

CONSTRUCTING SOCIAL IDENTITIES THROUGH HAGRID'S NON-STANDARD ENGLISH IN THE BOOK HARRY POTTER AND THE PRISONER OF AZKABAN

Syifa Ridha Fadiya, Ratu Bilqis Sabrina

Sastra Inggris, STBA JIA, Indonesia

ridhasyifa141@gmail.com, sabrinaratubilqis@gmail.com

Abstract

This study examines the construction of social identity through the use of non-standard English in the speech of Rubeus Hagrid in J.K. Rowling's Harry Potter and the Prisoner of Azkaban. It aims to analyze how Hagrid's non-standard English contributes to the construction of his social identities across different social contexts. The research employs a qualitative descriptive method within a sociolinguistic framework. The data consist of Hagrid's utterances containing non-standard English forms, which are identified and analyzed using Krapp's theory of eye dialect, theories of language variation proposed by Trudgill and Wardhaugh, Coupland's perspective on language and identity, and Bucholtz and Hall's theory of identity construction.

The findings reveal that Hagrid consistently uses various non-standard English forms, including phonological reductions, non-standard lexical items, and non-standard grammatical structures that characterize his speech throughout the novel. These linguistic features function not only as markers of dialect variation but also as resources for constructing social identities. The analysis identifies seven social identities constructed through Hagrid's utterances, namely Emerging Teacher Identity, Responsible Teacher Identity, Protective Teacher Identity, Powerless Identity, Marginalized Identity, Resilient Identity, and Law-Abiding Identity. The findings demonstrate that Hagrid's identities are dynamic and context-dependent, emerging through different social roles, experiences, and interactions within the narrative.

This study concludes that non-standard English in literary discourse serves not only as a marker of linguistic identity but also as a means of constructing and negotiating social identities. The findings contribute to sociolinguistic studies by demonstrating the close relationship between language variation and identity construction in fictional discourse.

Keywords: Non-standard English, Eye dialect, Social identity, Sociolinguistic, Harry Potter

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INTRODUCTION

Language has been recognized as one of the most powerful ways for humans to communicate with their society for a long time. The way they speak, the way they choose their words, and the way they use grammatical rules in language also function as markers of their identity. It also plays a crucial role in modern media as a tool for conveying messages and shaping how audiences perceive characters and narrative conditions. In written media, such as novels, language is not just used to tell a story, but also to construct the identity of the characters through specific linguistic choices. One of the linguistic choices that people use to represent language variation is dialect. In a sociolinguistic study by Trudgill (2000) stated that dialect is the variation of language, which is closely tied with the speaker's social class, where middle-lower class speakers tend to use regional dialects while the upper class speakers use standard language varieties.

One of the ways authors are showing how spoken language can be identified as a dialect in written form is through the use of eye dialect, an idea introduced by George Philip Krapp. Eye dialect refers to the use of non-standard spelling to make the readers imagine the dialect that the character is using. For example, when the authors write "says" into "sez" or "minute" into "minit", it still does not change how the word sounds, but it visually signals the dialect that the characters used, and where specifically they belong to a particular social group or educational background. However, its application in contemporary British literature, especially in the fantasy novel to specifically distinguish a character, as applied to Rubeus Hagrid in the Harry Potter novels by J.K. Rowling.

Hagrid is the key supporting character in the Harry Potter series, known as the Keeper of Keys and Grounds at Hogwarts and later as a Magical Creatures teacher. Despite his important role in the Harry Potter series, it was revealed in Book 2 of Harry Potter that he was falsely accused by Tom Riddle, who later becomes Lord Voldemort, the main antagonist in the series of opening the Chamber of Secrets. As a result, he could not complete his formal magical education because he was expelled from Hogwarts. He is portrayed as a warm and loyal figure, but his speech is marked by consistent use of non-standard English forms such as "bin" which he meant to say "been", "ter" for "to", and "shouldn'ta" for "should not" that represent eye dialect used. These features not only distinguish his speech from other characters' but also contribute to constructing his social identity in the story.

The study of how language variation constructs social identity has become a concern in sociolinguistic studies. Variation in language is not just used as a reflection of who speakers are, but an active process in which they project their social identities in interaction with others (Coupland, 2007). According to this perspective, speakers or characters use linguistic features, including dialect, lexical choices, and non-standard grammatical forms, to show particular social identity and to position their relationship with their audiences. Coupland emphasizes that language variation or style in language is not simply a matter of responding to pre-existing social contexts, but also a way for the speakers to creatively make a dynamic situation and present their social identity.

