THE IMPACT OF HERMIONE’S PERSONALITY DEVELOPMENT ON HER PROBLEM SOLVING IN ROWLING’S HARRY POTTER AND THE PHILOSOPHER’S STONE

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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iii
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 4 March 2019

The Writer

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Agatha Falika Christy
ABSTRACT

Christy, Agatha Falika. 2019. The Impact of Hermione’s Personality Development on Her Problem Solving in Rowling’s Harry Potter and the Philosopher’s Stone. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyzes the impact of Hermione Granger’s personality development on her problem solving. Hermione Granger is a character in Harry Potter and the Philosopher’s Stone. She is a new student in Hogwarts School of Witchcraft and Wizardry as well as the other freshman students. She is known as a Ms. Know-It-All and a nosy girl in the school because she is boasting that she is smart. Those traits make her have no friends. After she encounters a horrible thing, Hermione finally has a personality development and it makes her change her point of view. After her personality develops, she gets two best friends, Harry and Ron, and she can use her potential skill for a better purpose.

There are two formulated problems in this study. The first problem is about Hermione’s characteristics. The second problem is about Hermione’s personality development. The researcher used psychological approach and library research as the method of this study. The primary source of this study was the novel entitled Harry Potter and the Philosopher’s Stone by J.K Rowling. The secondary source were theory of character, theory of characterization, theory of personality development, theory of human needs, and theory of problem solving.

There are two findings in this study. The first finding reveals Hermione’s characteristics. She is boastful, nosy, clever, nerdy, obedient, hardworking and reliable. Her bad characteristics outshine her good ones, so people know more about her bad characteristics rather than her good characteristics. After Harry and Ron save her life, her personality develops to be better, and her good characteristic shines more than before. She knows the most suitable time to show her skills and knowledge. Later, her developed personality help on her problem solving activity and she changes to become a better person. The changes in her personality affect her life and help her and her friends in solving many problems.

Keywords: characters, personality development, problem solving
ABSTRAK


Studi ini menganalisis pengaruh dari perkembangan kepribadian Hermione Granger terhadap penyelesaian masalahnya. Hermione Granger adalah karakter dalam cerita Harry Potter and the Philosopher’s Stone. Dia adalah murid baru di Hogwarts, begitu juga dengan murid baru yang lain. Dia dikenal di sekolah sebagai murid Yang-Tahu-Segalanya, suka memamerkan bahwa dia pintar dan juga suka ikut campur urusan orang lain yang membuatnya tidak mempunyai teman. Hermione akhirnya mengalami perkembangan kepribadian setelah dia menghadapi kejadian buruk yang mengubah cara pandangnya. Setelah kepribadiannya berkembang, dia mendapatkan dua teman baik, Harry dan Ron dan dia mampu menggunakan potensinya untuk tujuan yang lebih baik.


Kata kunci: characters, personality development, problem solving
ACKNOWLEDGMENTS

I would like to express my gratitude to Jesus Christ for His blessing through people around me, for giving a good health for me and people around me, gives His bless so I can finish this thesis in a good condition.

I also would like to express my gratitude to my parents, Bernadetta Winarsih and Bruno Prasetyo who teach many things to me and made me to become who I am today. My one and only sister, Euphemia Tia Christy, who become one of the most important person in my life in the past 7 years, who gets through thick and thin with me. My aunt and uncle who are like my own parents, Anastasia Widarti and Sebastianus Basuki, who support me unconditionally. My big family, who is always been there for me when I need help.

Then, I would like to express my regards to my advisor, Drs. L. Bambang Hendarto Y, M.Hum, for his patience and time for guiding me to finish my thesis. My lecturer, Laurentius Krisna Septa Bernanda who enlighten me when I found a dead end.

I would like to thank my classmates who make my day is bright, and my friends in Lorcin who make my day feels better and brighter because of their jokes, my women squad who made amazing memories when I was studying in Sanata Dharma. My gratefulness goes to my friends who are also try to finish this thesis, Tarno, Misel, who ever try to finish this study with me. For my other friends who support me morally, Mbak Teti, Putri, Dian, Mas Wiwit, Shinta, Astri for their support and for keeping me sane throughout write this thesis. I would like to express my gratitude to people around me, Diksasius and Nataputra Muay Thai Club, who make me feel less stressed throughout writing my thesis and support me through their own way.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>STATEMENT OF ORIGINALITY</td>
<td>iv</td>
</tr>
<tr>
<td><strong>PERNYATAAN PERSETUJUAN PUBLIKASI</strong></td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

A. Background of the Study.................................................................................. 1
B. Research Questions.......................................................................................... 4
C. Significance of the Study................................................................................. 4
D. Definition of Terms.......................................................................................... 5
   1. Characters........................................................................................................ 5
   2. Personality........................................................................................................ 5
   3. Problem Solving................................................................................................. 5

