THE VALUE OF LOVE IN J.K. ROWLING’S
HARRY POTTER AND THE SORCERER’S STONE

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of the Requirements
for the Degree of Sarjana Sastra
in English Letters

ADE RAY CESTRA SURBAKTI
Student Number: 134214146

ENGLISH LETTERS STUDY PROGRAM
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2017
THE VALUE OF LOVE IN J.K. ROWLING’S
HARRY POTTER AND THE SORCERER’S STONE

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of the Requirements
for the Degree of Sarjana Sastra
in English Letters

ADE RAY CESTRA SURBAKTI
Student Number: 134214146

ENGLISH LETTERS STUDY PROGRAM
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2017
A Sarjana Sastra Undergraduate Thesis

THE VALUE OF LOVE IN J. K. ROWLING'S
HARRY POTTER AND THE SORCERER'S STONE

By:
ADE RAY CEYTRA S
Student Number: 134214146

Approved by:
Drs. Hirmawan Wijanarka, M. Hum
Advisor
August 4, 2017

Ni Luh Putu Rosiandani, S.S., M. Hum
Co-advisor
August 4, 2017
A Sarjana Sastra Undergraduate Thesis

THE VALUE OF LOVE IN J. K. ROWLING’S
HARRY POTTER AND THE SORCERER’S STONE

By
ADE RAY CESTRA S
Student Number: 134214146

Defended before the Board of Examiners
on August 25, 2017
and Declared acceptable

Name
Chairperson: Drs. Hirmawan Wijanarka, M. Hum
Secretary: Ni Luh Putu Rosiandani, S.S., M. Hum
Member 1: Adventina Putranti, S.S., M.Hum
Member 2: Drs. Hirmawan Wijanarka, M. Hum
Member 3: Ni Luh Putu Rosiandani, S.S., M. Hum

Yogyakarta, August 31, 2017
Faculty of letters
Sanata Dharma University
Dean
Dr. P. Ari Subagyo, M. Hum
STATEMENT OF ORIGINALITY

I certify that this undergraduate thesis contains no material which has been previously submitted for the award of any other degree at any university, and that, to the best of my knowledge, this undergraduate thesis contains no material previously written by any other person except where due reference is made in the text of the undergraduate thesis.

Yogyakarta, August 1, 2017

Ray Surbakti
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Sanata Dharma,

Nama : Ade Ray Cestra S
Nomor Mahasiswa : 134214146

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul

THE VALUE OF LOVE IN J. K. ROWLING’S HARRY POTTER AND THE SORCERER’S STONE

Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikannya secara terbata, dan mempublikasikannya di internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin kepada saya maupun memberikan royalty kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal 1 Agustus 2017

Yang menyatakan

Ray
Ray Surbakti
ACKNOWLEDGEMENTS

First, Jesus Christ, My Lord. I am grateful more than words I could say, because You are always there in every moment in my life. I love You, forever.

For all my lectures, I will remember your name until my hairs turn to be white. Thank you for teaching me to be humanis. For my advisor (Pak Drs. HirmawanWijanarka, M.Hum) and my co-advisor (Ibu Ni Luh Putu Rosianandi, S.S., M. Hum), I say thank for your advices in finishing this thesis.

I present this thesis for my Daddy and Mommy. Dad and mom, I did it. Thousand hugs and kisses are never enough to pay your love. Your pray is my invisible helper. I love you, dad and mom.

For my brothers, Bang Theo dan Adek Eka. I know words cannot explain everything, but I love you. I thank for your support and pray. For my big family “Surbakti Mergana” (my uncles, my auntsies, my brothers, my sisters, my nephews, my nieces, and all), I love you. For my whole family, I love you. For all my friends, I say thank for being my motivation to finish this thesis, I love you.

Ray Surbakti
TABLE OF CONTENTS

TITLE PAGE ii
APPROVAL PAGE iii
ACCEPTANCE PAGE iv
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH v
STATEMENT OF ORIGINALITY vi
MOTTO PAGE vii
ACKNOWLEDGE viii
TABLE OF CONTENT ix
ABSTRACT x
ABSTRAK xi

CHAPTER I: INTRODUCTION
A. Background of the Study 1
B. Problem Formulation 4
C. Objectives of the Study 4
D. Definition of Terms 4

CHAPTER II: REVIEW OF LITERATURE
A. Review of Related Studies 5
B. Review of Related Theories 15
C. Theoretical Framework 19

CHAPTER III: METHODOLOGY
A. Object of the Study 20
B. Approach of the Study 21
C. Method of the Study 22

CHAPTER IV: ANALYSIS
A. Love Action Presented in the Novel through the Characters 23
  1. Parents (James Potter and Lily Potter) 23
  2. Dumbledore 26
  3. McGonagall 30
  4. Hagrid 31
  5. Friends (Ron Weasley and Hermione Granger) 34
B. The Values of Love 38
  1. Protection 38
  2. Fulfillment 41
  3. Support 43
  4. Attention 44
  5. Security 46

CHAPTER V: CONCLUSION 48

BIBLIOGRAPHY 53

This research is about the value of love that is seen at Harry Potter and the Sorcerer’s Stone. Love is active. Being active means doing the activity. The activity of love is giving. From the beginning of the novel, love actions make Harry Potter become survive. When Harry Potter is still a baby until Harry Potter has to fight his enemy at the final chapter, Harry Potter receives many love actions.

The problem formulations in this research are “How is love presented in Harry Potter and the Sorcerer’s Stone?” and “What are the values of love in Harry Potter and the Sorcerer’s Stone?”. The problem formulations are answered by analyzing the actions that people who love Harry Potter have done to him.

This research uses New Criticism Approach. According to Tyson, new criticism believes that the way to find out the meaning or the value from the literary work is from the work itself. New Criticism Approach should be supported by close reading. Tyson said that close reading is how we provide thorough, detailed textual evidence to support our interpretation of a literary text. Theory of love by Erich Fromm is used to analyzed the actions from people who love Harry Potter have done to him. According to Theory of Love by Erich Fromm, the essential action of love is giving. Elements of love are care, responsibility, respect, and knowledge.

There are six characters that are considered as the persons who do love actions to Harry Potter. They are Harry Potter’s parents, Dumbledore, McGonagall, Hagrid, Harry Potter’s friends (Ron Weasley and Hermione Granger). The analysis of those characters bases on the scenes that show the love actions. From those actions, the values of love are taken. The values are protection, fulfillment, support, care, and security.


Rumusan-rumusan masalah di dalam penelitian ini adalah “Bagaimana tindakan kasih ditampilkan di dalam novel Harry Potter and the Sorcerer’s Stone?” dan “Apakah nilai-nilai tindakan kasih yang terdapat di dalam novel Harry Potter and the Sorcerer’s Stone?”. Rumusan-rumusan masalah tersebut dijawab melalu analisa dari hal-hal yang orang-orang yang menyanyangi Harry Potter telah lakukan.


CHAPTER I
INTRODUCTION

A. Background of the Study

Love is the active concern for the life and the growth of that which we love (Fromm, 1956: 26). Human is considered to be active if he does an activity, like working, studying, doing sport, etc. Therefore, to love means to do the activity that shows what love is. The activity of love is considered by giving. Giving means someone who loves does the real action; he/she becomes active. Receiving, the opposite of giving, means someone become passive. When human loves another human, someone gives and another receives.

“Beyond the element of giving, the active character of love becomes evident in the fact that it always implies certain basic elements, common to all form of love. These are care, responsibility, respect, and knowledge.” (Fromm, 1956: 26).

Love between mother and child is considered as the example of love. Mother is a natural home for the child (the place where the child comes from). After the baby was born, the infant accepts the positive stimulations (food and warmth) that are given to him by his mother. The baby does not need to do something or does not need to be something to be loved by his mother. When the baby grows up to be a child, he gradually will realize that the mother loves him because he is his mother’s child. He is loved just because who he is. This is why mother’s love is called unconditional love.
I am loved because I am mother’s child. I am loved because I am helpless. I am loved because I am beautiful, admirable. I am loved because mother needs me. To put it in a more general formula: I am loved for what I am, or perhaps more accurately, I am loved because I am. This experience of being loved by mother is a passive one. There is nothing I have to do in order to be loved – mother’s love is unconditional (Fromm, 1956: 39).

Love between father and child are also considered as the example of love. At the first year, a father has a little connection with the baby. The things that father gives to the baby cannot be too meaningful if it is compared with what mother has given. Mother gives food, but the father does not. As a father, he has the expectations for his children. The father will love his child because the child becomes what the father likes. The father hopes that his children will have the good behavior, the good grade at school, etc. Therefore, the father will do everything that makes his child to be what he wants to be. The father will teach his child and fulfill his child’s need.

Fatherly love is conditional love. Its principle is “I love you because you fulfill my expectations, because you do your duty, because you are like me.” (Fromm, 1956: 43)

Mother’s love and Father’s love are needed by the child equally. The child as the baby needs his mother’s love which is unconditionally to give him food and warmth. After the child grows up, child needs his father’s love. Children need the lesson that he will get from his father. Mother’s love function is to make the child secure in life. Father’s love function is to teach the child to cope with the problems that may appear when the child grows up in the society or in his surroundings. Mother has a faith to her baby that he will be independent one day and separate from
her child. Father’s love will be a guide for the child to know the meaning of life when the child grows up.

Another example of love is brotherly love. This love is shown by loving people around us. Love people means giving the solidarity for all human beings. Human being needs the help from another human being. Brotherly loves works for that thing. One person helps another person to show what the value of love. It does not mean the one who needs help is powerless and the one who gives help is powerful. Brotherly love just shows that all human being needs to love and be loved.