This idea was developed further by Bucholtz and Hall, (2010) where proposed that identity is socially constructed through discourse and interaction. They argue that identity is not a fixed attribute of individuals, but is continuously shaped through linguistic choices and social context. They explain that people build their social identities by showing similarity or difference with others, and by positioning themselves in certain social roles. These processes operate simultaneously in discourse, and linguistic features such as dialect and non-standard forms play a role in connecting the speakers through particular social meanings. This perspective also provides a powerful analytical device for examining how fictional characters' speech patterns contribute to their portrayed social identities.

To support this discussion, several previous studies have examined how non-standard language is used in literary works and how it relates to social identity. For example, a study

by Santika (2016), which conducted a detailed analysis of the dialect used by Rubeus Hagrid, which is named the West Country dialect in *Harry Potter and the Sorcerer's Stone*. The study identified the three main categories of dialect features in his speech. The first category involves phonological features such as consonant dropping, where Hagrid usually omits the final [t] sound in words such as *jus'*, *firs'*, as well as the characteristic substitution of *-in'* for *-ing* in the present participle. The second category is grammatical features, which involve non-standard structures, such as omitting auxiliary verbs, using double negatives, and modifying pronouns like *yeh* (you) and *yer* (your). The third category is the lexical features, which refer to specific word choices and expressions that are usually used by Hagrid, such as "Blimey" and "Gallop in' Gorgons."

Another study by Aminu et al. (2022) examined how social factors influence the use of non-standard pronunciation in different contexts. Their study compares two previous research works on language variation: one by William Labov on English in New York City, and another study on pronunciation patterns among university students in Ghana. The focus is on how people change the way they speak depending on several factors such as social class, gender, and ethnicity. They analyzed speech in several situations, such as casual conversation, careful speech, and reading tasks. The results show that people tend to use more standard forms in formal situations, while non-standard appeared more in casual conversation. Overall, this study shows how language variation is closely related to social meaning and that speakers actively adjust their language depending on context and social conditions.

While previous studies have contributed to the analysis of non-standard English, they tend to focus on different aspects. Santika (2016), for instance, mainly examines the phonological features of Hagrid's dialect, while Aminu et al. (2022) analyze language variation in real-life contexts, focusing on how social factors influence speech, but they do not address fictional characters as objects of the study. Therefore, there are still limited study that examines how non-standard language in literary works can be used to understand a character's social identity and background, such as education or social status within a fictional setting. Based on this gap, this study aims to analyze how the non-standard English used by Hagrid in the book *Harry Potter and the Prisoner of Azkaban* reflects and constructs his social identities through different social roles, experiences, and interactions within the Hogwarts community.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive method to examine Hagrid's dialogues and its relation to his social and cultural background in the *Harry Potter and the Prisoner of Azkaban*. The qualitative approach is used because the data are from textual language, which requires interpretation of linguistic features rather than numerical analysis. The data are collected through documentation technique by reading the novel, identifying parts that containing Hagrid's dialogues, and selected sentences that reflect non-standard grammatical and lexical used by Hagrid. The analysis is conducted using a sociolinguistic approach, focusing on language variation, particularly non-standard English as a marker of social identity.

The collected data are analyzed by identifying linguistic features such as grammatical deviations, lexical choices, and sentence structures that differ from Standard British English. These features are then used to explain how Hagrid's speech in the book reflects his social background and identity. The steps of identify include: reading and identifying Hagrid's utterances in the novel, collecting relevant data, classifying linguistic features of non-standard English, analyzing the patterns found, and interpreting their sociolinguistic meaning in relation to character construction.

1. Research Time and Place

This research was arranged during the academic year 2026. The data collection and analysis process was carried out over a specific period in which the researchers focused on reading and examining Harry Potter and the Prisoner of Azkaban by J.K. Rowling.

The place of the research refers to the setting where the research was conducted. Since this research is a reading-based and qualitative textual analysis, the research was conducted in a non-field setting. The activities of reading and analyzing the data were carried out collaboratively by the two researchers through discussion and joint arrangement of the research process in study environments such as home and other spaces that support for analyzing.

Thus, this research doesn't involve direct fieldwork or interaction with respondents, as the data source is a written form.

2. Research Object

The object of the research is the non-standard English speech used by Rubeus Hagrid in J.K. Rowling's Harry Potter and the Prisoner of Azkaban. Specifically, the study focuses on Hagrid's utterances containing non-standard linguistic forms represented through eye dialect and other dialectal features. These utterances were analyzed to examine how non-standard English contributes to the construction of Hagrid's social identities within different social contexts throughout the novel.

