that the main character in the comic and the host in the talk show tend to use High Involvement Style, High Considerateness Style is mostly used when both of the main character and the host having a conversation with others which are more talkative. Meanwhile, as for the Preference Structure, the host tends to used assessments, requests, and invitation. The writer hopes this current study’s findings will give a new insight towards the Conversational Style and Preference Structure. In the current and the previous study both use Tannen (2005) and Yule (1996) as the theory. Both the previous writers suggest the next researcher use different object and theory.



## CHAPTER III

### RESEARCH METHODS

This chapter consists of four sub-chapters, those are research design, data sources, data collection, and data analysis.

#### 3.1 Research Design

This study is qualitative research using novel as the object. This study analyzed the utterances produced by the main character, Albus Potter in the novel “Harry Potter and the Cursed Child.” According to Moleong (2010) qualitative research is “a research procedure that obtains descriptive data in written or spoken form from the people and their behavior. According to Ary, et al (2010) qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.

### 3.2 Data Source

The data source of this study is the novel entitled "*Harry Potter and the Cursed Child*" by J.K. Rowling, John Tiffany and Jack Thorne. The content of the novel and the story in it do not display like a usual novel with full paragraph, but the display is like a play stage script. It consists of three parts, each part consists of an act, with fifteen until twenty one scenes. So the display of the chapter is like as follows, part one act one consists of nineteen scenes, part one act two consists of twenty scenes, part two act three consists of twenty one scenes, and part two act four consists of fifteen scenes. The data of this study are the utterances that contain conversational styles and preference structure used by Albus Potter.

### 3.3 Data Collection

In collecting the data, the following steps were done:

1. Read the whole novel and understand it.
2. Identify the utterances produced by Albus Potter as the main character to be analyzed.
3. Choose chapters which contains Albus Potter dialogues. Those are, part one act one scenes one, two, three, four, six, seven, nine, ten, eleven, thirteen, fourteen, sixteen, eighteen, nineteen. Part one act two scenes four, six, seven, eight, nine,

eleven, twelve, sixteen, nineteen, twenty. Part two-act three scenes nine, ten, eleven, fourteen, sixteen, nineteen, twenty. Part two-act four scenes one, two, three, five, eight, ten, eleven, twelve, fourteen, fifteen. Due to the massive data resources, the writer only choose scenes that have intense turn-taking between Albus Potter and other characters.

4. Finally, divide the scenes which contain Albus Potter's dialogues. Then compile the dialogues of Albus Potter which contain conversational styles and preference structure.

### **3.4 Data Analysis**

The data analysis was conducted by following these procedures:

1. First, compile the data that contain conversational styles and preference structure.
2. Second, classify and determine high-involvement style and high-considerateness style based on the theory from Yule (1996) and Tannen (2005).
3. Third, summarize the data in the form of table.

**Table 3.1 Sample of conversational style found in Albus Potter dialogues.**

No	Utterance	Conversational Style					
		High Involvement Style				High Considerateness Style	
		FS	FT	AIP	O	SS	ST