This is the kind of love the Bible speaks of when it says: love thy neighbor as thyself. Brotherly love is love for all human beings; it is characterized by its very lack of exclusiveness (Fromm, 1956: 47).

*Harry Potter and the Sorcerer’s Stone* is the first book of Harry Potter series. J. K. Rowling, the author of this novel, wrote the story of the baby named Harry Potter who is alive after the tragedy of murder by the Voldemort (the main enemy in this novel). Harry Potter is parentless since that moment. His parents are killed by Voldemort. Even though Harry Potter has no parents anymore, but the presence of people around him helps Harry Potter to be survive. Harry Potter receives so many love from people who love him. He gets love from Dumbledore (the headmaster of Hogwarts), Professor McGonagall (one of the teachers at Hogwarts), Hagrid (one of the teachers at Hogwarts), and his friends (Hermione Granger and Ron Wesley). All those things that those people do to Harry Potter make the value of love to be meaningful in Harry Potter’s life.
B. Problem Formulation

The problems for this thesis are formulated as follows:

1. How is love presented through the characters in *Harry Potter and the Sorcerer’s Stone*?

2. What are the values of love in *Harry Potter and the Sorcerer’s Stone*?

C. Objectives of the Study

The first objective of the study of this thesis is to find out love which is presented in the story. The love itself could be seen from what people who love Harry Potter have done to Harry. The second objective of the study is to find out the values of love that is described in *Harry Potter and the Sorcerer’s Stone*.

D. Definition of Term

According to C. Kluckhohn, a value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action (Kluckhohn, 1951: 395).

According to Heather M. Chapman, love is the ultimate positive reinforcement. Chapman said when a man smitten with a woman, he will send a flower, call often, write love letters, and take the woman out on elaborate dates (Chapman, 2011: 19).
A. Review of Related Studies

The first article, Susan Nelson Wood and Kim Quackenbush wrote an article relating to *Harry Potter and the Sorcerer’s Stone* novel. Their article’s title is “The Sorcerer’s Stone: A Touchstone for Readers of all Ages”. At their article, they discovered several questions like Might this novel also be young adult literature?, Who is reading Harry Potter?, Why are they reading his novel?, Why are they reading it?, Does the book really appeal to readers of all ages?, and what do those readers think?. To understand and answer all those questions, they collected random responses, analyzed the results, and compiled a few teaching ideas (Wood and Quackenbush, 2001: 97).

Fifty different individuals who read *Harry Potter and the Sorcerer’s Stone* gave their opinions about the book. Wood and Quackenbush jotted responses as they listened, first noting age, gender, and occupation. Wood and Quackenbush also prompted readers to describe their reading habits and to talk about why they chose to read Harry Potter and the Sorcerer’s stone, how they liked it, to whom they would recommend the book, and ways they thought it might be used in school’s curriculum. A forty-four-year-old male, a research scientist, who is one of their correspondent said that *Harry Potter and the Sorcerer’s Stone* is funny, entertaining, and well written. Everyone who read the book liked it and reported enthusiastically by using
superlative such as “I liked it very much!”, “I love it!”, “Thoroughly enjoyed it!”.

Over half of people that Wood and Quackenbush surveyed claimed to have read
*Harry Potter and the Sorcerer’s Stone*, and several were currently reading one or the other sequels.

According to Wood and Quackenbush’s informants, Harry Potter should be placed on recommended lists for all students to read. A second grade teacher (who had not yet read the book but planned to do so) said she was “hesitant to use it in school” because of “the issue of wizards and witches”. Another teacher who is one of Wood and Quackenbush’s correspondent said that she would love to teach it, but would rather students pick it up themselves. Most of the teachers that Wood and Quackenbush surveyed talked about using the book in their classrooms, and several teachers, for example a sixth grade teacher and an eighth grade teacher, reported that their students were reading Harry Potter enthusiastically (Wood and Quackenbush, 2001: 99).

Most of the readers Wood and Quackenbush surveyed said that they agreed if Harry Potter belongs to be in classroom, although few had concrete suggestions for how to use the book. The first way to use this book in the classroom is by Transforming Text: The Poetry of Harry Potter. Because the book presents only Harry’s point of view, Wood and Quackenbush thought it might be interesting to see students put into words the feelings of other characters, or explore thoughts that Harry might be having that are not implicitly stated. Wood and Quackenbush
suggested that the format such as poem will be helpful. The teacher could previously select poetry (possibly William Stafford’s “Fifteen”, Nikki Giovanni’s “Choices”, or any other selection that would fit). The student could choose the poem they like. The teacher gives the instruction for the students that they must write from the point of view of one character in Harry Potter. Teachers should use any kind of poems they feel comfortable with for this type of activity.

The second way to use this book in the classroom is by understanding genre: The Fantasy of Harry Potter. Wood and Quackenbush suggested that the teachers present an element of good versus evil, a quest, physical metamorphosis, “secondary” word, magic and supernatural elements, and illustration from the book. Then, the teacher might invite the students to identify examples from the text. The way to do this activity might include splitting a class into six small groups and assigning each group element of the definition of a fantasy novel.

The third way to use this book in the classroom is by Responding to Text: The Personal Connection to Harry Potter. Writing a journal is quite essential for the students. Journal writing gives the student an opportunity to discover how events in Harry Potter’s life are like events in their own. Providing prompts that allow students to become the judges, predictors, and analysts of a work make meaningful journal writing. By given an opportunity writing journal for student, students will come up with answer, search within themselves, and judge the characters in Harry Potter and their action.
The fourth way to use this book in the classroom is by Analyzing Literary Elements: Close Textual Reading of Harry Potter. Students who enjoyed reading the book will be able to locate specific examples of the author’s skillful using of language. In the conclusion, Wood and Quackenbush said that although Harry Potter and the Sorcerer’s Stone may be considered a children’s book, it is certainly not “childish”, and although Harry is a young boy in the first book, he grows older with each new adventure (Wood and Quackenbush: 100-102).

The second article, Nathan Hill wrote an article relating to Harry Potter and the Sorcerer’s Stone novel. The article’s title is “Harry Potter and Other Evils, or How to Read from the Right”. This article discusses if it is true Harry Potter and The Sorcerer’s Stone is harmless fun or Satan worship. He tried to compare it from the bible Deuteronomy 18: 9-12.

“When You enter the Land your God is giving you, do not learn to imitate the detestable ways of the nations there. Let no one be found among you who makes his son or daughter pass through the fire, who practices divination or sorcery, interprets omens, engages in witchcraft, or casts spells, or who is a medium or spiritist or who consults the dead. Anyone who does there things is detestable to the Lord, and because of these detestable practices the Lord your God will drive out those nations before you. You must blameless before the Lord” (Deuteronomy 18: 9-12).

Nathan Hill puts the opinion of Richard Abanes at his article. In the introduction to Harry Potter and the Bible, Richard Abanes makes a set of questions that he hopes to address in the book. The questions are “is the novel of Harry Potter harmless fantasy novels fit for adults and children alike?”, “does the novel contain spiritually dangerous material that could ultimately lead youth to the occultism?”,
“does the novel promote unbiblical values and unethical behavior, camouflages beneath a whimsical mask?, etc. With these questions, Richard Abanes offers a brief summary with what he calls “a close look” at each. That summaries are heavy-handed, helping to make his “closer look” more powerful, would be easy enough to show, but would also stray from the project at hand.

Richard Abanes also pays attention with the fact that J. K. Rowling came up with the idea for her books in 1990 while traveling on a train. Rowling at that moment just saw Harry “very, very clearly” in her mind. His visible image actually popped into her thoughts from out of nowhere as a “fully formed individual”. Rowling also said at the interview that the character of Harry just strolled into her head and she really did feel Harry was someone who walked up and introduced himself in Rowling’s eye. From all this facts, Abanes took the proof that Harry Potter Novel is not merely the product of the imagination of Rowling, but may in fact be the result of not-so-divine inspiration. The original title of the text offers more evidence here. The first volume was published in Great Britain as Harry Potter and the Philosopher’s Stone, making obvious reference to the legendary search for a substance that would allow alchemists to turn base metals into gold (Hill, 1999: 415).

According to Richard Abanes, the real problem here is that much of the sorcery in the book is still active in our world. Richard Abanes wanted to say that Rowling seamlessly weaves into her novel countless references to ancients and modern occultism, sometimes hiding them in people’s names or disguising them in minor
character. Richard Abanes is not so much concerned that the Hogwarts is School of Witchcraft and Wizardry teaches the “precise doctrines of witchcraft but rather that the allusion could easily stir a child’s curiosity about occultism.

Richard Abanes said that there are few good messages scattered throughout the books. They are remaining loyal to your friend, do not commit murder, and sharing your snacks. The list of bad messages from the novel are much longer than the good messages. They are lying, stealing, and cheating are not only acceptable but can also be fun; Astrology, numerology, casting spells, and performing magic can be exciting; Disobedience is not very serious unless you get caught; Being “special” means you deserve to escape punishment for behaving badly; Adults just get in the way most of the time; Rules are made to be broken; Revenge is an acceptable course of action (Hill, 1999: 419).

Although Richard Abanes said many bad effects at the novel, but there are also a different version of the moral messages found in the books. Charles Taylor has written that Harry is basically a good-hearted hero whose bravery overcomes his fear, who learns to balance his sense of what is right and his sense of what is necessary through the lesson of Harry’s experience. Alan Jacobs, a conservative Christian, has suggested that “Rowling’s moral compass throughout the novels is sound, and that Harry tendency to break the rules is a matter of moral concern for him. Chuck Colson found that Harry and his pals demonstrate courage, loyalty, and a willingness to sacrifice for one another – even at the risk of their lives. Lindy Beam has suggested in
a mixed review that the strength of the books is to support children who are like
Harry’s lack of a real family, “Children who have been neglected are likely to
identify with Harry and be encouraged by his success at changing his situation.