3. Research Instruments

The primary instrument of this study was the researchers. In qualitative research, the researcher functions as the main instrument responsible for collecting, selecting, classifying, and interpreting the data. The researchers identified utterances containing non-standard English forms in Hagrid's speech and analyzed them using the theories of eye dialect proposed by Krapp, language variation proposed by Trudgill and Wardhaugh, and identity construction proposed by Coupland, and Bucholtz and Hall.

To support the analysis, a data sheet was also used to record the selected utterances, identify their non-standard linguistic features, and categorize the social identities constructed through the utterances.

5. Data Collection Technique

The data were collected through a documentation technique. The researcher carefully read J.K. Rowling's Harry Potter and the Prisoner of Azkaban and identified Hagrid's utterances containing non-standard English forms. The selected utterances were then recorded and classified based on the occurrence of eye dialect and other non-standard linguistic features. After that, the researchers selected the utterances that were relevant to the research objective and had the potential to reveal aspects of Hagrid's social identities.

6. Data Analysis Technique

The data were analyzed using descriptive qualitative analysis. First, the researcher identified and classified the non-standard English forms found in Hagrid's utterances based on Krapp's theory of eye dialect and the theories of language variation proposed by Trudgill and Wardhaugh. Second, the researcher examined the social meaning conveyed through the utterances by applying Coupland's perspective on language and identity. Finally, the researcher analyzed how social identities were constructed through Hagrid's speech by using Bucholtz and Hall's theory of identity construction, particularly the concept of positioning. The results of the analysis were then interpreted and presented descriptively to explain the relationship between non-standard English and the construction of social identities.

7. Object of the Research

The object of this research is the non-standard English speech used by Rubeus Hagrid in J.K. Rowling's Harry Potter and the Prisoner of Azkaban. Specifically, the study focuses on Hagrid's

utterances containing non-standard linguistic forms represented through eye dialect and other dialectal features. These utterances were analyzed to examine how non-standard English contributes to the construction of Hagrid's social identities within different social contexts throughout the novel.

RESEARCH FINDINGS AND DISCUSSION

This section presents the findings of Hagrid's non-standard English speech in Harry Potter and the Prisoner of Azkaban. The analysis focuses on identifying linguistic features in Hagrid's dialogues and interpreting how these features can reflect his social background and identity.

Datum 1

"Yer in my firs' ever lesson! Bin up since five getting' everythin' ready... Hope it's okay... Me, a teacher..."

This data contains several forms of non-standard English, such as *yer* (you're), *firs'* (first), *bin* (been), *getting'* (getting), and *everythin'* (everything). These forms show phonological reduction represented through altered spelling. According to Krapp, the use of non-standard spellings like these can be categorized as eye dialect, a visual representation of non-standard pronunciation used to portray a speaker's linguistic characteristics in written text.

Most of the forms found in this data show the omission of certain sounds, especially in *gettin'* and *everythin'*, which reflect the loss of the final sound in the *-ing* ending. In addition, *yer* and *bin* also represent pronunciation variants that differ from the standard forms *you're* and *been*. These variations show that Hagrid's speech consistently departs from the Standard English used by most of the Hogwarts staff.

According to Trudgill, forms like these are part of dialect variation that distinguish non-standard English from Standard English. Such variation should not be seen as incorrect language, but rather as a linguistic system with its own characteristics. Similarly, Wardhaugh explains that language variation is often related to social identity and the speaker's group background. Therefore, the use of non-standard forms in Hagrid's speech functions to maintain his linguistic identity as a speaker of a non-standard dialect throughout the novel.

In this utterance, Hagrid is at an important moment in his life: he is about to teach for the first time as the professor of *Care of Magical Creatures*. This situation places him in a social position different from the one he held before. For many years, Hagrid was known as the gamekeeper of Hogwarts, but he has now taken on a new role as a member of the teaching staff. Therefore, this utterance not only describes his preparation for teaching, but also reflects the transition in social status that he is experiencing.

Hagrid's preparation from early morning shows that he views the role as something important. More interestingly, however, there is a clear awareness that the position of the teacher still feels new to him. Rather than speaking with the full confidence of someone who has taught for years, Hagrid instead reveals a process of adapting to a role he has only recently acquired. This suggests that his identity as a teacher is not yet fully established, but is still in the process of being formed and negotiated.

