CHAPTER V

CONCLUSION

A. Conclusion

The analysis found that the spells in Harry Potter and the Goblet of Fire are predominantly formed through the process of borrowing, particularly from Latin, French, and Aramaic. This borrowing process preserves the etymological essence of the original words while adapting them to fit magical meanings. Other minor processes such as compounding and derivation appear less frequently. The study shows that Rowling intentionally selected linguistic roots that carry historical and cultural significance, thus providing depth and authenticity to her fictional vocabulary. Through this process, she demonstrates how real-world morphological systems can be reimagined to construct a believable fantasy lexicon.

Functionally, the spells serve as directive acts, in which uttering a word simultaneously performs the intended action. Each spell commands a physical or situational change summoning objects, inflicting harm, offering protection, or signaling distress. The functions align closely with John Searle's Speech Act Theory, where language is used to enact reality rather than merely describe it. In this way, Rowling's spell language illustrates the performative power of words and

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reinforces the idea that linguistic structure and narrative function are inseparable. The study concludes that her creative manipulation of morphology not only enhances the magical atmosphere of the story but also provides a valuable model for understanding how language can shape meaning and action in both fictional and linguistic studies.

Thus, the research not only reaffirms the relevance of morphological theory but also demonstrates its application in popular literary works that have been adapted into film.

B. Recommendation

This research has shown how word formation, especially borrowing from other languages, plays a big role in creating the spells found in Harry Potter and the Goblet of Fire. The study also highlights how language can be used creatively to build an imaginative world. Through this research, it is hoped that readers can see language not only as a means of communication but also as a tool of creativity that can make stories feel alive and meaningful.

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For the next researchers, it is recommended to continue this kind of study by exploring other literary works or movies that also show interesting uses of language. Comparing different stories or genres might help find new patterns of how words are formed and used creatively. Future research can also try using

other linguistic approaches, such as studying the meaning or sound of words, so that the analysis becomes richer and more varied.

For teachers, especially English teachers, this study can be used as inspiration in teaching language structure in class. Teachers can use examples from Harry Potter and the Goblet of Fire to explain how words are formed through borrowing. Simple class activities like small group discussions, matching words with their origins, or short creative projects where students make their own "new words" can make lessons more fun and engaging. This way, students not only learn about word structure but also become more interested in how language works and grows over time.

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