The third article, Perry L. Glanzer wrote an article relating to *Harry Potter and
the Sorcerer’s Stone* novel. The title of the article is “Harry Potter’s Provocative
Moral World: Is There a Place for Good and Evil in Moral Education?” This article
discusses about there is no good or evil at the moral education. He analyzed the scene
when Harry wants to break the rule of the school to save the sorcerer’s stone which
means to save the life of many people (Rowling, 1998: 270). At this scene, Perry said
Harry does the bad thing (breaking the rule of the school) but at the same time he also
does the good thing (saving the life of many people).

“I’m going out of here tonight and I’m going to try and get to the Stone first.”
“You’re mad!” said Ron.
“You can’t!” said Hermione. “After what McGonagall and Snape have said? You’ll be expelled!”
“SO WHAT?” Harry shouted. “Don’t you understand? If Snape gets hold of
the stone, Voldemort’s coming back! Haven’t you heard what it was like
when he was trying to take over? There won’t be any Hogwarts to get
expelled from! He’ll flatten it, or turn it into a school for the dark Arts! Losing
points doesn’t matter anymore, can’t you see? D’you think he’ll leave you and
your families alone if Gryffindor wins the House Cup? (Rowling, 1998: 270).

In this scene, Rowling clearly defends the existence of an objective moral
universe. For example, the main villain in the first books claims that Voldemort, who
embodies evil in all the books, provided a bit of helpful deconstruction for him: “A
foolish young man I was then, full of ridiculous ideas about good and evil Lord
Voldemort showed me how wrong I was. There is no good and evil, there is only power, and those too weak to see it” (Rowling, 1998: 291).

Perry L. Glanzer gave three suggestions at his article to public school to offer a blending moral education that fails to address good and evil. The three suggestions are the temptation of evil or vice within, external social evils, and a metaphysical battle. The first suggestion, which is the temptation of evil or vice within, means that the reader should remember that virtue cannot be separated from vice or from a larger narrative that makes sense of both virtue and vice. In reality, reader evaluates each character’s actions in light of gran narratives with a particular end. Harry’s friends exhibit loyalty in the midst of a larger battle for good. Draco’s friends exhibit loyalty while engaging in evil. Therefore, the reader should consider their loyalty a vice. In other words, to identify virtuous actions, readers often need a larger narrative context that contains a grand moral battle. The second suggestion, which is external social evils, means that the children need to be made aware of common evil and allowed to take actions to fight it. We do need to talk to the children about the common good or virtue but must also identify common evils and encourage children to battle them. The third suggestion, which is a metaphysical battle, means that public schools cannot constitutionally take sides in the metaphysical debates on which world religions and philosophers dwell. This is one of the fundamental virtues of political liberalism, but it is also one of its difficult limitations. It leaves moral education in
public schools without a clear metaphysical narrative. This limitation is what can make moral education ineffective and boring. (Glanzer, 2008: 527-528)

The fourth article, Nikolaus Wandinger wrote an article titled "Sacrifice" in the Harry Potter Series from a Girardian Perspective. Nikolaus introduces that Rene Girard have undergone an interesting development with respect to the category of sacrifice. Chanism, he later came to distinguish two types of sacrifice: one being part of scapegoating and belonging to pre-Biblical religion; the other being the sacrifice of self-offering and conforming to the act of Jesus of Nazareth. By using this concept, Nikolaus Wandinger analyzes scenes from all series of Harry Potter. Those scenes are Prologue: Lilly Potter's Motherly Love, Peter Pettigrew's Donation, Dumbledore's Death, Harry Potter's Self-Sacrifice, Severus Snape — A Model for Christian Sacrifice?

Through all analysis, Nikolaus Wandinger concluded 3 important points. The first is The Novel’s Terminology. He said that J. K. Rowling consistently uses the term sacrifice to mean the Christian sacrifice of self-giving love. The second is Sacrifices and Heroism. He said that the cult of heroism is a variant of the sacred: either someone aspires himself/herself to be a hero or he/she is posthumously declared a hero by others. He added that Rowling shows how easily a genuine self-sacrifice can be perverted into a hero-ism that is, again, an outgrowth of contagious mimetic mechanisms. The third is Revisiting the Criteria. He asked the questions: Does the self-sacrifice of one person, which is made for all the right reasons, involve another
person in an unfitting way? And does it amount to an indirect form of suicide?. He also added that there may well be special significance to the idea that Harry accomplishes his self-sacrifice without really dying. This death may be in any sense salvific.

*The Value of Love in J.K. Rowling The Sorcerer’s Stone* which is the title of this thesis provides the different point of view from all journals above. All the journals give the general idea about what this novel is about. Those journals help to find out another point of view to discuss the topic of this thesis. This thesis will discuss about the love and how it is applied. This thesis shows the scenes when the love actions are done by people who love Harry Potter. This thesis discusses the character or the characterization of those people. This thesis also discusses a little bit about the plot from the one scene to another scene. It is because the function of the scene is to display the love action at the novel. The love action could be found by using close reading method.

Theory of characterization by M. H. Abrams and theory of love by Erich Fromm will be the guide to find love action at this thesis. The first thing that this thesis will do is to provide all love actions that appear in the novel. The second is to find the value from all actions. The love action could be found from the proofs that are displayed at the novel. The conclusion will be taken at the end of this thesis to show the correlation between love action and its values through the close reading of
Therefore, it will make this thesis different compared with the journals above and also another journals or books that have been published.

**B. Review of Related Theories**

1. **Theory of Characterization**

   This theory is taken from *A Glossary of Literary Terms (Sixth Edition)* written by M. H. Abrams. M. H. Abram states that the alternative methods for characterizing the persons in a narrative are showing and telling. In showing, the author presents the characters talking and acting. By those actions, the author leaves the reader to infer what motives and dispositions lie between what the characters say and do. In telling, the author intervenes authoritatively in order to describe, and often to evaluate, the motives and dispositional qualities of the characters (Abrams, 1985: 24).

2. **Theory of Love**

   Erich Fromm describes that love contains of four elements. They are care, responsibility, respect, and knowledge (Fromm, 1956: 26). At the love action which is giving, these elements have to be united. If someone care of another, they should to be responsible to fulfill their needs. Respect is when someone knows that another person should grow as he is. To respect another person, it is impossible if someone do not know the person that he loves very well. It needs the knowledge. Care, responsibility, respect, and knowledge are mutually interdependent (Fromm, 1956: 32).
The most necessary part is not giving the material thing. Giving is more than that. Giving means people give something that lies in the specifically human realm. What people can give to another is everything that he/she thinks the most precious he/she has. It could be life. Giving life is not always talking about sacrificing. Although the meaning of giving life always have the strong connection with sacrificing, it does not mean giving life means always being died to other person. Giving life could be like giving of joy, giving of interest, giving of understanding, giving of humor or sadness, or giving all feeling that manifest of what which is alive in a human. Erich Fromm said that giving of life means enriching the person, enhancing the other’s sense of aliveness by enhancing his own sense of aliveness (Fromm, 1956: 24 - 25).

In giving, it does not mean give in order to receive. Giving in love will make those who give will be full of joy. The perfect giving is giving something that it will never back to the person who gives. By giving, both giver and receiver will share the same joy together. Erich Fromm said that in the act of giving something is born, and both persons involved are grateful for the life that is born for both of them (Fromm, 1956: 25).

Giving is the highest expression of potency. In the very act of giving, I experience my strength, my wealth, my power. Giving is more joyous than receiving, not because it is a deprivation, but because in the act of giving lies the expression of my aliveness (Fromm, 1956: 23).

The first basic element of giving is care. Erich Fromm gives the example of care by using the illustration from the story of Jonah at the bible (Fromm, 1956: 26-
27). Jonah has been told to go to Nineveh. The function of this order is to warn the inhabitants of Nineveh that they will be punished if they still do the evil ways. Jonah runs from his mission. The reason is Jonah is afraid that the people of Nineveh will repent and God will forgive them. Jonah is the person that is strong in order and law, but unfortunately, he has no love. By running from his mission, he has to face the fact that he is now in the belly of whale. God saves Jonah. After being saved by God, Jonah goes to Nineveh and does his mission. Jonah tells the Nineveh inhabitants as God told Jonah. They repent their sins and God decides not to destroy that city. Jonah gets angry and wants the justice to be done. At last, Jonah finds the comfort tree to protect him from the sun. But when the tree wilt, Jonah is depressed and complains to God. Then, God answers: “Thou hast had pity on the gourd for the which thou hast not labored neither madest it grow; which came up in a night, and perished in a night. And should I not spare Nineveh, that great city, wherein are more than sixscore thousand people that cannot discern between their right hand and their left hand; and also much cattle?” The answer from God is the symbol that tells love is to labor something and to make something grow.

That love implies care is most evident in a mother’s love for her child. No assurance of her love would strike us as sincere if we saw her lacking in care for the infant, if she neglected to feed it, to bathe it, to give it physical comfort; and we are impressed by her love if we see her caring for the child (Fromm, 1956: 26).

The second basic element of giving is responsibility. Erich Fromm gives the explanation of responsibility by comparing the case of Jonah at above. Jonah did not
feel responsible to the inhabitants of Nineveh. He asks if he is his brother’s keeper or not? The life of his brother is not his brother’s business alone. The example of responsibility could be seen in the case of the mother and her infant especially about physical needs. Another example of responsibility could be seen in the love between adults which refers to the physical needs of the other person.