According to Coupland, language variation not only reflects a speaker's linguistic background, but can also be used to construct particular social meanings. In this data, the use of non-standard English continues to maintain Hagrid's linguistic identity as a speaker of a non-standard dialect. However, the more significant social meaning emerges through the content of his utterance, namely the way he begins to position himself within a professional role that differs from the one he held before. In other words, the identity shift reflected in this data does not occur in the way Hagrid speaks, but in the social position he is beginning to occupy.

This view is in line with Holmes, who argues that language can reflect the social roles individuals perform in society. The way Hagrid talks about preparing his lesson shows that he is

beginning to internalize the expectations attached to the teaching profession. His seriousness in preparing the lesson suggests that he no longer positions himself merely as the keeper of Hogwarts, but also as someone who is responsible for the students' learning process.

In line with Bucholtz and Hall, identity is constructed through the positioning process in social interaction. In this utterance, Hagrid positions himself as someone who is adapting to a new professional status. He is not yet portrayed as a fully established teacher, but rather as someone who is entering that role and trying to meet the demands that come with it. Therefore, this data constructs an emerging teacher identity, that is, an identity that appears when an individual begins to negotiate a new social position that they have never previously occupied. This identity is visible through the combination of enthusiasm, seriousness in carrying out new responsibilities, and an awareness that he now occupies a different role within the Hogwarts community.

Datum 2

"They reckon I started too big. Shoulda left hippogriffs ter later... done flobberworms or summat... Jus' thought it'd make a good firs' lesson... 's all my fault."

This data contains several forms of non-standard English that characterize Hagrid's speech, such as *shoulda* (should have), *ter* (to), *summat* (something), *jus'* (just), *firs'* (first), and the elliptical form *'s all my fault*, which is a variation of *it's all my fault*. These forms reflect phonological, lexical, and syntactic variation that distinguishes Hagrid's speech from Standard English.

According to Krapp, forms such as *jus'* and *firs'* can be categorized as eye dialect, since the altered spelling is used to represent non-standard pronunciation in written form. In addition, *summat* represents a stronger kind of lexical variation because it not only reflects a difference in pronunciation, but also involves the use of dialect vocabulary that differs from the standard form something.

According to Trudgill, this kind of variation is part of a dialect system that has its own rules and characteristics. These non-standard forms do not indicate a lack of language ability; rather, they reflect a linguistic variety that differs from the standard form. Similarly, Wardhaugh explains that language variation is often connected to social identity and membership in particular groups. Therefore, the consistent use of non-standard English forms in Hagrid's speech functions to maintain his linguistic identity as a speaker of a non-standard dialect throughout the novel.

This utterance is spoken after the incident involving Buckbeak and Draco Malfoy during the first *Care of Magical Creatures* lesson. After the incident, Hagrid does not focus on Malfoy's behavior or the external factors, but rather on the decisions he made as a teacher. He reconsiders the teaching strategy he used and reflects on whether the material he chose was appropriate for the first meeting.

What stands out the most in this utterance is Hagrid's tendency to engage in self-reflection on the learning process that has taken place. Although the incident was influenced by Malfoy's decision to ignore instructions, Hagrid still focuses his attention on the decisions he made as a teacher. This attitude reflects an awareness that both success and failure in the teaching and learning process are part of an educator's professional responsibility.

According to Coupland, language can be used to construct social meaning and represent particular identities in interaction. In this data, the social meaning that emerges can be seen in the way Hagrid evaluates his own actions after facing a problem in class. Rather than looking for someone to blame, he chooses to reflect on the decisions he made. This choice shows how he constructs himself as an individual who is responsible for the learning process under his supervision.

In addition, Holmes argues that language can reflect the social roles and obligations attached to particular positions in society. The way Hagrid talks about the incident shows that

he understands the teaching profession not merely as the delivery of subject matter, but also as a role that carries responsibility for how the learning process unfolds. His willingness to evaluate himself demonstrates a strong orientation toward the professional responsibilities attached to that role.

In line with Bucholtz and Hall, identity is constructed through the process of positioning that speakers perform in social interaction. In this utterance, Hagrid positions himself as someone responsible for the outcomes of the pedagogical decisions he makes. His focus is not on finding fault in others, but on evaluating his own teaching practice. Therefore, this data constructs a responsible teacher identity, namely the identity of an educator who is willing to engage in self-reflection, accept the consequences of the decisions he makes, and seek to improve the quality of his teaching through that evaluative process.