FS : Faster Rate of Speech

FT : Faster Turn Taking

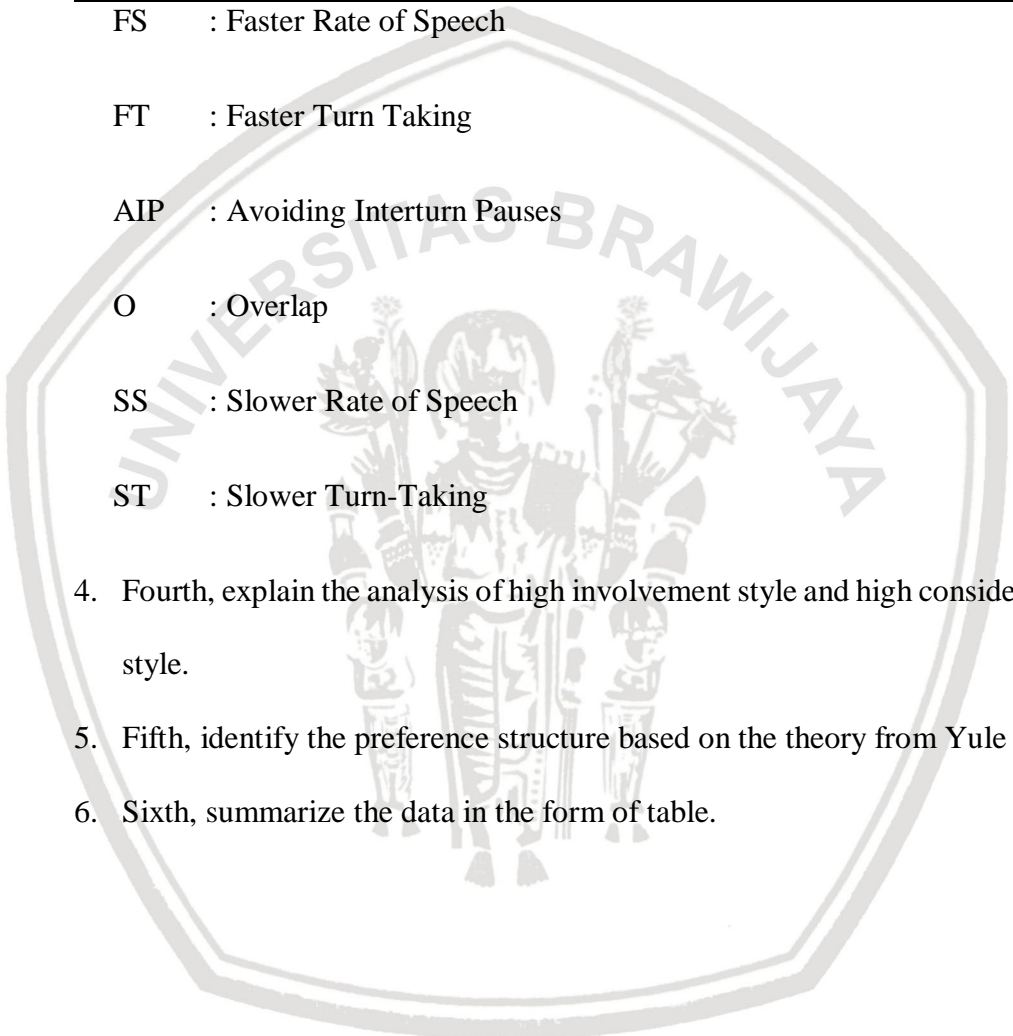
AIP : Avoiding Interturn Pauses

O : Overlap

SS : Slower Rate of Speech

ST : Slower Turn-Taking

4. Fourth, explain the analysis of high involvement style and high considerateness style.
5. Fifth, identify the preference structure based on the theory from Yule (2009).
6. Sixth, summarize the data in the form of table.



**Table 3.2 Sample of preference structure found in Albus Potter dialogues.**

No	First Part						Second Part		
	Utterance	As.	Inv.	Off.	Prop.	Req.	Utterance	Preference	
								+	-