Today responsibility is often meant to denote duty, something imposed upon one from the outside. But responsibility, in its true sense, is an entirely voluntary act; it is my response to the needs, expressed or unexpressed, of another human being (Fromm, 1956: 27-28).

The third basic element of giving is respect. Respect means people who love someone will let them to be who they are. There are no exploitations in love. Respect also means that the person that is loved can grow as he is. Respect exists only in the independence and freedom.

Respect is not fear and awe; it denotes, in accordance with the root of the word (respicere = to look at), the ability to see a person as he is, to be aware of his unique individuality (Fromm, 1956: 28).

The fourth basic element of giving is knowledge. The ability of knowing the person that we love is called knowledge. I may know, for instance, that a person is angry, even if he does not show that he is angry; but I know him more deeply than that; I know that he feels guilty. Then I know that his anger is only the manifestation or something deeper, and I see him as anxious and embarrassed, that is, as the suffering person, rather than as the angry one.

To respect a person is not possible without knowing him; care and responsibility would be blind if they were not guided by knowledge.
Knowledge would be empty if it were not motivated by concern (Fromm, 1956: 29).

C. Theoretical Framework

Theory of characterization by M. H. Abrams is used to identify the love actions that people around Harry Potter have done to Harry. The actions are taken by using the theory of characterization which is showing. The writer of this thesis infers the actions that people around Harry Potter have done to him as love action. This theory is used to answer the first problem formulation.

Theory of love is used to identify the love actions that the characters in this novel have done to Harry. By using theory of love by Erich Fromm, the values of love are analyzed through actions that characters present in the novel. This theory is used to answer the second problem formulation.
CHAPTER III

METHODOLOGY

A. Object of the Study

The object of the study is the first novel of Harry Potter titled *Harry Potter and the Sorcerer’s Stone* which was published in 1998 by Scholastic Corporation. This novel was published firstly in 1997 in the British version titled *Harry Potter and the Philosopher’s Stone* by Bloomsbury Publishing. This novel won many awards that were judged by most of the children in the US. In August 1999 until 2000, the book was placed at the top of the New York Times list of best-selling. The novel has been translated at least sixty other languages. The movie has been created with the same title as the novel.

The novel starts with the story of the baby (Harry Potter) that has been left by his parents because his parents were killed by Voldemort (the main enemy of the story). At the battle, Voldemort disappears and loses his power. The baby is saved and some parts of Voldemort soul live in the baby’s body. Unfortunately, Voldemort will come back in the future. The headmaster named Dumbledore takes the baby and puts the baby in the house of Harry’s uncle named uncle Vernon. At the age of 11 years old, Harry Potter begins his school time at the Hogwarts. The journey starts. Harry Potter meets his new friends named Hermione Granger and Ron Wesley. Harry and his friends have to fail Voldemort’s plan to release his body. At the end of the novel, Harry Potter finally could survive because of love from people who love him.
B. Approach of the Study

The approach of the study that the writer uses is new criticism. New critical theory is to understand literature by asking the following two questions about the literary text we want to interpret: (1) What does the text mean? (What is the message communicated by the text as a whole?); and (2) How can I support my claim about the text’s meaning with textual evidence? (Tyson, 2011: 39). New criticism believes that the only way to find out the meaning or the value from the literary work is from the work itself. According to the new criticism, the reader should look at the basic concepts of the literary work. They are theme, formal elements (tension, ambiguity, imagery, symbol, metaphor, and simile), and unity.

New critical approach should be supported by close reading. The reason is because close reading is how we provide thorough, detailed textual evidence to support our interpretation of a literary text (Tyson, 2011: 44). Close reading begins with analyzing the words sensitively from the text and all their connotative or denotative values and its implications. Close reading should pay attention to every aspect of literary works like theme, formal elements, and unity. After close reading, we could find out the accurate and meaningful interpreting of the text.

To find out the value of love at this novel, new criticism approach that is supported by close reading is used. The value of love will be taken from some part of the story like when James and Lily Potter sacrifices their life for Harry, the moment
when Hagrid loves and cares of Harry Potter so much, or the time when Ron Wesley and Hermione becomes Harry Potter’s friend.

C. Method of the Study

The method of the study that is used in this thesis is library research. The writer of this thesis collects all the references to identify *Harry Potter and The Sorcerer’s Stone* to find out the value of parents’ love from this novel. The love action that people around Harry Potter do to him is the concern of this thesis.

The Art of Loving by Erich Fromm is the source of theory of this thesis. Theory of love that is provided by Erich Fromm helps the writer of this thesis to find the correlation between love and the book of *Harry Potter and the Sorcerer’s Stone*. *Using Critical Theory* written by Lois Tyson is the source of the explanation about the approach of this thesis. The steps to analyze this novel are also considered as the important things. The first was close reading to find the love that is presented in the novel through the characters. The second was making the problem formulation. The third was understanding the approach that is used to find the value of parents’ love at this novel. The fourth was finding and reading the source of the theory. The fifth is analyzing the novel and finding the correlation between the parents’ love and the theory of love. The analysis began by presenting all the loves actions that are found in the novel. After finding the love actions that were presented at the novel, the writer explained the value from those. Finally, the last step was concluding.
CHAPTER IV

ANALYSIS

In this chapter, the analysis of *Harry Potter and The Sorcerer’s Stone* is the answer of the problem formulations at the first chapter. First, the writer presents all love actions that people who love Harry have done to him by using theory of characterization by M. H. Abrams. Second, the writer takes the aspect of love action from what those action by using theory of love by Erich Fromm.

A. Love Action Presented in the Novel Through the Characters

1. Parents (James Potter and Lily Potter)

   James Potter and Lily Potter are the parents of Harry Potter. They are in the Gryffindor house at Hogwarts. James Potter and Lily Potter have died because they are killed by Voldemort. After that tragedy, Harry Potter becomes parentless. Lily Potter has a sister named Petunia. Petunia marries with Vernon Dursley. Harry Potter is taken care at his auntie’s house.

   a. When Harry Potter Is Saved by His Parents from Voldemort’s Dark Magic.

      In the beginning of the novel, there is a great mystery of why Voldemort cannot kill Harry Potter. Voldemort kills James and Lily Potter. Voldemort kills many people except the only little baby named Harry Potter. In the first chapter, Professor McGonagall gives the question to Dumbledore why Voldemort disappears and cannot kill Harry Potter.

      “It’s – it’s true?” faltered Professor McGonagall. “After all he’s done…all the people he’s killed…he couldn’t kill a little boy? It’s just astounding…of all the
things to stop him… but how in the name of heaven did Harry survive?” (Rowling, 1998: 12)

The question from Professor McGonagall about this mystery becomes the starting point to analyze the novel. There must be something that James and Lily Potter have done to protect Harry Potter (Baby Harry Potter). If it is an action, it should be the action of what parents should do to protect their child.

b. When Harry Potter Needs Money to Buy His School’s Needs.

At the chapter five, Harry Potter is 11 years old now. He is ready to go to the Hogwarts (school of witchcraft and wizardry). As a new student, Harry Potter must buy the things that he should have as a new student at Hogwarts. At the first time, Harry Potter thinks that he has no money. Harry Potter feels it is impossible for him to buy all his needs, especially when his uncle does not give him money. But Hagrid tells Harry Potter that his parents left money for Harry Potter.

“I haven’t got any money – and you heard Uncle Vernon last night… he won’t pay for me to go and learn magic.”

“Don’t worry about that,” said Hagrid, standing up and scratching his head. “D’ye think yer parents didn’t leave yeah anything?”

“But if their house was destroyed –“

“They didn’t keep their gold in the house, boy! Nah. First stop fer us in Gringotts. Wizard’s bank. Have a sausage, they’re not bad cold – an’ I wouldn’t say no teh a bit o’ yer birthday cake, neither.” (Rowling, 1998: 63)

Now, Harry Potter has enough money to buy his needs for school. James and Lily Potter do not leave nothing for Harry Potter. It seems that James and Lily Potter have prepared the money and saved the money for Harry Potter. This action is the thing that parents should do for their children. By the money that Harry Potter has, he could buy all his needs for his school.
In the book *Harry Potter and The Sorcerer’s Stone*, there are no explanations that James and Lily Potter work. But the money that they have at Gringgotts (Bank for witchcraft and wizardry) could be the indication that they do something to get the money. The reader may not need to know the source of the money. The fact is Harry Potter could use that money to buy everything that he needs to be the new student of Hogwarts.

c. When Harry Potter Fights Professor Quirell.

In the chapter seventeen, the climax begins. After entering the forbidden room which is the place where the Sorcerer’s Stones is saved, Harry Potter has to pass all the traps that are in the room. After passing all the traps, Harry Potter has to face the fact that Professor Quirrell (one of the teachers at the Hogwarts) is at the same side of Voldemort. Professor Quirrell supports Voldemort by giving his back head to be used by Voldemort as parasite. It means, Harry Potter has to defeat Professor Quirrell. Professor Quirrell wants to kill Harry Potter. Amazingly, Professor Quirrell cannot touch Harry Potter at the final battle. Every time Quirrell touches Harry Potter skin, his hand becomes burned.