Datum 3

"I'm takin' yeh all back ter school, an' don't let me catch yeh walkin' down ter see me after dark again. I'm not worth that!"

This data contains several forms of non-standard English that are characteristic of Hagrid's speech, such as *takin'* (taking), *yeh* (you), *ter* (to), *an'* (and), and *walkin'* (walking). These forms reflect phonological reduction represented through altered spelling. According to Krapp, the use of this kind of non-standard spelling can be categorized as eye dialect because it is used to represent a speaker's distinctive pronunciation in written form.

Most of the variation found in this data involves the omission of sounds in the *-ing* ending, as seen in forms such as *takin'* and *walkin'*. In addition, *yeh* and *ter* show pronunciation patterns that differ from the standard forms *you* and *to*. The consistent use of these forms shows that Hagrid maintains his non-standard speech pattern across different communicative situations.

According to Trudgill, forms like these are part of dialect variation that distinguishes non-standard English from Standard English. Such variation does not indicate a deviation from "correct" language, but rather reflects a linguistic system that differs from the standard variety. Similarly, Wardhaugh argues that language variation is often related to a speaker's social background and can function as a marker of social identity. Therefore, the use of non-standard English forms in Hagrid's speech strengthens his linguistic identity as a speaker of a non-standard dialect throughout the novel.

This utterance is spoken when Hagrid escorts Harry, Ron, and Hermione back to Hogwarts after they visit him at night. At that time, Hagrid is under pressure over Buckbeak's case and realizes that the students' visit could cause problems if it becomes known. For that reason, he asks them not to come and visit him again at night.

What stands out most in this utterance is Hagrid's concern for the students' safety and well-being. Even though he himself is going through a difficult situation, the main focus of his words is not his own sadness or problems, but the possible risks that Harry, Ron, and Hermione might face. His decision to walk them back to the school and forbid them from visiting again at night shows that he is trying to protect them from unwanted consequences.

According to Coupland, language can be used to display particular social identities through the meanings constructed in interaction. In this data, the content of Hagrid's utterance shows how he positions himself in his social relationship with the students. The utterance reveals that he places his students' safety above his own needs or interests.

This view is also in line with Holmes, who argues that language can reflect the social relationship between speaker and hearer. The way Hagrid speaks to the students shows a sense of care and responsibility commonly associated with the teacher-student relationship. Through this utterance, Hagrid performs not only his role as a teacher, but also that of a figure who seeks to care for and protect his students from potential harm.

In line with Bucholtz and Hall, identity is constructed through the process of positioning that individuals perform in social interaction. In this utterance, Hagrid positions himself as a

protector who is responsible for the well-being of his students. Therefore, this data constructs a protective teacher who demonstrates concern for the safety of students and seeks to protect them from risks that may endanger them. Although the utterance also contains an indication of low self-worth, that aspect is secondary and does not dominate the social meaning being constructed. The main focus of this data remains Hagrid's effort to protect his students.

Datum 4

"Won't make no diff'rence!"

This data contains two prominent forms of non-standard English, namely *diff'rence* (difference) and the construction *won't make no diff'rence*. The form *diff'rence* shows the omission of certain letters to represent non-standard pronunciation. According to Krapp, this kind of altered spelling can be categorized as eye dialect because it functions to depict a speaker's characteristic pronunciation through written representation.

In addition to this phonological variation, the most significant linguistic feature in this data is the use of a double negative in the phrase *won't make no diff'rence*. In Standard English, the more common form would be *won't make any difference*. However, in wide varieties of non-standard English, the use of two negative elements in a single clause is a common grammatical pattern. According to Trudgill, the double negative is one of the features that often distinguishes non-standard English from standard English.

Similarly, Wardhaugh explains that language variation is visible not only in pronunciation, but also in the grammatical structures used by particular speech communities. Therefore, the use of the double negative in this data shows that Hagrid not only maintains non-standard phonological features, but also uses grammatical patterns that form part of the dialect variation he consistently employs throughout the novel.

This utterance is spoken when Hagrid is discussing Buckbeak's fate as the creature faces the threat of punishment from the magical authorities. In this context, Hagrid expresses his belief that the various efforts being made will probably not change the outcome that has already been set. This statement reveals how he understands the situation he is facing and his own position within it.

What stands out most in this utterance is Hagrid's awareness of the limits of his own influence. Although he deeply cares about Buckbeak and tries to explore every possible way to save him, he realizes that the final decision lies in the hands of those who hold greater authority. The utterance reflects his recognition that he has only limited room to act when confronting a system more powerful than himself.