## CHAPTER II. REVIEW OF RELATED LITERATURE

A. Review of Related Studies.............................................................................. 7
B. Review of Related Theories............................................................................. 9
   1. Theory of character......................................................................................... 9
   2. Theory of characterization............................................................................ 10
   3. Theory of Personality Development............................................................. 12
   4. Theory of Human Needs.................................................................................... 14
   5. Theory of Problem Solving............................................................................. 16
CHAPTER III. METHODOLOGY
A. Object of the Study .............................................................. 20
B. Approach of the Study ............................................................ 22

CHAPTER IV. ANALYSIS
A. The Description of Hermione Granger ........................................ 22
   1. Hermione Granger’s Characteristics ........................................ 22
      a. Boastful ........................................................................ 23
      b. Nosy ............................................................................. 25
      c. Clever ......................................................................... 27
      d. Nerdy ......................................................................... 29
      e. Obedient ....................................................................... 31
      f. Hardworking ................................................................... 33
      g. Reliable ......................................................................... 34
   2. Hermione Granger’s Personality Development ......................... 36
      a. Better versus Worse ....................................................... 36
      b. Slow versus Rapid ......................................................... 40
B. The Impact of Hermione’s Personality Development on Solving the
   Problems .............................................................................. 42
   1. Perception of the problem .................................................... 43
   2. Searching of Information .................................................... 44
   3. The decision to act ................................................................ 45
   4. The evaluation process ....................................................... 48

CHAPTER V. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS
A. Conclusions ........................................................................... 50
B. Implications ............................................................................ 52
C. Suggestions ............................................................................. 53

REFERENCES .............................................................................. 55
APPENDICES .............................................................................. 56
LIST OF APPENDICES

Appendix I: The Summary of *Harry Potter And The Philosopher’s Stone* ........57
Appendix II: Biography of J.K Rowling...............................................................59
CHAPTER I

INTRODUCTION

This chapter consists of four sections: the first section describes the background of the study, which explains the reasons for taking the issue to discuss; the second section presents the research questions; the third section is significance of the study that explains the advantages of this study and the last section is definitions of terms that explains the important key terms.

A. Background of the Study

Personality and characteristic are the term that may confuse some of us. Dashiel (1949) as cited by Hurlock (1974) mentions that an individual personality is the “total picture of his organized behavior, especially as it can be characterized by his fellow men in a consistent way”. While characteristic is the distinguishing feature or quality, personality is the visible aspect of someone’s character as it impresses others. However, changes in someone’s personality is highly possible to happen. A person who is satisfied with himself tends to stay with his personality. At all ages, the more stable the environment, the pressure to change the personality is fewer. The improvement of someone’s personality is called personality development. This may be caused by people or places where one lives.

As a social human beings, someone can not live by himself, so he needs other people in his lives. Baron and Byrne (1994) say that “Other people often play a crucial role in our lives” (p. 4). Satisfying form of pleasure such as praise, help and love and form of pain such as criticism, rejection and embarrassment are things
which are gotten from other people. That are the reason people spend their time to interacting with others, trying to understand and thinking about others.

For adolescents, the feelings of belonging to some groups of their agemates who share common interests and attitudes are interesting. At this age, the social world of adolescents is expanding beyond their families including peers, teachers, and other adult models. Kimmel and Weiner (1985) state that “No longer content with being children, not yet accepted as adults, and eager not to depend too much on their parents, adolescents from age 11 or 12 to 16 or 17 often feel a gap in their lives that only partially filled by having a few good friends. To close this gap, young people typically establish groups or cultures of their own groups or cultures of their own that exist primarily to give them a sense of belongingness.” (p. 310).

However, a social group itself has its own standard to accept someone who is suitable enough to be included in their social circle. Being accepted in the social group shows that one’s personality is good enough to make the social group accept him on their circle. However, not all the people can easily get an acceptance into a social group because of their personality. Hurlock (1974) states that: “During adolescence, the desire to be popular is intensified. With this comes a reawakening of the old realization that a “nice” personality go hand in hand. It means when that personality has a “marketable value” and that it can “buy” popularity” (p.119)

From the statements above, it can be concluded when a person does not have many friends, it means that other people do not approve his personality. Unconsciously the person who is rejected in society realizes that there is a possibility that some people do not like him, and it can be seen by how many friends he has. Because of this social pressure, that person will try to change his personality to be better than before so that he can be accepted in that society. According to
Hurlock (1974) conditions that are responsible for personality change are changes in social pressure, and these become the conditions why people change their personality. “And since everyone normally has a strong desire to be accepted by others, he will try to change his personality” (p. 126). Therefore, in order to be accepted by others, someone will change his personality that will suit with the society.

How someone changes his personality and what the causes are, can be depicted in a work of literature like a novel. One of the example is a novel entitled *Harry Potter and the Philosopher’s Stone* by J.K. Rowling. This story tells about a character named Hermione Granger, a freshman student in Hogwarts who is a smart and hardworking student. However, she is a boastful and nosy person, which makes her have no friends. Hermione's desire to be accepted among her friends opens the full potential on her to be a person who is reliable for her friends and often helps them to get out of trouble. This study aims to discuss how Hermione’s personality changes bring a great help to her closest friends, and is able to save their lives in many occasion and affects on her problem solving.