As. : Assesment

Inv. : Invitation

Off. : Offer

Prop. : Proposal

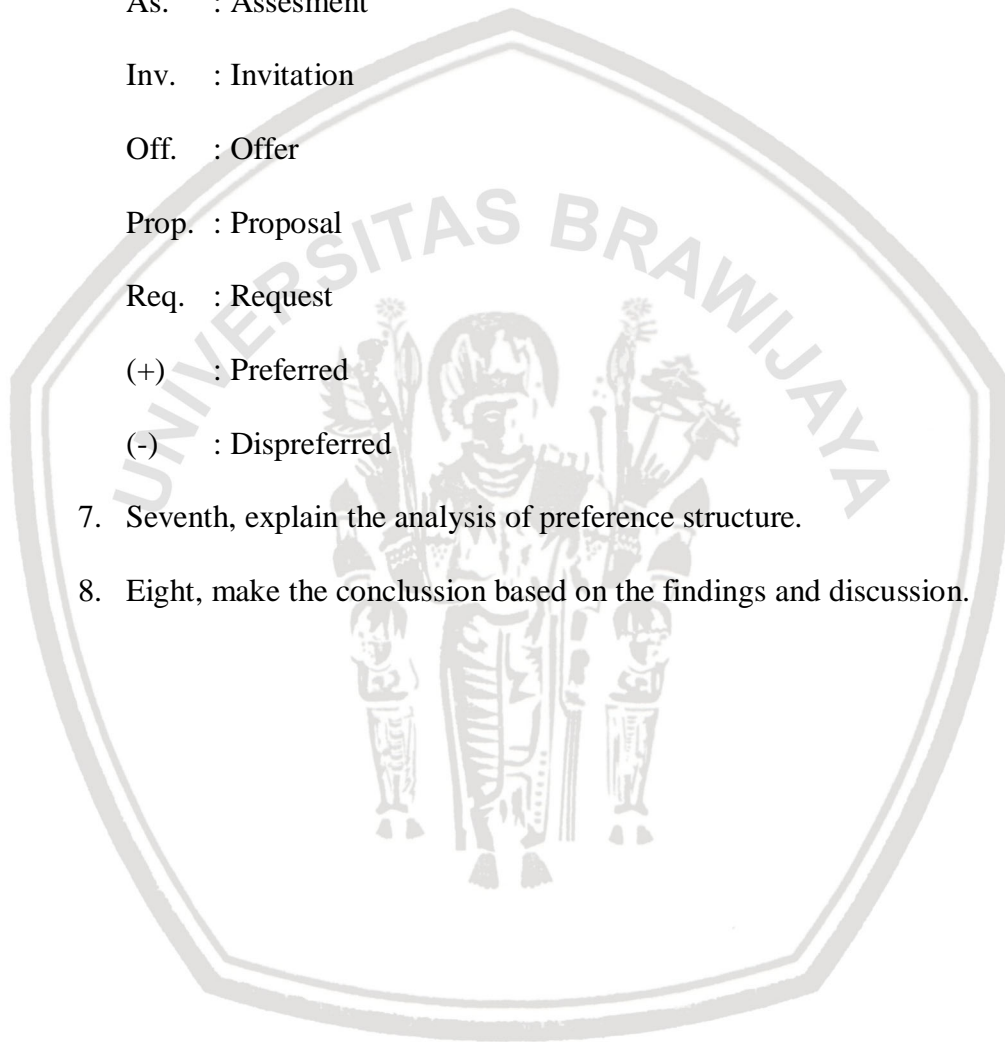
Req. : Request

(+) : Preferred

(-) : Dispreferred

7. Seventh, explain the analysis of preference structure.

8. Eight, make the conclusion based on the findings and discussion.



## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Finding

In this chapter, the findings are based on the problems of the study proposed in relation with the types of conversational styles and there are the kind of preference structure used by Albus Potter. It was found that there are 150 utterances produced by Albus Potter; 103 utterances containing conversational styles based on Tannen's (2005), and 47 utterances containing preference structure (22 assessments, 1 invitation, 3 offer, 10 proposals, 11 requests) based on Yule's (1996).

##### 4.1.1 Conversational Style

This research found total 103 utterances produced by Albus Potter containing conversational styles, 59 utterances clasified as high-involvement style and 44 clasified as high considerateness style. The analysis is divided into two types, high involvement style and high considerateness style.

## 1. High Involvement Style

There are 59 utterances produced by Albus Potter which presented in appendix 1, here are some examples of high involvement style produce by Albus Potter.

### Example 1

Harry : Al-Albus, I've been exchanging owls with Professor McGonagall – she says you're isolating yourself – you're uncooperative in lessons – you're surly – you're—

Albus : **[So what you like me to do? Magic myself popular? Conjure myself into a new house? Transfigure myself into a better student? Just cast a spell, Dad, and change me into what you want me to be, okay? It'll work better for both of us. Got to go. Train to catch. Friend to find.**

The example above is taken from act 1 scene 4 utterance number 8 (see appendix 1). Here the second speaker (Albus) is having conversation with the first speaker (Harry). In this part, a left bracket in Albus's utterance '**[So what you like me to do?'**' indicates that Albus interrupted the first speaker's turn. The conversation above also showed faster rate of speech, '**Magic myself popular? Conjure myself into a new house? Transfigure myself into a better student? Just cast a spell, Dad, and change me into what you want me to be, okay? It'll work better for both of us'**. Albus questioned some statements that contradict with his current situation, which he feels dissatisfied with himself because he could not follow his parents's path in school.

### Example 2

Harry : Do you want a hand? Packing. I always loved packing. It means I was leaving Privet Drive and going back to Hogwarts. Which was . . . well, I know you don't love it but . . .

Albus : **[For you, it's the greatest place on earth. I know. The poor orphan, bullied by his Uncle and Aunt Dursley—**

Harry : Albus, please – can we just—

Albus : [—**traumatised by his cousin Dudley, saved by Hogwarts. I know it all, Dad. Blah blah blah.**

Harry : I'm not going to rise to your bait, Albus Potter.

The example above is taken from act 1 scene 7 utterances number 11 and 12 (see appendix 1). In this part, a left bracket in Albus's utterance '**[For you, it's the greatest place on earth.**' indicates that Albus as the second speaker interrupted the first speaker's turn. This part also shows faster turn taking between Albus and the first speaker, when the first speaker interrupts Albus's part '**The poor orphan, bullied by his Uncle and Aunt Dursley—** before the first speaker could finish his sentence, Albus already interrupted by saying '**[—traumatised by his cousin Dudley, saved by Hogwarts. I know it all, Dad. Blah blah blah.**' The bracket here indicates that Albus interrupted the first speaker's turn.