Harry jumped to his feet, caught Quirrell by the arm, and hung on as tight as he could. Quirrell screamed and tried to throw Harry off the pain in Harry’s head was building – he couldn’t see – he could only hear Quirrell’s terrible shrieks and Voldemort’s yells of, “KILL HIM! KILL HIM!” and other voices, maybe in Harry’s own head, crying, “Harry! Harry!” He felt Quirrell’s arm wrenched from his grasp, knew all was lost, and fell into blackness, down… down… down… (Rowling, 1998: 295)

In the ending part of the novel, Dumbledore tells Harry the reason why he cannot be touched by Professor Quirrell. The reason is because of love that James and
Lily Potter have given to him. The question why Harry Potter cannot be touched by Professor Quirrel and the question why Voldemort cannot kill Harry Potter at the day when Voldemort kill James and Lily Potter are also answered by Dumbledore. It symbolizes that parents’ love is stronger than anything (at this story, it is even stronger than the greatest dark magic). Therefore, Parents’ love is the perfect protection for Harry Potter as the son of James and Lily Potter.

“Your mother died to save you. If there is one thing Voldemort cannot understand, it is love. He didn’t realize that love as powerful as your mother’s for you leaves its own mark. Not a scar, no visible sign… to have been loved so deeply, even though the person who loved us is gone, will give us some protection forever. It is in your very skin. Quirrell, full of hatred, and ambition, sharing this soul with Voldemort, could not touch you for this reason. It was agony to touch a person marked by something so good.” (Rowling, 1998: 298 – 299).

2. Dumbledore

Dumbledore is the headmaster of Hogwarts (School of Witchcraft And Wizardry). In the first chapter of *Harry Potter and the Sorcerer’s Stone*, Dumbledore leaves Harry Potter at the house of Vernon and Petunia Dursley who are uncle and auntie of Harry Potter. Dumbledore is a very strong wizard. He is even the only one that Voldemort (the evil enemy in the novel) is afraid of. When Harry Potter is at Hogwarts, Dumbledore tells Harry Potter about the secret of the Mirror of Erased. At the final chapter, Dumbledore tells Harry Potter that sacrificing form Harry Potter’s parents give protection to Harry Potter so that he cannot be touched by dark magic of Voldemort and Quirrell.
a. When Dumbledore Guarantees That Harry Potter Is Saved at His Auntie’s House.

Dumbledore knows that Dursleys’ family are not the good people. They will do the bad things for Harry Potter. Dumbledore just thinks that Harry Potter’s auntie’s house is the best place for Harry Potter when he was a baby. Harry Potter only has his auntie as his close family. When Professor McGonagall tells Dumbledore that Dursleys are the bad people, Dumbledore said explicitly that he will handle it. He will send a letter for them. The letter will explain about Baby Harry Potter.

“It’s the best place for him,” said Dumbledore firmly. “His aunt and uncle will be able to explain everything to him when he’s older. I’ve written them a letter.”

“A letter?” repeated Professor McGonagall faintly, sitting back down on the wall. “Really, Dumbledore, you think you can explain all this in a letter? These people will never understand him! He’ll be famous – a legend – I wouldn’t be surprised if today was known as Harry Potter Day in the future – there will be books written about Harry – every child in our world will know his name!” (Rowling, 1998: 13)

b. When Dumbledore Lets Harry Potter See the Mirror of Erased.

Harry Potter is celebrating Christmas moment. After receiving the Christmas present from his close friends, Harry finds another present. Harry Potter does not know who send this present to him. Harry Potter is given the invisible cloak. Harry Potter is happy, but at the same time Harry Potter just gets confused who sends the present for him and what the function of invisible cloak is.

“What is it?”
Harry picked the shining, silvery cloth off the floor. It was strange to the touch, like water woven into material.
“It’s an Invisibility Cloak,” said Ron, a look of awe on his face.
“I’m sure it is – try it on” (Rowling, 1998: 201).
Now, Harry Potter has the invisible cloak. Although Harry Potter seems do not know what the invisible cloak is for, but Harry Potter feels the present, which is an invisible cloak, is a very great thing. He could go anywhere now. He could enter all places at the Hogwarts. Harry Potter even can enter the forbidden room by using the invisible cloak because he cannot be seen by everybody.

Suddenly, harry felt wide-awake. The whole Hogwarts was open to him in this cloak. Excitement flooded through him as he stood there in the dark and silence. He could go anywhere in this, anywhere, and flitch would never know (Rowling, 1998: 205).

Invisible Cloak brings Harry Potter to the place where he finally could see the face of his parents. By using invisible cloak, Harry Potter finally could enter the room where the mirror of erased is inside. This mirror could give the reflection of the deepest feeling of everyone who sees the mirror. This is the first function of this cloak. Harry potter wants to know his parents. He wants to be loved by his parents. By the presence of the Cloak, Harry Potter could go to the mirror of erased and see his parents. Harry Potter now knows his parents love him.

But the room was empty. Breathing very fast, he turned slowly back to the mirror. There he was, reflected in it, white and scared-looking, and there, reflected behind him, were at least ten others. Harry looked over his shoulder – but still, no one was there. Or were they all invisible, too? Was he in fact in a room full of invisible people and this mirror’s trick was that it reflected them, invisible or not? (Rowling, 1998: 208).

By using an Invisible Cloak, Harry Potter can express his feeling. He misses his parents so much. He never sees his parents, but by using the invisible cloak Harry Potter could feel warm and love by his parents through the reflection of the mirror of
erased. Although He never sees his parents, Harry Potter could feel warm and love by his parents through the reflection of the mirror of erased.

He looked in the mirror again. A woman standing right behind his reflection was smiling at him and waving. He reached out a hand and felt the air behind him. If she was really there, he’d touch her, their reflections were so close together, but he felt only air – she and the others existed only in the mirror.

“Mum?” he whispered. “Dad?”
They just looked at him, smiling. And slowly, Harry looked into the faces of the other people in the mirror, and saw other pairs of green eyes like his, other noses like his, even a little old man who looked as though he had Harry’s knobbly knees – harry was looking at his family, for the first time in his life (Rowling, 1998: 209).

At the moment when Harry Potter enters the forbidden room to see the mirror of erased, Dumbledore knows. Dumbledore could reach the room invisibly even without using the cloak. Dumbledore lets Harry Potter enter the forbidden room.

Dumbledore does not get angry when he knows that Harry Potter is still awake at the night and does the forbidden thing in the dormitory. Dumbledore knows Harry Potter misses his parents.

“I don’t need a cloak to become invisible,” said Dumbledore gently. “Now, can you think what the Mirror of Erised shows us all?”
Harry shook his head.

“Let me explain. The happiest man on earth would be able to use the Mirror of Erased like a normal mirror, that it is, he would look into it and see himself exactly as he is. Does that help?”
Harry thought. The he said slowly, “it shows us what we want…whatever we want…”

“Yes and no,” said Dumbledore quietly. “It shows us nothing more or less than the deepest, most desperate desire of our hearts. You, who have never known your family, see them standing around you (Rowling, 1998: 213).
3. McGonagall

McGonagall is one of the Professors at Hogwarts. Her specialty is transfiguration. McGonagall appears firstly at the first chapter in the novel. At the first chapter, she transfigures her body to be a cat. McGonagall supports Harry Potter to be a player at Quidditch by giving Harry Potter the broomstick. At the trapdoor, McGonagall transfigures the chess player on the huge chessboard. The chess players will kill anybody who lose while playing chess on that chessboard.

a. When McGonagall Gives Attention to Harry Potter.

Professor McGonagall cares of Harry Potter could be seen from the first chapter of the novel. McGonagall disagrees if Harry Potter is put at his auntie’s house because McGonagall knows exactly that Harry’s auntie’s family is not the good family. Professor McGonagall wants Harry Potter to be put in the better place. This is because Professor McGonagall loves Harry Potter.

“I’ve come to bring Harry to his aunt and uncle. They’re the only family he has left now.”
“You don’t mean – you can’t mean the people who live here?” cried Professor McGonagall, jumping to her feet and pointing at number four. “Dumbledore – you can’t. I’ve been watching them all day. You couldn’t find two people who are less like us. And they’ve got this son – I saw him kicking his mother all the way up the street, screaming for sweets. Harry Potter come and live here!”


b. When Professor McGonagall Gives Harry Potter the Broomstick.

When Harry Potter is at Hogwarts, McGonagall wants Harry to join the team at Quidditch (Football for witchcraft and wizardry). McGonagall gives Harry the broomstick. It is Nimbus Two Thousand. That broomstick is very expensive. It is
impossible for McGonagall to give it to Harry if McGonagall does not love Harry Potter. The presence of McGonagall shows that Harry Potter, the parentless boy, can have the things that he wants. By giving Harry Potter Nimbus Two Thousand, Professor McGonagall lets Harry Potter becomes what he wants that is to be a player of Quidditch.

Do not open the parcel at the table. It contains your new Nimbus Two Thousand, but I don’t want everybody knowing you’ve got a broomstick or they’ll all want one. Oliver Wood will meet you tonight on the Quidditch field at seven o’clock for your first training session. Professor McGonagall (Rowling, 1998: 164).

4. Hagrid

Hagrid is a half-giant and a half-human who is the gamekeeper and keeper of keys of Hogwarts. At the first chapter after James and Lily Potter are killed by Voldemort, Dumbledore gives the duty to Hagrid to rescue Harry Potter from his parents’ house to his auntie’s house. At the trapdoor, Hagrid puts Fluffy (the dog which has three heads and is a very big body). The only one way to pass the fluffy is by playing the music so that fluffy will sleep after listening the music.

a. When Hagrid Brings Harry Potter to His Auntie’s House.