That’s why, *Harry Potter and the Philosopher’s Stone* is a suitable example in studying about someone’s personality. In this study, the researcher focuses on Hermione because this book shows how Hermione’s personality develops and how her changed personality helps her a lot when she faces some problems. This thesis discusses Hermione’s personality as a crucial factor that can influence the way she and her friends solve the problems.
B. Research Questions

There are two research questions are going to discuss, the questions are formulated as the following:

1. How are Hermione’s characteristics described in the story?
2. How does the impact of Hermione’s personality affect her problem solving in the story?

C. Significance of the Study

This research aims to find the impact of Hermione’s personality development on the problem she faces. Specifically, this research has two main objectives. The first objective is to find out how Hermione’s characteristics are described in the story. The second objective is to analyze how Hermione’s personality development affects her friends and her way to solve the problems.

Through this study, the researcher finds that someone’s personality can change to be better or worse. When the personality changes to be better, it can open the full potential of that person. Some of the characteristics that are nuisance for others, when they are applied in the right time and moment, can be a great help. Related to the education field, it shows when the students have a great willingness to study well and pay attention in the class, it will bring a great benefit to them in the future. This study may help the students of English Education Study Program who want to be teachers in the future. As future teachers, they can direct their students to know about their potential and maximize it so it can be beneficial in the future.
D. Definition of Terms

Some words are defined to guide the readers to understand this thesis. These terms are:

1. Characters

Hjelle and Ziegler (1981) describe characters as “Term used to refer to a moral standard or value system against which an individual’s actions are evaluated” (p. 318). In a literature work, a character is created by the author that should be understood by the reader. The character can be defined as any person, animal or figure represented. These characters have their function to liven up in a story.

2. Personality

Munn states that personality is the “most characteristic integration of an individual’s structure and activities.” It is characteristic in a dual sense because (1) it is unique, differentiating the individual from all others, and (2) it is fairly consistent, representing the customary integration of a particular individual’s structure and activities (as cited in Hurlock, 1974, p. 6).

3. Problem Solving

Tallman, Leik, Gray, and Stafford (1993) state that “Problem solving is a nonroutine mental and/or motor activity undertaken under conditions of uncertainty and oriented toward overcoming an impediment to goal attainment by circumventing, eliminating, or removing a barrier and/or restoring previously established routes to goal attainment.” It means that a person should do something
to figure out the problem and seeks out the way to solve the problem so he can reach the goal.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections. They are review of related studies, review of related theories, and theoretical framework. In the review of related studies, the researcher reviews some critics and some of the studies that use the same novel. The second section is review of related theories. This part contains theories of character, theory of characterization, theory of personality development, and theory of human needs. The third section is theoretical framework. In this last part, the researcher discusses the relationship of the theories to answer the research questions of this study.

A. Review of Related Studies

Harry Potter series is known as one of the most famous novels. Many people review this and some students at Sanata Dharma University have used it as their object of studies. In this review, the researcher includes some critics and the studies that were done previously in Sanata Dharma University. They were mostly conducted by the students of English Language Education Study Program and English Letters Study Program.

The first review was written by Rosemary Stone. Stone shared her opinion about J.K Rowling who was able to show her excellent skill in writing Harry Potter and the Philosopher’s Stone. She praised the way Rowling is able to create a fresh and funny story about school of magic even though the story about a school for wizards and witches has been done before. She saw that Rowling could develop the
themes of bravery and the need to understand the “desperate desire of our hearts”. She even praises Rowling as a most exciting and vigorous new talent.

(http://booksforkeeps.co.uk/issue/106/childrens-books/reviews/harry-potter-and-the-philosophers-stone.html)

Another criticism was written by Amanda White in the Fantasy Book Review. She discussed how J.K. Rowling should be commended for getting so many people to read books and being excited by books. The story and exciting conclusion had the ultimate feel-good factor. She even wrote how this book was highly recommended to anybody between the ages of 8 and 80. The books are a joy to read and possibly the most rewarding young adult’s book since The Hobbit.

(http://www.fantasybookreview.co.uk/JK-Rowling/Harry-Potter-Philosophers-Stone.html)

Beside some critics that were shown above, some studies on Harry Potter novel were done by some students of Sanata Dharma University. Both of them discussed many aspects of the different series of the novel, and although many used the same title from this series, they discussed different aspect; one previous researcher discussed Hermione, but the topic was different. Using the same title of the book from the series, there are at least six people did research on this novel. However, the focuses were different. Two students who did the researches both were the students of English Letters Department and of the English Language Education study program. Surbakti (2017), from English Letters Department, wrote about The Value of Love in J.K. Rowling’s Harry Potter and the Sorcerer’s Stone. He discussed how the power of love that Harry’s received since he was a baby until
he had to fight his enemy was able to make him survived. Next, a student of English Language Education Study Program in Sanata Dharma University named Arie (2004) wrote about *A Study of the True Self of Harry Potter, the Main Character of J.K. Rowling’s Harry Potter and the Philosopher’s Stone*. He discussed someone’s motivation in influencing his actions. In his thesis, he explained the description of Harry Potter in the novel, including both physical appearances and characters. Then, he tried to find the motivation behind Harry Potter’s actions. Finding the motivation helped him to conclude the true self of Harry Potter in his study.