### Example 3

Albus : **The second task was the lake task. They had to retrieve something which was stolen from them, which turned out to be—**

Scorpius : —people they loved.

Albus : **Cedric used a Bubble-Head Charm to swim through the lake. All we do is follow him in there, and use Engorgement to turn him into something rather larger. We know the Time-Turner doesn't give us long, so we're going to be quick. Get to him and Engorgio his head and watch him float out of the lake – away from the task – away from the competition . . .**

Scorpius : But – you still haven't told me how we're going to actually get to the lake . . .

The example above is taken from act 2 scene 19 utterances number 48 and 49 (see appendix 1). In this part Albus got interrupted by the second speaker '**The second**



task was the lake task. They had to retrieve something which was stolen from them, which turned out to be—the second speaker interrupted before Albus could finish his sentence. This also indicate faster turn taking between Albus and the second speaker, after the second speaker finished his sentence Albus directly explained his plan ‘Cedric used a Bubble-Head Charm to swim through the lake. All we do is follow him in there, and use Engorgement to turn him into something rather larger. We know the Time-Turner doesn’t give us long, so we’re going to be quick. Get to him and Engorgio his head and watch him float out of the lake – away from the task – away from the competition . . .’ while explaining his plan, it can be seen that Albus used faster rate of speech to make his explanation clearly understood by the second speaker.

#### Example 4

Amos : A Potter who is in Slytherin House – yes, I’ve read about you – and who brings a Malfoy with him to visit me – a Malfoy who may be a Voldemort? Who’s say you’re not involved in Dark Magic?

Albus : But—

Amos : Your information was obvious but the confirmation is useful. Your father did lie. Now leave. The pair of you. And stop wasting my time.

Albus : (with power and strength) **No, you need to listen to me, you said it yourself – how much blood is on my father’s hands. Let me help you change that. Let me help correct one of his mistakes. Trust me.**

The example above is taken from act 1 scene 14 utterance number 16 (see appendix 1). In this part, Albus, as the second speaker, used faster rate of speech to emphasize his argument, he says ‘**No, you need to listen to me, you said it yourself – how much blood is on my father’s hands. Let me help you change that. Let me**

**help correct one of his mistakes. Trust me.'** It can be seen with the additional action in the round brackets *'(with power and strength)'* the additional action shows how Albus's dialogue should be performed.

### Example 5

Delphi : Then you will die.

Albus : (full of strength) **Yes. We will. And we'll do so gladly knowing it's stopped you.**

*DELPHI rises up, full of fury.*

The example above is taken from act 3 scene 20 utterance number 71 (see appendix 1). In this part, Albus, as the second speaker, was in the middle of crucial situation because he was facing the enemy which was Delphi. Delphi, as the first speaker, threatened Albus by saying **'Then you will die.'** In Albus dialogue there is a round brackets *'(full of strength)'* which indicates how the dialogue should be performed. **'Yes. We will. And we'll do so gladly knowing it's stopped you.'** Therefore, additional action in the round bracket added a more intense situation to Albus dialogue.

#### 1. High Considerateness Style

There are 44 utterances produced by Albus Potter which are presented in appendix 1, here are some examples of high considerateness style produced by Albus Potter.

### Example 1

Albus : **Dad . . .**

ALBUS *pulls on HARRY'S robes. HARRY looks down.*

**Do you think – what if I am – what if I'm put in Slytherin . . .**

Harry : And what would be wrong with that?

Albus : Slytherin is the house of the snake, of Dark Magic . . . it's not a house of brave wizards.

Harry : Albus Severus, you were named after two headmasters of Hogwarts. One of them was a Slytherin and he was probably the bravest man I ver know.

Albus : **But just say . . .**

The example above is taken from act 1 scene 2 utterance numbers 3 and 4 (see appendix 1). This dialogue happened on the day Albus was starting his first year of school, he worried he might get into different houses, since all his family members were sorted in Gryffindor houses (one of the fourth houses in Hogwarts school). Albus as the first speaker asked his dad by saying '**Do you think – what if I am – what if I'm put in Slytherin . . .**' in this part the (–) shows pauses between words, this pauses indicated as slower rate of speech. After the second speaker gave an encouragement '**Albus Severus, you were named after two headmasters of Hogwarts. One of them was a Slytherin and he was probably the bravest man I ver know.**' In this situation Albus says '**But just say . . .**' which shows slower rate of turn-taking.