When Harry Potter is parentless because James and Lily Potter died, Hagrid brings Baby Harry Potter to his auntie’s house. Hagrid loves Baby Harry Potter so much. Hagrid even cries when He knows that Harry Potter will be put at Harry Potter’s auntie. Hagrid knows Harry’s auntie’s family is not a good family for Harry Potter.
“But how is the boy getting here, Dumbledore?” She eyed his cloak suddenly as though she thought he might be hiding Harry underneath it. “Hagrid’s bringing him.” (Rowling, 1998: 14).


b. When Hagrid Helps Harry Potter to Get Permission to Be A Student of Hogwarts (School of Witchcraft And Wizardry).

Uncle Vernon and his wife (Harry’s auntie) do not want Harry Potter to go to Hogwarts. They hate the witchcraft and wizardry. Dumbledore has sent them the invitation letter to tell the information that Harry Potter is accepted to be the student of Hogwarts. At the first time the letters arrive, Uncle Vernon hides all the letters. And then, to make Harry Potter becomes far from those letters, they move to the small island. But, fortunately Hagrid can reach them. Hagrid does not let Harry Potter not to go to the school. Hagrid forces Uncle Vernon and his wife to give the permission for Harry Potter so that Harry Potter can go to the school.

“If he want ter go, a great Muggle like you won’t stop him,” growled Hagrid. “Stop Lily an’ James Potter’s son goin’ ter Hogwarts! Yer mad (Rowling, 1998: 58).

c. When Hagrid Accompanies Harry Potter to Buy Harry Potter’s Needs of school.

Harry is ready to be a new student at Hogwarts (school of witchcraft and wizardry). Harry needs to buy his first year student requirements like three sets of plain work robes (black), one pain pointed hat (black), one pair of protective gloves
(dragon hide or similar), and one winter cloak (black, silver fastenings). Besides, Harry also needs to buy his course books and other equipments like wand, cauldron, a set glass or crystal phials, a telescope, and a set brass scales. Harry also needs to buy his animal like owl, cat, or toad.

Harry Potter’s parents should help Harry Potter to buy all those things. But Harry Potter is parentless. Fortunately, Harry Potter has friend like Hagrid who loves him. Hagrid helps Harry Potter to buy all those things at Diagon Alley, the market for witchcraft and wizardry. The presence of Hagrid at Harry’s life gives the meaningful impact to make him not to feel alone.

“Welcome,” said Hagrid, “to Diagon Alley.”
He grinned at Harry’s amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back into solid wall (Rowling, 1998: 71).

**d. When Hagrid Cares of Harry Potter’s First week at Hogwarts.**

The first week of school is very essential to know the progress of the child. Parents should know about it. James and Lily Potter cannot ask the question if Harry Potter likes his first week school or not. Hagrid, once again, shows his love to Harry Potter by asking how Harry Potter’s first week look like. By doing this, Harry Potter does not need to be felt nobody cares of him. Although he is parentless, the love, that Hagrid shows, makes Harry Potter does not feel alone.

Dear Harry,
I know you get Friday afternoons off, so would you like to come and have a cup of tea with me around three? I want to hear all about your first week. Send us an answer back with Hedwig.
5. Ron Weasley and Hermione Granger

Ron Weasley and Hermione Granger are the best friends of Harry Potter. They meet for the first time when they are on the train to Hogwarts. At the Hogwarts, they are put at the same house which is Gryffindor. This is the reason why they become close. They face many troubles at Hogwarts together. At the final chapter, they even go to the trapdoor to save the Sorcerer’s stone. Ron Weasley and Hermione Granger have shown so many love actions to Harry Potter.

a. When Ron Weasley and Hermione Granger Help Harry Potter in Quidditch Game.

Harry Potter is playing Quidditch. Quidditch is a football in wizard world. Ron and Hermione feel that there is something which disturbs Harry Potter while playing the Quidditch game. The broom of Harry Potter could lose its balance while Harry Potter is playing the Quidditch game. As the friends, Ron and Hermione do not want this thing happen to Harry Potter. They try to figure out who does this thing to Harry Potter. In their assumption, they think it must be Snape who disturbs Harry while Harry is in Quidditch game. Although in the final chapter it is stated that Snape is not the person who disturbs Harry, but the point here is Ron and Hermione, as Harry Potter’s friends, want to protect Harry Potter from the evil thing. This is because Hermione and Ron love Harry Potter.

Ron grabbed the binoculars. Snape was in the middle of the stands opposite them. He had his eyes fixed on Harry and was muttering nonstop under his breath.

“He’s doing something – jinxing the broom,” said Hermione.
“What should we do?”
“Leave it to me.”
Before Ron could say another word, Hermione had disappeared (Rowling, 1998: 190).

b. When Harry Potter Receives Christmas Present from Ron Wesley’s Mother, and Hermione Granger.

In the *Harry Potter and the Sorcerer’s Stone*, this is the first time for Harry Potter celebrates his Christmas time in Hogwarts. Before this moment, he always celebrates Christmas in his auntie’s house. Harry never gets the precious presents. At this Christmas time, Harry gets presents from people who love Harry Potter. They are Ron Wesley’s mother, and Hermione Granger.

“I think I know who that one’s from,” said Ron, turning a bit pink and pointing to a very lumpy parcel. “My mum. I told her you didn’t expect any presents and – oh no,” he groaned, “she’s made you a Weasley sweater.” Harry had open the parcel to find a thick, hand-knitted sweater in emerald green and a large box of handmade fudge. “Every year she makes us a sweater,” said Ron, unwrapping his own, “and mine’s always maroon.” (Rowling, 1998: 200)

His next present also contained candy – a large box of Chocolate frogs from Hermione (Rowling, 1998: 201).

c. When Harry Potter Is Helped By Ron Wesley And Hermione Granger To Enter the Trapdoor.

In the chapter sixteen, Harry Potter has to enter the forbidden room to make it sure that the Sorcerer’s Stone is saved. The room is guarded by Fluffy (magical animal that similar like a big dog and has three heads). Harry Potter wants to be alone
to reach the door. As friends, Ron and Hermione do not let Harry Potter enter the door alone because it is too dangerous for Harry Potter. They want to help Harry Potter. Harry Potter and his friends use the invisible cloak to reach the third-floor corridor where the forbidden room is there.

“You’re right, harry,” said Hermione in a small voice.
“I’ll use the Invisibility Cloak,” said harry. “It’s just lucky I got it back.”
“But will it cover all three of us?” said Ron.
“Oh, come off it, you don’t think we’d let you go alone?”
“Of course not,” said Hermione briskly. “How do you think you’d get to the Stone without us? I’d better go and look through my books, there might be something useful….” (Rowling, 1998: 271)

d. When Ron Weasley And Hermione Granger Do Something So That Neville Lets Them Go to the Trapdoor.

Neville is not a bad person actually. Neville just want to make it clear that three of them cannot do the forbidden thing anymore. Neville, Harry Potter, Ron Weasley, and Hermione Granger are at the same house in Hogwarts, which is Griffindor. If three of them do the forbidden thing anymore, the score for Gryffindor will be taken. It means they will not win the house cup in this year. Therefore, Neville do not let them to go. Hermione Granger, as Harry Potter’s friend, gives the solution for this. The action of Hermione makes them could go to the trapdoor. Hermione does this thing to Harry because Hermione loves Harry Potter.

“Go on then, try and hit me!” said Neville, raising his fists. “I’m ready!”
“Do something,” he said desperately.
Hermione stepped forward.
“Neville,” she said, “I’m really, really sorry about this.”
She raised her wand.
“PetrificusTotalus!” she cried, pointing it at Neville.
Neville’s arms snapped to his sides. His legs sprang together. His whole body rigid, he swayed where he stood and then fell flat on his face, stiff as board (Rowling, 1998: 273).

e. When Hermione Granger Helps Harry Potter and Ron Weasley to defeat Devil’s Snare in the Trapdoor.

Harry Potter, Ron Weasley, and Hermione Granger cannot pass the Devil’s Snare. It is a plant that will bind tightly everyone who is trapped in it. Hermione knows how to handle this plant. The only things that they need to do is do not move. Unfortunately, Ron cannot obey Hermione for not moving because Ron is panicked at that moment. Hermione who pays attention in Herbology class gives the essential help for all of them so that they can pass this Devil’s Snare. Hermione knows the spell to stop this plant.

“Oh, right!” said Hermione, and she whipped out her wand, waved it, muttered something, and sent a jet of the same bluebell flames she had used on Snape at the plant. In a matter of seconds, the two boys felt in loosening its grip as it cringed away from the light and warmth. Wriggling and flailing, it unraveled itself from their bodies, and they were able to pull free.

“Lucky you pay attention in Herbology, Hermione,” said Harry as he joined her by the wall, wiping sweat off his face (Rowling, 1998: 278).

f. When Ron Weasley Sacrifices Himself to Help Harry Potter to Pass the Next Chamber in the Trapdoor.

Harry Potter, Ron Weasley, and Hermione Granger are still in the trapdoor. They have to face the fact there is another challenge that they have to pass. It is a huge chess board. The chess players are alive. Three of them take a part as the chess players. When playing the chess, Ron Weasley has to make a decision by sacrificing
himself so that Harry Potter can pass and go to another chamber. Ron Weasley does this thing to Harry Potter because Ron loves Harry Potter so much.

“We’re nearly there,” he muttered suddenly. “Let me think – let me think…”
The white queen turned her blank face toward him.
“Yes…” said Ron softly, “it’s the only way … I’ve got to be taken>”
“NO!” Harry and Hermione shouted.
“That’s chess!” snapped Ron. “You’ve got to make some sacrifices! I’ll make my move and she’ll take me – that leaves you free to checkmate the king, Harry! (Rowling, 1998: 283).

g. When Hermione Granger Gives Support to Harry Potter Before Harry Potter Goes to the Final Chamber.