In this study, the researcher analyzes the impact of Hermione’s personality development in *Harry Potter and the Philosopher’s Stone* on her problem solving. The researcher analyzes how Hermione’s personality development affects her problem solving. It is interesting to analyze some factors that contributing in Hermione’s changes in her personality and how the changes makes her to be a better person. The study on Hermione’s personality development by using this book has never been discussed yet. That is why the researcher chose to study about this topic.

B. Review of Related Theories

In this chapter, the researcher presents five theories: theory of character, theory of characterization, theory of personality developments, theory of human needs, and theory of problem solving.

1. Theory of character

When reading a novel, the readers will encounter two types of characters, called round and flat character. According to Robert and Jacob’s theory (1989), a round character is the major figure in a story. Usually, the author will fully develop
the round character. The round character has many individual and unpredictable human traits that make him considered as a dynamic and make him have the capacity to change or grow. This round character is usually a main character that becomes the focus of attention. The second type of character is flat character. They are not individuals like the round character and they are not fully developed. Usually, they are minor characters even though not all minor characters are flat. They are static, unlike the round character who is dynamic (pp. 120-121).

2. Theory of characterization

Despite the difficulty in discovering the true personality of a certain complicated character, Murphy (1972) comes out with an idea to understand a character in literary works (pp. 161-173). His ways help the reader to get a better understanding about characters. The nine ways of understanding a character are:

a. Personal Description

The author gives a description about a person’s appearance. The reader will know a bit about what kind of the character has by the way the author described him. For example, the author describe about the character by telling the clothes, hair, and skin-colour of the character.

b. Character as Seen by Another

The author could describe a character not in a direct way. The author describes the character based on other character’s opinion. The reader will get a reflected image based on the thought of other character.
c. **Speech**

The reader can see the characteristic of the character based on his speech. The way the character speaks to other people or in a conversation with other people will give a clue about his character.

d. **Past Life**

The author lets the reader know about the character’s past to give a clue to the reader what events that happened in the past, which makes to shape a person’s character. The author can tell the past life through the direct comment of the author, through the character’s thought, or the conversation with other people.

e. **Conversation by Others**

Conversation by others means that the author gives a clue about a person’s character through conversations of other people and what other say about him. Through the conversation by other people, we can know the character of the person.

f. **Reactions**

The way a person’s reacts on something when some various event happened to him will reveal the character of that person. Whether he is short-tempered or calm during hectic situation.

g. **Direct Comments**

The author describe by saying what kind of person the character is by the comment that author made. The author can tell about a person’s personality through comment that the author made in the book.
h. Thoughts

The way a person thought about himself, recent situation or other people would reveal what character he has in the novel. He is able to think anything in his mind, something he cannot do in real life.

i. Mannerism

Mannerism is about a person’s habit or mannerism that will able to show something about his character.

3. Theory of Personality Developments

Someone who completely satisfied with his personality has no desire to change it. The dissatisfaction will make someone motivated to change his personality. The improvement of someone’s personality is called personality development.

The changes in personality pattern fall into three major categories. First, the changes for the better and for the worse. Second, some are quantitative and qualitative. Third, the changes occur slowly and some rapidly. Hurlock (1974) states that there are three categories of personality change. They are better versus worse, quantitative versus qualitative, and slow versus rapid changes (pp. 120-122).

a. Better versus worse

The first category in the changes in the personality pattern is better versus worse. It means that someone’s personality changes reflect the kind of life adjustment the individual has made at the time, whether it is for the better or for the worse. The example of successful adjustment improves the self-concept, self-confidence, and self-assurance. It means the personality changes is to be better. By
contrast, failure to come up to self-expectations leads to a deterioration in the self-concept, feelings of inadequacy and inferiority. Those feelings are expressed in antagonism, depressions and defensive reactions and lead to poorer social and personal adjustments. This shows that the personality changes to be worse.

b. Quantitative versus qualitative

The second category of personality change is quantitative versus qualitative. Qualitative change concerns the changes when someone’s undesirable traits become weaker and overshadowed by traits that are approved socially. However, this behavior tends to become less conspicuous as the person grows older and it does not normally occur. Meanwhile, quantitative change is about the characteristics that are already present are strengthened, weakened or reinforced. Usually, for the most part, changes are quantitative.

c. Slow versus rapid changes

The third category of personality change is categorized as slow versus rapid changes. Changes are regarded slow if they are barely visible while rapid changes are apparent. In a personality change, normally the change is slow and gradual. It is because every change involves the breaking of previous habit and the new habit will replace it. This is the reason why personality improvement cannot change in a short time.

Meanwhile, rapid changes at any age are a danger signal. Because when someone’s personality changes in a short duration, it is usually due to artificial stimulation which temporarily causes the person to forget his real self-concept. Rapid changes can be happen due to an endocrine or neurological upset, such as
brain injuries, tumors, cancer or some others diseases. It makes the person who is affected with those diseases change his personality unconsciously.