### Example 2

Albus : Yes, I stole this from James. He's remarkably easy to steal from, his trunk combination is the date he got his first broom. I've found the cloak made avoiding bullies easier.

SCORPIUS *nods.*

**I'm sorry – about your mom. I know we don't talk about her enough – but I hope you know – I'm sorry – it's rubbish – what happened to her – to you.**

Scorpius: Thanks

Albus : **My dad said – said that you were this dark cloud around me. My dad started to think – and I just knew I had to stay away, and if I didn't, Dad said he would—**

The example above is taken from act 2 scene 16 utterance numbers 41 and 42 (see appendix 1). The (–) in Albus utterance **'Im sorry – about your mom. I know we don't talk about her enough – but I hope you know – I'm sorry – it's rubbish – what happened to her – to you.'** shows pauses, indicates that Albus as the first speaker used slower rate of speech. He used slower rate of speech to express condolences to Scorpius, he is being cautious to not to offend Scorpius's feeling.

### Example 3

Albus : **Green is a soothing colour isn't it? I mean Gryffindor rooms are all well and good, but the trouble with red is – it is said to send you a little mad – not that I'm casting aspersions . . .**

Harry : Can you explain why you tried to do this?

Albus : **I thought I could – change things – I thought Cedric – it's unfair.**

Harry : Of course it's unfair Albus, don't you think I know that? I was there. I saw him die. But to do this . . . to risk all this . . .

Albus : I know.

The example above is taken from act 3 scene 11 utterance numbers 56 and 57 (see appendix 1). Albus as the first speaker says **'Green is a soothing colour isn't it?**

I mean Gryffindor rooms are all well and good, but the trouble with red is – it is said to send you a little mad – not that I’m casting aspersions . . .’ this indicates that he carefully started conversation with his dad after the incident he made, so he used slower rate of speech.

#### Example 4

Albus : What are you doing here?

Hermione : Teaching. For my sins. What are you doing here? Learning I hope.

Albus : **But you’re . . . you’re . . . Minister for Magic.**

Hermione : Been having those dreams again have you Potter? Today we’re going to look at Patronus Charms.

The example above is taken from act 2 scene 11 utterance numbers 27 (see appendix 1). Albus as the second speaker says, ‘**But you’re . . . you’re . . . Minister for Magic.**’

This is considered as slower rate of speech because Albus startled by the new reality that Hermione is not a Minister of Magic, instead she is his lecturer in school.

#### Example 5

Harry : Well, there’s the fourth-year exams – and then the fifth year – big year – in my fifth year I did—

*He looks at ALBUS. He smiles. He talks quickly.*

I did a lot of stuff. Some of it good. Some of it bad. A lot of it quite confusing.

Albus : Good to know.

*HARRY smiles.*

**I got to watch them – you know – for a bit – your mum and dad. They were – you had fun together. Your dad used to love to do this smoke ring thing with you where you . . . well, you couldn’t stop giggling.**

The example above is taken from act 4 scene 15 utterance number 98 (see appendix 1). In this part Albus as the second speaker and Harry as the first speaker started to improve their relationship. Albus says, **‘I got to watch them – you know – for a bit – your mum and dad. They were – you had fun together. Your dad used to love to do this smoke ring thing with you where you . . . well, you couldn’t stop giggling.’** Albus’s utterance indicates slower rate of speech in order to maintain the good terms with Harry as the first speaker.

#### 4.1.2 Preference Structure

In this subchapter, this research found 47 utterances performed by Albus Potter which are categorized as preference structure (22 assessments, 1 invitation, 3 offer, 10 proposal, 11 request) based on Yule’s (1996), such as:

##### 1. Assessment

This research found 22 pairs of utterances showing assessment in the dialogues performed by Albus Potter in the novel *Harry Potter and the Cursed Child*. Here are some of the examples of assessment in preference structure.

##### Example 1

41. Albus : On your back. I hadn’t noticed it before. The wings. Is that what the Muggles call a tattoo?

Delphi : Oh. Yes. Well, it’s an Augurey.

This part is taken from act 3 scene 16 (see appendix 2) utterance number 41. Albus as the first speaker give an assessment **‘On your back. I hadn’t noticed it before. The wings. Is that what the Muggles call a tattoo?’** to the second speaker, Delphi as the second speaker answer **‘Oh. Yes. Well, it’s an Augurey.’** Delphi’s answer is considered as a positive response because she agreed with Albus assessment. So this can be considered as preference structure with positive response or preferred.