According to Coupland, language can be used to construct social meaning and represent particular positions in society. In this data, the content of Hagrid's utterance shows how he understands his place within an ongoing power relationship. Hagrid recognizes that institutional authority has far greater influence than he does in determining Buckbeak's fate.

This view is also in line with Bucholtz and Hall, who argue that identity is constructed through processes of positioning in social interaction. Through this utterance, Hagrid positions himself as an individual with limited power when facing decisions made by more authoritative parties. He does not position himself as someone capable of controlling the situation, but rather as a person who must accept the reality that his influence over the outcome is very limited.

Therefore, this data constructs a powerless identity, namely the identity of an individual who is aware of the limits of their own power when confronted with more dominant social structures or institutions. This identity is not built merely through emotional expression, but through the way Hagrid positions himself within the power relations that determine Buckbeak's fate. In this way, the utterance shows how social experience and power relations contribute to the construction of Hagrid's identity throughout the novel.

Datum 5

“an’ them dementors make me feel ruddy terrible an’ all,”

This data contains several forms of non-standard English that are characteristic of Hagrid’s speech, such as *an’* (and), *them* (those), and *an’ all* (and all). These forms reflect phonological and grammatical variation that distinguishes Hagrid’s speech from Standard English. According to Krapp, the use of non-standard spelling, such as *an’*, can be categorized as eye dialect because it represents non-standard pronunciation in writing.

In addition, the phrase “them dementors” is a particularly interesting linguistic feature because it shows the use of “them” as a demonstrative pronoun. In Standard English, the more common form would be *those* dementors. The use of *them* in this function is one of the features often found in various varieties of non-standard English. According to Trudgill, variation of this kind shows that non-standard English has grammatical patterns that differ from the standard variety, while still following the rules that operate within its speech community.

Wardhaugh also explains that language variation can appear at different linguistic levels, including phonology, lexis, and grammar. In this data, the use of these non-standard forms shows that Hagrid consistently maintains a language pattern that differs from the standard variety used by many other characters at Hogwarts. Thus, this utterance further strengthens Hagrid’s linguistic identity as a speaker of non-standard English.

This utterance appears when Hagrid recounts his experience in Azkaban. In his statement, he explains the impact that the Dementors had on him during his imprisonment. Through this experience, Hagrid speaks not as a teacher or the keeper of Hogwarts, but as someone who has directly experienced the consequences of decisions made by the magical authorities.

What stands out most in this utterance is the social position Hagrid occupied at the time of the event. He was imprisoned as a consequence of the suspicions directed at him after various incidents at Hogwarts. As a result, he was forced to endure the same conditions as the other prisoners in Azkaban, even though he had no power to determine his own fate. This experience shows that he once occupied a vulnerable position in relation to decisions made by those with greater authority.

According to Coupland, language can be used to represent social experiences that contribute to the formation of identity. In this data, the experience of being imprisoned and facing the Dementors shows that Hagrid had once been subjected to treatment that placed him in a disadvantaged position within the social structure of the wizarding world. Through this utterance, he reflects on a social experience that shapes the way he understands his place in society.

In line with Bucholtz and Hall, identity is constructed through processes of positioning in social interaction. Through this utterance, Hagrid positions himself as someone who has directly experienced the effects of institutional decisions beyond his control. He does not speak as someone with authority, but as an individual who had to accept the consequences of a system more powerful than himself.

Therefore, this data constructs a marginalized identity, namely the identity of an individual who has been placed in a socially vulnerable and disadvantaged position within a structure of power. This identity can be seen in the way Hagrid reflects on his experience as a former of Azkaban prisoner and as someone who became the target of suspicion without having an equal opportunity to determine his own fate. In this way, the utterance shows how experiences of marginalization can become an important part of the formation of an individual’s social identity.

Datum 6

“An’ yeh can’ see the point o’ livin’ at all. I used ter hope I’d jus’ die in me sleep...”

This data contains various forms of non-standard English that are characteristic of Hagrid’s speech, such as *yeh* (you), *can’* (can’t), *an’* (and), *o’* (of), *livin’* (living), *ter* (to), *jus’* (just),

me (my), bein' (being), ev'rythin' (everything), floodin' (flooding), bes' (best), and lettin' (letting). These forms show phonological variation represented through altered spelling. According to Krapp, the use of non-standard spelling of this kind can be categorized as eye dialect because it is used to portray a speaker's distinctive pronunciation in written form.