4. Theory of Human Needs

Maslow’s hierarchy of needs is a theory in psychology proposed by Abraham Maslow (1970) as cited in Feist and Feist (2010) in his paper “A Theory of Human Motivation”. Maslow’s theories are about human developmental psychology. Maslow’s hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental needs at the bottom and the need for self-actualization and at the top.

![Figure 1.1 The First Hierarchical Pyramid of Maslow’s Theory of Needs](Maslow (1970) as cited in Feist and Feist (2010))

a. Physiological Needs

The most basic need of human is physiological needs that include food, oxygen, water, and so on. Things that make physiological needs different from other needs it is on their two important aspects. First, physiological need is the only one needs that can be completely satisfied or even overly satisfied. A second
characteristic is their nature of recurring, meanwhile, the other needs do not constantly recur.

b. Safety Needs

When people already satisfied by their physiological needs, they will be motivated by safety needs such as physical security, stability, protection and freedom from any threatening things such as war, terrorism, fear, illness, danger and natural disasters.

c. Love and Belongingness Needs

After people satisfied by physiological and safety needs, they will be motivated to seek love and belongingness such as the need to belong to a family, the desire of friendship, a club or a neighborhood. Love and belongingness also include in some aspects of human contact and sex, for example, the need to give and receive love.

d. Esteem Needs

After people satisfy their love and belonging, they are able to pursue esteem needs. This need includes self-respect, competence, and confidence. There are two levels of esteem needs, reputation, and self-esteem. Reputation is the perception of fame, recognition a person has achieved in other’s eyes, meanwhile, self-esteem is a feeling of worth and confidence from a person’s own feelings.

e. Self-Actualization Needs

Self-fulfillment is included in self-actualization needs. Self-fulfillment is the realization of the potential of the person and a desire to become creative. People who have self-actualization maintain the feelings of their self-esteem even when
rejected, dismissed and scorned by other people. It means self-actualizers are not dependent on the satisfaction of love or esteem needs.

5. **Theory of Problem Solving**

Problem solving activity is not an activity that will end by one action. It is a process of some stages that need to be done to solve the problem. In each stage, the decision is made by choosing whether to continue the activities in the present stage, take an action to move to the next stage, or to return to the previous stage, or to conclude the action of problem solving activity. Tallman, Leik, Gray, and Stafford (1993) state that problem solving activity is a four-stage process. They are perception of the problem, searching information, the decision to act, and the evaluation process (pp. 165-170).

a. **Perception of the Problem**

When person realizes a certain situation as a problem, it implies the need to solve the problem. This shows that the person is aware of the existence of the problem and there is a possibility that the action to solve the problem will result in a failure because in this stage, the chance of success or failure can not be seen completely. Problem solving is an activity that needs time, effort and resources. The immediate the problem is, the bigger chance the person will notice its existence.

b. **Searching of Information**

After passing the first stage, the person firstly has to decide whether to take any action or not after he is aware of the problem. He will decide to solve the problem after estimating the benefits of the action and the cost of the action. He needs information about the available action to achieve the result. The next step is
to search a relevant information to solve the problem and find the possible solutions. In this stage, the person will end the information searching process when he feels the results is satisfying.

c. The Decision to Act

The searching of information affects the decision whether the person wants to continue or not. After getting the results from searching the information, he will decide whether he wants to deal with the problem by problem solving, coping or withdrawal. The purpose of searching information is to know the probability from the different action. The bigger the cost compared with the benefits of solving the problem, the person will less likely to engage in solving the problem. All of the decision are based on the estimated cost and benefit in the future.

d. The Evaluation Process

In this final stage, the person will face two actions; whether they want to continue the action or to stop the problem solving activity. If he feels that the problem is solved, he will stop the problem solving activity. The bigger the number and amount of the resources that he invested in the problem solving activity, the bigger the chance he has to continue problem-solving activity even when he faces a negative feedback.

C. Theoretical Framework

This study is about the impact of Hermione’s personality development on solving the problems in *Harry Potter and the Philosopher’s Stone*. In order to ease the readers to understand the story, some theories are used. The first theory is about character and characterization. According to Murphy (1972), there are nine ways to
reveal someone’s character. They are through personal description, character as seen by others, speech, past life, conversation of others, reactions, direct comment from the author, character’s thoughts, and mannerism. This theory is used to describe how the characteristics of Hermione are described in *Harry Potter and the Philosopher’s Stone*.

The second is theory of personality development. The researcher uses Hurlock’s theories of personality development to find the development of Hermione’s personality. This theory also helps the researcher to know what kind of changes that happened in Hermione’s personality development.

The third is the theory of human needs. Abraham Maslow (1970) as cited in Feist and Feist (2010) described the stages human needs as, physiological needs, safety needs, love and belongingness needs, esteem needs, self-actualization needs (p. 279-282). This theory is used to support the researcher to find out how Hermione’s needs are able to make her personality develop and how this development helps her on her problem solving throughout the story.