### Example 2

20. Albus : Are you clapping her too? We hate Quidditch and she’s playing for another house.

Scorpius : She’s your cousin, Albus.

This part is taken from act 1 scene 4 (see appendix 2) utterance number 20. Albus as the first speaker give assessment **‘Are you clapping her too? We hate Quidditch and she’s playing for another house.’** Scorpius as the second speaker answered **‘She’s your cousin, Albus.’** This answer is considered as negative answer because Scorpius had different opinion towards *Her*, *Her* here means Albus’s cousin. Albus thought they shouldn’t support his cousin because they hated Quidditch and she played for another house’s team, whereas Scorpius thought even they hated Quidditch and she played for another house’s team she was still Albus’s cousin. Therefore, Scorpius clapped for her. So this example can be considered as preference structure with negative response, because the answer is contradictory with the question.

## 2. Invitation

This research only found 1 pair of utterance showing invitation in the dialogues performed by Albus Potter in the novel Harry Potter and the Cursed Child. Here are the example of invitation in preference structure.

### Example 1

40. Albus : Exactly, it's been done before – let's do something new, something fun.

Scorpius : Fun? Look, many wizards overlook the importance of choosing the right spell but this really matters. I think it's a much-underestimated part of modern witchcraft.

This part is taken from act 3 scene 16 (see appendix 2) utterance number 40. Albus as the first speaker said **'Exactly, it's been done before – let's do something new, something fun.'** To invite Scorpius to do something new with him. Scorpius as the second speaker refused Albus's invitation by saying **'Fun? Look, many wizards overlook the importance of choosing the right spell but this really matters. I think it's a much-underestimated part of modern witchcraft.'** Scorpius answer considered as a refusal without actually saying no instead Scorpius questioned Albus decision to do something new and fun of a serious matters. Therefore, this example can be considered as preference structure with negative response.



### 3. Offer

This research found 3 pairs of utterances showing offers in the dialogues performed by Albus Potter in the novel Harry Potter and the Cursed Child. Here are some of the examples of offers in preference structure.

#### Example 1

24. Albus : Is there anything...

Scorpius : Come to the funeral.

This part is taken from act 1 scene 4 (see appendix 2) utterance number 24. Albus as the first speaker said '**Is there anything...**' indicate that Albus offers Scorpius as the second speaker help if he needed anything that Albus could help to. Before Albus finished his sentence, Scorpius interrupted by saying '**Come to the funeral.**' This answer is considered a positive answer because Scorpius did not decline Albus's help, instead of saying actual yes he said '**Come to the funeral.**' Which means he accepted Albus's help. Therefore, this example can be considered as preference structure with positive response.

#### Example 2

28. Albus : You want a snack for the journey?

Scorpius : No. Albus. The Trolley Witch is coming towards us.

This part is taken from act 1 scene 11 (see appendix 2) utterance number 28. Albus as the first speaker says '**You want a snack for the journey?**' He offered the second speaker (Scorpius) if he needed anything for the journey. Scorpius as the second speaker declined Albus's offer by saying '**No. Albus. The Trolley Witch is coming**

towards us.’ Scorpius declined the offer by directly saying ‘No’. Therefore, this example can be considered as preference structure with negative response.

### Example 3

30. Albus : What? No. We’re here to help you.

Amos : Help? What use could a pair of undersized teenagers be for me?

This part is taken from act 1 scene 14 (see appendix 2) utterance number 30.

Albus as the first speaker offered help to the second speaker by saying ‘**We’re here to help you.**’ Meanwhile, Amos as the second speaker decline the help, he said ‘**Help? What use could a pair of undersized teenagers be for me?**’ the second speaker used negative response to decline the offers, instead of saying ‘no’ the second speaker questioned the offers because he was not sure with the first speaker. Therefore this example can be considered as preference structure with negative response.

## 4. Proposal

This research found 10 pairs of utterances showing proposal in the dialogues performed by Albus Potter in the novel Harry Potter and the Cursed Child. Here are some of the examples of proposal in preference structure.

### Example 1

39. Albus : Scorpius, we should tell someone about this . . .

Scorpius : Who? The Ministry kept it before, do you really trust them not to keep it again? Only you and I have experienced how dangerous this is, that means you and I have to destroy it. No one can do what we did Albus. No one. No (slightly grandly) it’s time that time-turning became a thing of the past.