This is the last challenge for Harry Potter. He knows that he cannot go there with Hermione. He has to face the last chamber alone. Harry Potter needs a support. Hermione Granger gives support to Harry Potter by saying that Harry Potter is a brave boy. After receiving the motivation from Hermione Granger, Harry Potter is ready to go to the last chamber.

“Hermione!”
“Harry – you’re a great wizard, you know.”
“I’m not as good as you,” said Harry, very embarrassed, as she let go of him.

B. The Value of Love in J.K. Rowling’s Harry Potter and the Sorcerer’s Stone

1. Protection

a. Protection from Parents (James Potter and Lily Potter)

According to the theory of love by Erich Fromm, giving is not only talking about giving the material things. Giving life is also the part of giving. Parents’ love
that Harry Potter gets from his parents makes him alive. His parents protect him so that the dark magic from Voldemort cannot touch him. It can be seen from the scene when Harry Potter is saved by his parents from Voldemort’s dark magic. At the first chapter, Harry Potter is saved. Lily gives herself to protect Harry Potter.

Voldemort is very strong. When he decides to kill someone, nobody can survive. Voldemort kill everybody, including James Potter. Now, it is only Lily Potter, Baby Harry Potter, and Voldemort. Lily knows the power of Voldemort. Lily wants Harry Potter to be saved. Lily Potter sacrifices herself for Harry Potter. Harry Potter cannot be killed by Voldemort. At that night, Harry Potter is saved. By sacrificing her life, Lily gives a life for Harry Potter.

Lily knows that Baby Harry Potter needs her. Harry Potter as the baby cannot against Voldemort. The only thing that Lily can do is giving her life for Harry Potter. Lily has done her part. She has been killed by Voldemort, but the Baby Harry Potter even cannot be touched by Voldemort. This is called love. Unconditional love from Lily Potter makes her want to do everything for her child. This action of love is considered as the giving action from James and Lily Potter. Lily Potter passes away after that tragedy and leaves the mark on Harry Potter’s forehead.

“You-Know-Who killed ‘em. An’ then – an’ this is the real myst’ry of the thing – he tries to kill you, too. Wanted ter make a clean job of it, I suppose, or maybe he just liked killin’ by then. But he couldn’t do it. Never wondered how you got that mark on yer forehead? That was no ordinary cut. That’s what yeh get when a powerful, evil curse touches yeh – took care of yer mum an’ dad an’ yer house, even – but it didn’t work on you, an’ that’s why yer famous, Harry (Rowling, 1998: 53-54).
Lily Potter gives the perfect protection for Harry Potter even when Harry Potter fights Professor Quirrell. Quirrell cannot touch Harry’s body. At the novel *Harry Potter and the Sorcerer’s Stone*, James and Lily Potter cannot protect Harry Potter physically. This is because James and Lily Potter are not with Harry Potter anymore. But, Harry Potter was not left alone. The mark at the Harry Potter’s head is the symbol of protection that Harry Potter got when he was a baby. The power of love that James and Lily Potter give to Harry Potter is very strong. It gives the perfect protection for Harry Potter. This love action is considered as protection from Harry Potter’s parents to protect him from the dangerous moment.

b. Protection from Friends (Ron Weasley and Hermione Granger)

Harry Potter also gets the protection from his friends. The first protection that Harry Potter receives from his friends can be seen from the scene when Ron Weasley and Hermione Granger help Harry Potter in Quidditch Game. They assume that Harry Potter is being disturbed by Snape while Harry Potter is playing Quidditch. As a friend, they want to protect. Therefore, the action that Ron Weasley and Hermione Granger to protect Harry Potter in Quidditch game is considered as value of love which is protection.

The scene when Ron Weasley and Hermione Granger do something to Neville to let them go to the trapdoor is the action of protection, too. They want to protect Harry Potter because Neville wants to fight with them so that they will not go.
Hermione makes her spell to defeat Neville at that night. This action is considered as a value of love which is protection.

The scene when Hermione Granger helps Harry Potter and Ron Weasley to defeat Devil’s Snare in the Trapdoor is considered as protection. Hermione Granger protects Harry Potter and Ron Weasley from the Devil’s Snare which trap them. Hermione with her spell finally makes Harry Potter and Ron Weasley could be free from the plant. From this action, the value of love which is protection can be taken.

The scene when Ron Weasley sacrifices himself to help Harry Potter to pass the next door in the trapdoor is also the part of protection. Giving life by Ron Weasley is the way for Ron Weasley so that Harry Potter cannot be harmed by the chess player. Ron wants Harry Potter to be saved. The action that Ron Weasley does is considered as value of love which is protection.

2. Fulfillment
   a. Fulfillment from Parents (James Potter and Lily Potter)

Someone who wants to give something (material) to the person that they love shows the meaning of responsibility. At the novel of *Harry Potter and The Sorcerer’s Stone*, the scene when Harry Potter needs money to buy his school’s needs is the proof that James and Lily have prepared money for Harry Potter to fulfill his need to be a new student at Hogwarts. By using that money, Harry Potter could buy everything that he needs. The example of thing that Harry Potter could buy is the wizard wand. James and Lily Potter save a lot of money at Gringotts (Bank for witchcraft and Wizardry). Harry Potter even surprises with the gold that his parents’
save at that bank. Although Harry Potter is parentless, his parents do not leave
nothing for Harry Potter.

Griphook unlocked the door. A lot of green smoke came billowing out, and as it
cleared, Harry gasped. Inside were mounds of gold coins. Columns of silver.
Heaps of little bronze Knuts (Rowling, 1998: 75).

Erich Fromm said that Father’s love is conditional (Fromm, 1956: 43).
Conditional means someone will get something just there is the word ‘if’. It seems a
father will love his child if his child does something according to his expectation for
his child. The negative side from this statement, indeed, the father can lose his love to
his child if his child does not do what the father expects. But, the positive aspect is
really essential. Because it is conditional, father can do something for acquire it. For
example, father does really concern with the education of the child. Father wants his
child to be success. Therefore, to achieve his expectation to make his child success,
father works so that the salary can be used for the child to go to school. Another
example, father wants his child has the good behavior. Therefore, to teach his child,
father will give his time for the child so that the child could be with his father longer
to tell the child what the good things are and what the bad things are. Conditional
love from father makes father can control it to achieve his expectation for his child.

The scene when Harry Potter can go to school is the form of responsibility that
James and Lily Potter have done to Harry. Harry needs the money, indeed. The reader
of the novel may not know where the money comes from. But, since the money can
be used for Harry Potter to be able to go to school, it means the role of James as the
father to fulfill his child needs is completed. This action should be considered as responsibility of parents’ love.

3. Support

a. Support from friend (Hermione Granger)

Giving support is the part of giving. Love someone means supporting him so that he has the motivation inside himself. Knowledge is a part of giving. By knowing someone, we give our time and effort to discover how the person we love exactly. By giving the support, Hermione also applies the knowledge. It can be seen at the dialog when Hermione Granger said that Harry Potter is a brave boy at that scene. Hermione knows Harry Potter is a brave boy because Hermione has figured it out by using her knowledge. This shows the value of love which is support.

b. Support from McGonagall

Support also can be seen from the scene when Professor McGonagall gives Harry Potter the broomstick. Respect is one of the elements of giving. Respect means letting someone be what he wants to be. Professor McGonagall knows that Harry Potter wants to be Quidditch player. Therefore, she supports him by giving him the Nimbus Two Thousand broomstick. This broomstick is very expensive. Professor McGonagall buys this broomstick because she loves Harry Potter. This action is a value of love which is support.
4. Attention

a. Attention from McGonagall

It is impossible that someone will give if there is no care. Giving attention is a part of care. McGonagall gives the care to Harry Potter from the scene when McGonagall cares of Harry Potter. Through that action, it can be seen that McGonagall actually does not really agree if Harry Potter is put at his auntie’s house. McGonagall sees Harry Potter’s auntie’s family is not a good family. McGonagall just worries about what Harry Potter will be if he is put at his auntie’s house. This action is considered as value of love which is attention.

b. Attention from Hagrid

The thing that shows attention could be seen from the way how Hagrid cares of Harry Potter. Hagrid knows James and Lily Potter. They are the good friends. This situation is almost the same with the Dumbledore. Dumbledore is also a good friend of James and Lily Potter.

“Now, yer mum an’ dad were as good a witch an’ wizard as I ever knew. Head boy an’ girl at Hogwarts in their day! Suppose the myst’ry is why You-Know-Who never tried to get ‘em on his side before… probably knew they were too close ter Dumbledore ter want anythin’ ter do with the Dark Side” (Rowling, 1998: 55).

Hagrid does not let Harry Potter do not go to Hogwarts. Harry Potter’s uncle and auntie do not give the permission for Harry Potter to go to school. At the scene when Hagrid helps Harry Potter to get permission to be a student of Hogwarts (School of Witchcraft And Wizardry), it could be seen that Harry Potter finally gets
his permission to go to Hogwarts. School is the good thing for Harry Potter. This action is considered as the value of love which is attention.

The scene which also shows that Harry Potter receives care from Hagrid could be seen from the scene when Hagrid accompanies Harry Potter to buy Harry Potter’s needs of school. At that scene, Hagrid gives his love by showing his attention to Harry Potter. Harry Potter does not feel alone and confused to buy all his school needs. Hagrid gives the solution for Harry Potter. They go to Diagon Alley which is the market for witchcraft and wizardry. From this action, the value of love which is attention could be taken.