The fourth is theory of problem solving. Tallman, Leik, Gray, and Stafford (1993) described problem-solving activity as a four-stage process. They are perception of the problem, searching of information, the decision to act and the evaluation process. This theory is used to know how Hermione is dealing with the problems by using this four-stage process to solve the problem.
CHAPTER III

METHODOLOGY

This chapter consists of two sections. They are object of the study and approach of the study. In the object of the study, the researcher explains the physical description and the special record of the novel studied. The approach of the study elaborates the approach used in this study, which is psychological approach. This section explains the reasons why the researcher uses the psychological approach in this study.

A. Object of the Study

Harry Potter and the Philosopher’s Stone is the first novel of Harry Potter series written by J.K. Rowling, and was first published in 1997 by Bloomsbury. Scholastic Corporation published it in the United States as Harry Potter and the Sorcerer’s Stone in 1998. The novel won most of the British book awards and other awards in the US. The book reached the list of best-selling fiction by New York Times in August 1999 and still stayed near the top for around 1999 and 2000. Harry Potter and the Philosopher’s Stone has been translated into at least seventy-three other languages and has been made into a film with the same name. Rowling sold the film rights to Warner Bros her first four Harry Potter books in 1999. In this study, the researcher used the 20th anniversary edition that was published in June 2017. This novel consists of 332 pages in 17 chapters.

(https://harrypotter.fandom.com/wiki/Harry_Potter_and_the_Philosopher%27s_Stone.html)
This novel tells about eleven-year-old Harry Potter that has been living with his uncle and aunt, Vernon and Petunia Dursley, and their spoiled son, Dudley Dursley who always bullies him. His life changes when he receives a letter from Hogwarts School of Witchcraft and Wizardry on his eleventh birthday. Harry is the son of James and Lily Potter that are murdered by the most evil and powerful dark wizard in history, Lord Voldemort. The strangest thing happens when Lord Voldemort fails to kill Harry Potter and makes his power vanishes, and it makes Harry Potter famous and known as The Boy Who Lived.

Ten years later, Harry attends Hogwarts School of Witchcraft and Wizardry as a new student and befriend with Ron Weasley. At the same time, Hermione Granger, a muggle born, which means none of her parents are wizards, attend the school in the same year. They meet and introduce each other and it turns out they share the same house, Gryffindor. Despite they often meet each other, Hermione does not befriend with them because she leaves a bad impression when she meets Harry and Ron for the first time. She is known as boastful and nosy. After facing some problems together, they are bound to be friends. However, their life is not at peace even when they know that Voldemort comes back and he tries to steal the philosopher’s stone, which grants its user immortality as well as the ability to turn any metal into pure gold. The philosopher’s stone is hidden in Hogwarts. By sharing his soul with one of the teachers in Hogwarts, Voldemort has an access to go inside the school. Hermione is known as a smart student who is able to have Harry and Ron as her friends after her personality is developed to be better. It turns out that
her personality development affects her, and she is able to help solving many problems and they are able to save the stone for being stolen.

**B. Approach of the Study**

As the focus of this study is Hermione’s personality development and the impact of her personality development on solving the problems in the story, the researcher applies a psychological approach in this study. Tyson (2006) states that psychological approach is an approach, which can help us to get better understanding about human behavior (p. 11). The researcher applies psychological approach because the study focuses on personality development of Hermione Granger. Since psychological approach can help us to know better about human behavior, it means it can help us to understand literary text about human behavior. This is useful for the researcher to analyze the novel since Hermione’s personality development is included in human behavior and related to psychological condition. This approach is useful to help the researcher in analyzing Hermione’s personality development and find out the impact of her personality development on her problem solving.
CHAPTER IV
ANALYSIS

This chapter consists of two main points: the first point discusses the characteristics of Hermione Granger in *Harry Potter and the Philosopher’s Stone* and the second point reveals Hermione’s personality development. This chapter proves that Hermione’s personality development affects her problem solving.

A. The Description of Hermione Granger

In this part, there are two sections of discussion. The first section discusses Hermione’s characteristics and the second section analyzes Hermione’s personality development. The researcher analyzes Hermione’s characteristics using theory of character and characterization. Then, the researcher uses theory of personality development to analyze the development of Hermione’s personality.

1. Hermione Granger’s Characteristics

According to Forster (1985), there are two categories of characters; round characters and flat characters. Round characters develop throughout the story. Hermione is included as the round character because her personality changes happen throughout the story. The changes include her thought, how she sees some events in a different point of view and these shows that she is a round character.

Hermione Granger, one of the main characters of *Harry Potter series* is described strongly in the story. Hermione’s first appearance is described as having “a bossy sort of voice, lots of bushy brown hair and rather large front teeth”. Later, she is described explicitly in the book as boastful, nosy, clever, nerdy, obedient, hardworking, and a reliable student.
Murphy (1972) states that the reader can understand the character based on how the author expresses the character in the story. There are nine ways of understanding a character. The researcher will use Murphy’s theory to know the characteristic of Hermione Granger that appear in the story.

a. Boastful

Hermione appears strongly from the beginning of the story. The first time she appears when she asks if Harry and Ron see a toad. After getting the answer that they do not see it, instead of leaving, Hermione sees that Ron is about to perform a spell on his rat. Being interested, Hermione then sits to watch how well he does it. It turns out that Ron says the wrong spell because his brother lies to him by teaching the wrong spell.