This part is taken from act 3 scene 9 (see appendix 2) utterance number 39. Albus as first proposed to Scorpius, he says **‘Scorpius, we should tell someone about this . . .’** which Scorpius as the second speaker answered **‘Who? The Ministry kept it before, do you really trust them not to keep it again? Only you and I have experienced how dangerous this is, that means you and I have to destroy it. No one can do what we did Albus. No one. No (slightly grandly) it’s time that time-turning became a thing of the past.’** Scorpius answer indicates that he disagreed with Albus. Therefore, it is considered as dispreferred or negative response.

#### Example 2

35. Albus : Friends?

Scorpius : Always.

This part is taken from act 2 scene 16 (see appendix 2) utterance number 35. Albus proposed to Scorpius if they could become friends again after several incidents that got them apart, Albus said **‘Friends?’** in which Scorpius agreed that they could stay as friends by saying **‘Always.’** Therefore, this is a positive response or preferred.

#### 5. Request

This research found 11 pairs of utterances showing request in the dialogues performed by Albus Potter in the novel Harry Potter and the Cursed Child. Here are some of the examples of request in preference structure.

#### Example 1

19. Albus : As soon as the train leaves you don’t have to talk to me.

Rose : I know. We just need to keep the pretence up in front of the grown-ups.

This part is taken from act 1 scene 4 (see appendix 2) utterance number 19. Albus as the first speaker gave a request by saying **‘As soon as the train leaves you don’t have to talk to me.’** The first speaker demanded the second speaker not to speak to him as soon as the train leaves. Rose as the second speaker says **‘I know. We just need to keep the pretence up in front of the grown-ups.’** The answer indicates that the second speaker accepted the request from the first speaker by saying **‘I know’**. Therefore, this action is a positive response or preferred of preference structure.

### Example 2

17. Albus : I’m just asking you Dad if you’ll – if you’ll just stand a little away from me.  
 Harry : Second-years don’t like to be seen with theirs dads is that it?  
 18. Albus : No. It’s just – you’re you and – and I’m me and –  
 Harry : It’s just people looking okay? People look. And they’re looking at me, not you.

This part is taken from act 1 scene 14 utterances number 17 and 18 (see appendix 2). Albus as the first speaker made request to the second speaker by saying **‘I’m just asking you Dad if you’ll – if you’ll just stand a little away from me.’** The second speaker did not directly accept or refuse the request. Instead, he answered **‘Second-years don’t like to be seen with theirs dads is that it?’** indicating that the second speaker will refused the request, then he added **‘It’s just people looking okay? People look. And they’re looking at me, not you.’** It means that the second speaker refused the request and this is considered as a negative response without actually saying ‘No’.

## 4.2 Discussion

This subchapter discusses the finding of this study. From the finding, this research found conversational styles and preference structure used by Albus Potter in the “Harry Potter and the Cursed child” novel. From the finding, it showed that Albus Potter used high involvement style more often than high considerateness style. This research also found out that a person’s way of talking can be different depending upon circumstances and interlocutors.

Albus Potter as the main character was having inner turmoil within himself. He was from a well-known family of Harry Potter and Ginny Weasley. Both of Albus’s parents were well-known for its contribution to the wizarding world. Also, all of Albus’s family members were sorted into Gryffindor houses in Hogwarts school, Gryffindor was well-known for its honorable figures across the wizarding world. When Albus sorted in Slytherin houses, he felt disappointed with himself, he thought that Slytherin houses was well-known for its figures of dark wizards. Besides sorted into different houses he also did not inherit his parents' talent in Quidditch Sport. Albus was having a hard time maintaining his relationship with Harry Potter as his father. They both argue a lot, Albus was ashamed of himself everytime people recognize him as the son of Harry Potter. These problems made Albus withdraw himself from the society. Besides his relationship with his father, Albus had one best friend from school, Scorpius. Albus and Scorpius used a time-turner device to go back to the past in order to change their future. Unfortunately, their attempt to change the future did not do well

instead of it caused a greater danger. After realizing they caused many problems and alternated the future in reverse, they tried to fix the problems by facing some greater dangers.

The first finding revealed that Albus Potter used **high involvement style** in his dialogues with other characters in the novel "*Harry Potter and the Cursed Child*". Albus tended to speak actively and interrupt his interlocutors as it can be seen in the examples 1 and 2 of high involvement style. Albus tended to interrupt his father dialogues to show his arguments, since Albus and his father did not have a good term father and son relationship. On other occasions, during Albus's dialogues with his best friend Scorpius as it can be seen on example 3 of high involvement style, Albus tended to speak actively and showed enthusiasm since both of them were talking about the same topic. This confirmed Tannen's (2005, p. 100) argument "that of those operating on a high-involvement strategy, such as that demonstrated, the fact that interlocutors understand and appreciate each other is an assumption; the signaling load is on solidarity: showing interest and enthusiasm through fast pace." "*Harry Potter and the Cursed Child*" novel is basically a script stage play, so some of Albus dialogues have brackets with additional brief description regarding the activities in it. It can be seen in the examples 4 and 5, the brackets support Albus' utterances to performed it in (with power and strength) and (full of strength) ways.