Most of the variation found in this data involves the omission of particular phonemes, especially in forms such as livin', bein', floodin', and letting, which reflect the dropping of sounds in the _ing ending. In addition, forms such as yeh, ter, and me represent pronunciation patterns and word choices that differ from Standard English. According to Trudgill, variation of this kind is part of a dialect system that distinguishes non-standard English from the standard variety. Such variation is not a sign of linguistic deficiency, but rather a linguistic characteristic of particular speech communities.

Similarly, Wardhaugh explains that language variation can function as a marker of social identity and group membership. The consistent use of non-standard forms in Hagrid's speech shows that his linguistic identity is maintained even when he is talking about deeply personal and emotional life experiences. Thus, this data further reinforces the representation of Hagrid as a speaker of non-standard English throughout the novel.

This utterance appears when Hagrid recounts his experience of being imprisoned in Azkaban and explains the effect the Dementors had on the prisoners. In his explanation, Hagrid describes how the Dementors can take away a person's hope, happiness, and even awareness of the self. This experience shows that this imprisonment was not only a physical ordeal, but also a social and psychological one that affected how an individual understands themselves.

However, the most prominent aspect of this utterance is not the suffering Hagrid experienced while in Azkaban. Instead, he places strong emphasis on the change he felt after being released. He describes his freedom as an experience that brought back all his memories, hope, and sense of self. The way he recounts this experience shows that he does not position himself merely as a victim of the past, but as someone who managed to endure it and move forward with his life.

According to Coupland, language can be used to represent social experiences that contribute to the construction of identity. In this data, Hagrid's difficult life experience becomes an important part of the construction of his social identity. His experience in Azkaban not only shapes the way he sees himself, but also reveals his ability to endure highly oppressive circumstances.

In line with Bucholtz and Hall, identity is constructed through processes of positioning in social interaction. Through his reflection on his experience in Azkaban, Hagrid positions himself as an individual who succeeded in maintaining and regaining his sense of self after undergoing conditions that had the potential to destroy it. He acknowledges the suffering he once experienced, but he does not position that experience as the sole basis of his identity.

Therefore, this data constructs a resilient identity, namely the identity of an individual who is able to endure, recover, and continue living after facing deeply distressing social experiences. This identity is visible in the way Hagrid reflects on his imprisonment not as the end of himself, but as experience he was able to survive. In this way, the utterance shows that the ability to rise again after hardship can become an important part of the formation of an individual's social identity.

Datum 7

"Thought o' jus' letting buckbeak go... tryin' ter make him fly away... but how d'yeh explain ter a hippogriff it's gotta go inter hidin'? An'-an' I'm scared o' breakin' the law..."

This data contains several forms of non-standard English that are characteristic of Hagrid's speech, such as o' (of), jus' (just), tryin' (trying), ter (to), d'yeh (do you), inter (into), hidin' (hiding), an' (and), and breakin' (breaking). These forms reflect phonological variation

represented through altered spelling. According to Krapp, the use of this kind of non-standard spelling can be categorized as eye dialect because it is used to represent a speaker's distinctive pronunciation in written form.

Most of the form found in this data show phonological reduction, especially through the omission of sounds in the -ing ending, as seen in *tryin'*, *hidin'*, and *breakin'*. In addition, *ter* and *inter* show pronunciation patterns that differ from the standard forms *to* and *into*, while *d'yeh* represents a non-standard contraction commonly found in informal speech. According to Trudgill, variation of this kind is part of a dialect system that distinguishes non-standard English from Standard English.

Wardhaugh argues that language variation can appear at different linguistic levels, including phonology, grammar, and lexical choice. Such variation often function as a marker of social identity and group background. In this data, the consistent use of non-standard forms shows that Hagrid maintains his linguistic identity as a speaker of a non-standard dialect, regardless of the topic of conversation or the situation he is facing.

This utterance appear when Hagrid discusses the posibility of saving Buckbeak from the punishment that will be imposed by the magical authorities. He considers the idea of letting Buckbeak escape, but at the same time he is aware of the various difficulties and consequences that might arise if such a plan were carried out. This reflection shows that Hagrid is weighing a choice between following his pwesonal wishes and obeying the rules in force.

What stands out the most in this utterance is the tension between personal desire and social obligation. Hagrid has a stornng emotional bond with Buckbeak and wants to protect him from punishment. However, he also realizes that helping Buckbeak escape would mean breaking the rules established by the magical authorities. This awareness shows that Hagrid's consideration is not based solely on his emotional closeness to Buckbeak, but also on the social obligations he understands as a member of the wizarding community.