“Are you sure that’s a real spell?” said the girl. “Well it’s not very good, is it? I’ve tried a few simple spells just for practice and it’s all worked for me. Nobody in my family’s magic at all, it was ever such a surprise when I got my letter, but I was ever so pleased, of course, I mean, it’s the very best school of witchcraft there is, I’ve heard – I’ve learnt all our set books off by heart, of course, I just hope it will be enough – I’m Hermione Granger, by the way, who are you?” (pp. 112-113)

From that statement above, Hermione’s boastful characteristic is shown clearly. Based on her speech, Hermione shows that she is pleased with her skills and brags about it in front of others. Murphy (1972) states that the reader can analyze characters by analyzing what the characters’ says or when the characters is in a conversation. Based on the conversation above it shows that Hermione’s speech shows what kind of person she is. She accuses that Ron’s magic is terrible and brags about herself. By boasting how much better her magic is a kind of rude to someone whom she meets for the first time. Her boastful side is showing too when
she knows who Harry Potter is. Harry who gets famous because of his past, gets his background story written on some books and Hermione shows how much she knows him based on some books she has already read. It can be seen in the following statement.

“Harry Potter”, said Harry.
“Are you really?” said Hermione. “I know all about you, of course – I got a few extra books for background reading, and you’re in Modern Magical History and The Rise and Fall of the Dark Arts and Great Wizarding Events of the Twentieth Century.”

“Am I?” said Harry, feeling dazed
“Goodness, didn’t you know, I’d have found everything I could if it was me,” said Hermione. “Do either of you know what house you’ll be in? I’ve been asking around and I hope I’m in Gryffindor, it sounds by far the best, I hear Dumbledore himself was one, but I suppose Ravenclaw wouldn’t be too bad ...” (p. 113).

From the conversation above, it is shown that Hermione boast about how many books she has read and how she would find everything about herself if she were Harry. She leaves a strong impression for them, especially Ron. Ron later says to Harry, “Whatever house I’m in, I hope she’s not in it,” (p. 113). Without she realizes, her boastful characteristic already limits her for being accepted in a social group. It is shown how Ron does not want her in the same house. Her boastful characteristic shows up too in Potion class. Professor Snape, the teacher for Potion class directly asks questions for Harry, but Hermione is the one who tries to answer it.

“Potter!” said Snape suddenly. “What would I get if I added powdered root of asphodel to an infusion of wormwood?”
Powdered root of what to an infusion of what? Harry glanced at Ron, who looked as stumped as he was; Hermione’s hand had shot into the air.
“I don’t know, sir.” said Harry.

... He ignored Hermione’s hand.
“Let’s try again. Potter, where would you look if I told you to find me a bezoar?”
Hermione stretched her hand as high into the air as it would go without her leaving her seat, but Harry didn’t have the faintest idea what a bezoar was.

...Snape was still ignoring Hermione’s quivering hand.
“What is the difference, Potter, between monkshood and wolfsbane?”
At this, Hermione stood up, her hand stretching towards the dungeon ceiling.

From the statement above, it is clearly shown how many attempts Hermione tries to answer those questions even when the questions are not for her. She wants the teacher to notice her who clearly know the answer from those three questions. Here, Hermione wants to be acknowledged by the teacher and her classmate by boasting her excellent capability. She wants other people know that she is able to do spell well, read many books and answer the questions in class. Maslow’s theory of needs (1970, as cited in Feist and Feist, 2010) identifies esteem needs in two levels; reputation and self esteem. Reputation is about the perception of the prestige, recognition, or fame a person has achieved in the eyes of others, whereas self esteem is about someone’s own feeling of worth and confidence. This shows how Hermione cares about her reputation and she is confident with her knowledge that makes her having high self-esteem. She wants to show that she knows and is able to do magic even though she is born as a muggle and comes from a muggle family.

Based on the analysis of her speech, how other characters see her, and her mannerism, it can be concluded that Hermione is a boastful person.

b. Nosy

Hermione tries to meddle into things that are not her business. She even meddles into her friends’ business that she does not know well enough. It is shown
when she overhears the conversation between Malfoy and Harry. Malfoy is an annoying student who often makes some troubles by saying naughty remarks or insult other people. This time, he asks Harry and Ron to have a duel wizard at the midnight on the trophy room. Hermione accidentally hears their conversation.

Hearing of that, she steps up and tries to stop them.

And what if I wave my wand and nothing happens?"
“Throw it away and punch him on the nose,” Ron suggested.
“Excuse me.”
They both looked up. It was Hermione Granger.
Can’t a person eat in peace in this place?” said Ron.
Hermione ignored him and spoke to Harry.
“I couldn’t help overhearing what you and Malfoy were saying – “
“Bet you could,” Ron muttered.
“– and you mustn’t go wandering around the school at night, think of the points you’ll lose Gryffindor if you’re caught, and you’re bound to be. It’s really very selfish of you.”
“And it’s really none of your business,” said Harry (p. 165).