Another scene that shows Hagrid gives his attention to Harry Potter could be seen from the scene when Hagrid cares of Harry Potter’s first week at Hogwarts. Hagrid also gives his time to Harry Potter by asking how his first week at school looks like. Hagrid love Harry Potter, therefore he gives his attention and time to Harry Potter. This action is considered as value of love which is attention.

c. Attention from Friends (Ron Weasley and Hermione Granger)

Harry Potter also gets the attention from Hermione Granger and also Ron Weasley’s mother. When the Christmas moment comes, Harry Potter realizes that he will not get the Christmas present. But, at this year, Harry Potter receives many presents from people who love him. They are Hermione Granger and Ron Weasley’s mother. It could be seen from the scene when Harry Potter receives Christmas present
from Ron Wesley’s Mother, and Hermione Granger. This action is considered as the value of love which is attention.

Another scene that shows Harry Potter receives the attention could be seen at the scene when Harry Potter is helped by Ron Wesley and Hermione Granger to enter the trapdoor. They do not let Harry Potter go alone to the dangerous place. They accompany him because they love him. This action is considered as a value of love which is giving care.

d. Attention from Dumbledore

The person who also gives attention to Harry Potter is Dumbledore. Dumbledore applies knowledge when he gives his attention to Harry Potter. At the scene when Dumbledore lets Harry Potter see the Mirror of Erased shows that Dumbledore cares of Harry Potter. Dumbledore knows exactly that Harry Potter misses his parents so much. He lets Harry Potter to see his parents through the Mirror of Erased also it is forbidden. Dumbledore does this thing because Dumbledore cares of Harry Potter and wants to give his attention to Harry Potter. This action is considered as the value of love which is attention.

5. Security

a. Security from Dumbledore

Giving a secure feeling is also the part of giving. Responsibility is one of the elements of giving. By doing the duty very well, it shows the meaning of responsibility. At the scene when Dumbledore guarantees that Harry Potter is saved
at his auntie’s house, it can be seen that Dumbledore will send a letter to that family to explain everything. Dumbledore does this thing because Dumbledore feels that he has a responsibility by giving Harry Potter the security. Dumbledore says that Harry Potter’s auntie’s house is the best place for Harry Potter. By saying this, Dumbledore makes his responsibility to make Harry Potter is saved at Harry Potter’s auntie’s house. From this action, the value of love which is security is taken.

b. Security from Hagrid

Another scene that shows that Harry Potter receives the security can be seen from the scene when Hagrid brings Harry Potter to Harry Potter’s auntie’s family. Dumbledore gives the duty for Hagrid to bring Baby Harry Potter to his auntie’s house. By doing his duty very well, Hagrid shows that He loves Harry Potter. Hagrid gives the security for the Baby Harry Potter. It can be seen from the scene When Hagrid Brings Harry Potter to His Auntie’s House. The action of love from this scene shows the value of love which is security.
CHAPTER V

CONCLUSION

The aim of this thesis is to find out the value of love from J. K Rowling’s best seller novel which the title is *Harry Potter and the Sorcerer’s Stone*. To find out the value of parents’ love, the new criticism approached is used. New criticism approach is supported by close reading. To analyze the value, theory of love by Erich From is used. The first problem formulation, which is “How is love presented in *Harry Potter and the Sorcerer’s Stone*?”, is answered by presenting 18 actions, which are considered as love actions.

The 18 actions, which are considered as love actions, are when Harry Potter is saved by his parents from Voldemort’s dark magic, when Harry Potter needs money to buy his school’s needs, when Harry Potter fights Professor Quirrell, when Dumbledore guarantees that Harry Potter is saved at his auntie’s house, when Dumbledore lets Harry Potter see the Mirror of Erased, when McGonagall gives attentions to Harry Potter, when Professor McGonagall gives Harry Potter the broomstick, when Hagrid brings Harry Potter to his auntie’s house, when Hagrid helps Harry Potter to get permission to be a student of Hogwarts (school of witchcraft and wizardry), when Hagrid accompanies Harry Potter to buy Harry Potter’s needs of school, when Hagrid cares of Harry Potter’s first-week at Hogwarts, when Ron Weasley and Hermione Granger help Harry Potter in Quidditch Game, when Harry Potter receives Christmas present from Hagrid, Ron Wesley’s mother, and Hermione
Granger, when Harry Potter is helped by Ron Wesley and Hermione Granger to enter the trapdoor, when Ron Weasley and Hermione Granger do something so that Neville let them go to the trapdoor, When Hermione Granger helps Harry Potter and Ron Weasley to defeat Devil’s Snare in the trapdoor, When Ron Weasley sacrifices himself to help Harry Potter to pass the next chamber in the Trapdoor, and when Hermione Granger gives support to Harry Potter before Harry Potter goes to the final chamber.

The second problem formulation, which is “What are the values of love in *Harry Potter and the Sorcerer’s Stone*?” is answered by finding 5 values through the actions that are presented at the first problem formulation. The first value, which is protection, is taken from analyzing six actions. The first scene is when Harry Potter is saved by his parents from Voldemort’s dark magic. At this scene, Lily Potter sacrifices herself so that Harry Potter can be survived from Voldemort’s dark magic. The second scene is when Harry Potter fights Professor Quirrell. At this scene, harry Potter cannot be touched by his enemy who is Professor Quirrell because Harry Potter has the protection from his mother, which is love. The third scene is when Ron Weasley and Hermione Granger help Harry Potter in Quidditch Game. As a friend, they want to protect Harry Potter from the evil thing that disturbs Harry Potter while he is playing at Quidditch game. The fourth scene is when Ron Weasley and Hermione Granger do something to Neville to let them go to the trapdoor. Neville tries to stop three of them to go to the trapdoor. It is because Neville does not want
that Gryffindor’s points are taken because three of them do the forbidden thing anymore. Hermione Granger and Ron Weasley want to protect Harry Potter from Neville. Hermione Granger gives the spell to Neville and three of them could go to the trapdoor. The fifth scene is when Hermione Granger helps Harry Potter and Ron Weasley to defeat Devil’s Snare in the Trapdoor. Hermione Granger who pays attention at Herbiology class could make a spell to stop the Devil’s Snare to bind three of us. The sixth scene is when Ron Weasley sacrifices himself to help Harry Potter to pass the next door in the trapdoor. Ron Weasley decides to sacrifice himself so that Harry Potter could go to another chamber. Ron Weasley at this scene wants to protect Harry Potter.

The second value, which is fulfillment, is taken by analyzing one action. It is the scene when Harry Potter needs money to buy his school’s needs. At this scene, Harry Potter gets surprise by looking there is so much money that his parents save for him. By that money, Harry Potter could buy all his need for school.

The third value, which is support, is taken by analyzing two actions. The first scene is when Hermione Granger gives support to Harry Potter before Harry Potter goes to the final chamber. Hermione Granger says that Harry Potter is a brave boy. She gives the motivation for Harry Potter before Harry Potter has to face the final chamber. The second scene is when Professor McGonagall gives Harry Potter the broomstick. Professor McGonagall supports harry Potter to be a player of Quidditch.
By giving Nimbus Two Thousand Broomstick, it shows that McGonagall supports Harry Potter.

The fourth value, which is attention, is taken by analyzing seven actions. The first action is when McGonagall gives attention to Harry Potter. McGonagall actually does not really agree if Harry Potter is put at his auntie’s house. McGonagall worries about what Harry Potter will be if he is put at his auntie’s house. The second action is when Hagrid helps Harry Potter to get permission to be a student of Hogwarts (School of Witchcraft And Wizardry). Although Harry’s uncle and Harry’s auntie do not give permission for Harry Potter, Hagrid finally makes them give the permission for Harry Potter to go to school. The third action is the scene when Hagrid accompanies Harry Potter to buy Harry Potter’s needs of school. Harry Potter does not need to buy all his needs alone. Hagrid, as a good friend, gives his time to Harry Potter to show that Hagrid cares of Harry Potter. The fourth action is the scene when Hagrid cares of Harry Potter’s first-week at Hogwarts. Hagrid invites Harry Potter to have some kind of tea party. Hagrid just wants to know how Harry Potter’s first-week at Hogwarts is going on. Hagrid cares of Harry Potter. The fifth action could be seen at the scene when Harry Potter receives Christmas present from Hagrid, Ron Wesley’s Mother, and Hermione Granger. Harry Potter gets many present at Christmas moment this time. Harry never gets the precious present. The presence of his friend makes Harry Potter feel he is not alone at the Christmas moment this time. The sixth action could be seen at the scene when Harry Potter is helped by Ron
Wesley and Hermione Granger to enter the trapdoor. Harry Potter decides to go to the trapdoor alone. Harry Potter knows it is too dangerous but Harry has to reach the door to save the Sorcerer’s stone. Hermione Granger and Ron Weasley do not let Harry Potter to go alone. As a friend they want to show that they care of Harry Potter by not letting Harry go alone to the trapdoor. The seventh action could be seen from the scene when Dumbledore lets Harry Potter see the Mirror of Erased. It is forbidden to go to some places at Hogwarts especially when it is at night. Dumbledore knows Harry Potter misses his parents. Therefore, although it is forbidden to see the mirror, Dumbledore still gives Harry Potter the opportunity to do that thing. This is because Dumbledore cares of Harry Potter by giving him an opportunity like this.

The fifth value, which is security, is taken by analyzing two actions. The first action could be seen from the scene when Dumbledore guarantees that Harry Potter is saved at his auntie’s house. Dumbledore also apply his responsibility in doing this action. The second action could be seen from the scene when Hagrid brings Harry Potter to Harry Potter’s auntie’s family. By doing this duty, Hagrid also shows his responsibility.
BIBLIOGRAPHY


Tyson, Lois. * USING CRITICAL THEORY (How to Read and Write About Literature).* Oxon: Routledge, 2011