The second finding found that Albus Potters used **high considerateness style** when his interlocutors were speaking in slower rate and in different occasions.

According Tannen (2005, p. 95) that speakers wait just long enough after another speakers begin talking to know what they would say. The example is on example 2 when Albus showed his condolence to Scorpius which showed that Albus was being cautious not to offend the interlocutor, so he spoke at a slow rate and took pauses. On the other hand, on different occasions after endanger himself by going back to the past, Albus got himself scolded by his father. In this occasions Albus tended to used high considerateness style, it can be seen in example 3 whereas he slows his rate of speech and a slower rate of turn-taking because the interlocutors spoke in a faster rate of speech and faster avoid interturn pauses. As Tannen (2005, p. 52) stated that “this result that the slower-paced speakers never had a chance to exercise their own devices in extended interaction with each other, because the faster-paced and more expressive style of the high-involvement speakers made it difficult or impossible for them to participate.”

The third finding in this research is the kinds of preference structure used by Albus Potter in the *“Harry Potter and the Cursed Child.”* The preference structure found in the utterances produced by Albus Potter were assessment, invitation, offer, proposal, and request. Albus mostly used assessment in his utterances, meanwhile, invitation is the least preference structure found in Albus Potter’s utterances. Preference structure referred to preferred and dispreferred or positive and negative responses. Positive response referred to when the second speaker agrees with the first speaker’s assessment and proposal or accepts the first speaker’s invitation, offer, and request. In contrary, negative response or dispreferred is when the second speaker

disagrees with the first speaker's assessment and proposal, also refuses the first speaker's invitation and request, last is the second speaker decline the first speaker's offer.

In comparison with the previous studies, this study found that the main character or Albus Potter used high involvement style more often than high considerateness style. In the previous study, the object is Sarah Sechan as the talk show presenter and there are some guests to appear in the talk show. The object in the previous study used high involvement style to guide the talk show since she is the talk show presenter. The use of high involvement style to show enthusiasm to the guests and to get more information from the guests. Sometimes, the presenter used high considerateness style when the guests talked enthusiastically and were fascinated by the talk show. In this research, from the finding, the object which is Albus Potter tended to use different styles towards different occasion and interlocutors. Also in this research, there are some of Albus' dialogues that have brackets with additional brief description regarding the act, this brackets indicated what expression and intonation Albus should do in his dialogues. Albus' background has a different impact towards his styles because he did not have a good term relationship with some of the characters in the novel, he tended to dominate, and overlap the turn taking.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research was conducted to find the conversational styles and preference structure used by Albus Potter in the novel Harry Potter and the Cursed Child. This research found 150 utterances produced by Albus Potter; 103 utterances containing conversational styles and 47 utterances containing preference structure (22 assessments, 1 invitation, 3 offers, 10 proposals, 11 requests).

The style which is mostly used by Albus Potter is high involvement style. Albus used high involvement style to argue with the second speaker. All the second speakers that Albus had encountered had different ways of talking. Albus used high considerateness style to calm the situation, to not to provoke the second speaker's emotion, and to make peace with a certain second speaker.

Preference structures that were found in the utterances performed by Albus Potter are in the form of assessments, invitation, offers, proposals, and requests. There are two types of ways to answer, preferred and dispreferred. Albus used assessment to assess situations that made him curious. He used invitation to invite the interlocutor to do some activities with him, used offer to offering the interlocutor with help, used proposal

to propose the interlocutor with ideas and opinion, and finally used request to ask the interlocutor to do something for him.

## 5.2 Suggestion

After doing analysis in conversational style and preference structure, it is suggested that the next researchers who are interested in conducting research in conversational style and preference structure analyze different objects. Since this research focuses on a novel, the next researchers can analyze on a face to face interview, seminar, movie, and other books. The next researchers can also broaden conversational styles and preference structures by connecting it to other linguistic scopes. Moreover, the next researchers should learn and read more about conversational styles and preference structures, so that the next researchers can propose conversational styles and preference structures with the different theories and points of view.

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