According to Coupland, language can be used to represent social positions and the values that speakers wish to ptoject in interaction. In this data, the content of Hagrid's utterance shows that he also constructs himself as an individual who respects the existence of social rules and understands the consequences that arise when those rules are violated.

This view is in line with Holmes, eho argues that language can reflect a speaker's orientation towards the norms, obligations, and social expectations that operate within their community. Through his utterance, Hagrid shows an awareness that his actions affect not only himself, but are also connected to the rules that govern the wider life of the wizarding community. In this way, he demonstrates a strong orientation toward the social obligations attached to him as a member of that community.

In line with Bucholtz and Hall, identity is constructed through the process of positioning that individuals perform in social interaction. In this utterance, Hagrid positions himself as someone who continues to consider the law and social norms even though he has strong personal reasons to act otherwise. Therefore, this data constructs a law-abiding identity, namely the identity of an individual who demonstrates commitment to rules and social norms even when those rules conflict with his own interests and desires. This identity shows that Hagrid does not act solely on emotion or personal loyalty, but also on his awareness of himself as a member of a society bound by law and prevailing social values.

CONCLUSION

This study aims to analyze the construction of Hagrid's social identity through the use of non-standard English in *Harry Potter and the Prisoner of Azkaban*. Based on the analysis of seven utterance data, the study finds that the use of non-standard language variation in Hagrid's speech functions not only as a marker of linguistic identity, but also as a means of constructing and displaying various social identities. Through the analysis, seven identities are identified: Emerging Teacher Identity, Responsible Teacher Identity, Protective Teacher Identity, Powerless Identity, Marginalized Identity, Resilient Identity, and Law-Abiding Identity.

The findings show that Hagrid's identity is neither singular nor fixed. Instead, it is dynamic and emerges according to the social context he faces. In professional contexts, Hagrid constructs himself as a teacher who is adapting to a new role, taking responsibility for the safety and well-being of his students. This is reflected in the construction of Emerging Teacher Identity, Responsible Teacher Identity, and Protective Teacher Identity. These findings suggest that Hagrid's professional identity is shaped not only by his formal status as a teacher, but also by his actions, responsibilities, and the social relationships he builds with his students.

In addition, the study finds that some of Hagrid's identities are closely related to institutional experience and power relations within the wizarding world. Through Powerless Identity and Marginalized Identity, Hagrid is portrayed as an individual who often occupies a disadvantaged position when confronted with authorities that hold greater power. These findings indicate that social identity is shaped not only by individual choice, but also by the social structures and power relations surrounding it. Thus, experiences of marginalization and limited power become important parts of the construction of Hagrid's identity throughout the story.

On the other hand, the study also shows that Hagrid's identity is shaped by his life experiences and social values. Through Resilient Identity, Hagrid is represented as an individual who is able to endure and recover after difficult social experiences, including his imprisonment in Azkaban. Meanwhile, Law-Abiding Identity shows that Hagrid continues to consider social norms and rules even when he has personal interests or desires that conflict with them. These two identities demonstrate that identity construction is related not only to a person's social position, but also to how individuals respond to life experiences, challenges, and the values that operate within society.

The findings of this study support Bucholtz and Hall's view that identity is continuously constructed through processes of positioning in social interaction. Each identity identified in this study emerges because Hagrid positions himself differently depending on the context he faces. Therefore, this study shows that one individual can construct various identities without losing their linguistic identity. Although the social identities Hagrid displays shift according to the situation, he consistently maintains his linguistic characteristics as a speaker of non-standard English.

From a sociolinguistic perspective, these findings show that language variation functions not only as a marker of a speaker's social background, but also as a resource used to construct and negotiate identity across different interactional contexts. Although Hagrid consistently uses non-standard English forms, the social identities he constructs are not static. Instead, they continue to shift in relation to the roles, experiences, social relationships, and situations he encounters. These findings reinforce the view that the relationship between language and identity is dynamic, meaning that language does not merely reflect social identity, but also plays an active role in shaping it.

Overall, this study demonstrates that language variation and identity are closely related in the representation of literary characters. The use of non-standard English in the novel functions not only to distinguish the character linguistically, but also to construct more complex social meanings related to character's roles, experiences, power relations, and values. Therefore this study contributes to sociolinguistic scholarship, particularly in understanding how social identity is constructed through language variation in literary works. Future studies may extend this discussion by analyzing other characters, other novels, or different forms of language variation in order to gain a broader understanding of the relationship between language and identity in fictional discourse.

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