Based on the conversation above, it is shown clearly how Hermione is nosy by trying to meddle into things that actually not her business. Harry clearly says that their matter is none of her business. Knowing that they would not listen to her that afternoon, she waits in a common room until midnight to stop them.

They had almost reached the portrait hole when a voice spoke from the chair nearest them: “I can’t believe you’re going to do this, Harry.”
A lamp flickered on. It was Hermione Granger, wearing a pink dressing-gown and a frown.
“You!” said Ron furiously. “Go back to bed!”
“I almost told your brother,” Hermione snapped. “Percy – he’s Prefect, he’d put a stop to this.”
Harry couldn’t believe anyone could be so interfering (p. 166).

Hermione still insists on stopping them having a duel with Malfoy that midnight to the extent she waits them. Hermione even threatens to report their action to Ron’s brother, Percy who is Prefect. A Prefect at Hogwarts is a student
who has been given extra authority and responsibility. The Prefects can give detention as a form of punishment. Harry himself could not believe that Hermione will take it so far to stop something that is not business and being so interfering. Based on the comment of others and her reaction, Hermione is described as a nosy.

c. Clever

Hermione boastful characteristic appears because she knows that she is clever. She is bragging about where she is good at. It is proven when she attends Transfiguration class. Transfiguration class is not an easy subject to learn. The teacher of this subject, Professor McGonagall says, “Transfiguration is some of the most complex and dangerous magic you will learn at Hogwarts,” (p. 143). However, Hermione proves that she is a clever student by her ability to learn quickly and successfully transfigure something in Transfiguration class. It can be seen in the following statement.

After making a lot of complicated notes, they were each given a match and started trying to turn it into a needle. By the end of the lesson, only Hermione Granger had made any difference to her match; Professor McGonagall showed the class how it had gone all silver and pointy and gave Hermione a rare smile (p. 143).

Based on the statement above it is shown that only Hermione Granger that is able to make any difference to her match. Professor McGonagall acknowledges her skill by showing how well her works to other students and give her a rare smile.

Beside Transfiguration class, Hermione proves that she is a clever student on another class. In Charms class, they learn about Levitation Charms and the professor put the class into pairs to practice. To perform a good spell, someone has to say the right pronunciation and the right wrist movement. Being paired with Ron,
Hermione notices that Ron’s pronunciation and his hand movement are not right, so she teaches him the correct way.

“Wingardium Leviosa!” he shouted, waving his long arms like a windmill.
“‘You’re saying it wrong,’” Harry heard Hermione snap. “It’s Wing-‘gar-dium
Levi-o-sa, make the “gar” nice and long.”
“‘You do it, then, if you’re so clever,’” Ron snarled.
Hermione rolled up the sleeves of her gown, flicked her wand and said,
“Wingardium Leviosa!”
Their feather rose off the desk and hovered about four feet above their heads.
“‘Oh, well done! Cried Professor Flitwick, clapping. ‘Everyone see here, Miss
Granger’s done it!’” (p. 184).

From that statement above, it has shown how well Hermione does in her class. When she is correcting her friends, it shows that she masters the theories and she does well with the practice. The teacher even praises her. Another proof that shows Hermione is a clever student based on how well she does in the examination. An examination is one of the ways to evaluate how well the students know and learn the material. The result from the test more or less shows how much the students have learned. Hermione as a clever student is no doubt get a good result from her examination.

“‘Not if I can help it,’” said Hermione grimly. “Flitwick told me in secret that I got a hundred and twelve per cent on his exam. They’re not throwing me out after that” (p. 291).

From Hermione’s statement above, it is shown that Hermione gets a perfect result on her examination. The fact that she does well on the test and does not make a single mistake sums up the fact that she is indeed clever. Another proof that she does in examinations happens when the result of year-end examinations in Hogwarts is out. Year-end exams in Hogwarts are exams, which are taken at the end of the Hogwarts school year in order to know the progress of the students. As
students in Hogwarts, they are obliged to take the exam. Hermione who are doing well throughout the year definitely has a good result. To their great surprise, both he and Ron passed with good marks; Hermione, of course, came top of the year (p.330). From that statement, it is shown besides getting a good result, she comes top of the year. It shows that she does well in another course besides Transfiguration and Charms class that were mentioned above. It has proven when she comes top of the year. Based on some proof that shows how well Hermione does in the class, how she gets praise for her effort, and the excellent result of her exam shows that Hermione indeed is a clever student.

d. Nerdy

Hermione is a student who reads a lot even before the school start. Before the students start to learn in Hogwarts, they need to be sorted into their house based on their personality. They have classes with the rest of their house, sleep in their house dormitory and spend their free time in their common room. Most of all the new students do not know how the sorting ceremony works, and some of them think the way they sort into the house is by some test. Many students are anxious, including Hermione.

He looked around anxiously and saw that everyone else looked terrified too. No one was talking much except Hermione Granger, who was whispering very fast about all the spells she’d learnt and wondering which one she’d need (p.123).

Hermione already studies about some spells before the school starts. She could not ask her parents to teach her because her parents are muggles, because she does not have any wizard friends yet in Hogwarts. Learning many spells when the teachers have not taught anything yet proves that Hermione learns by reading books
and the books become the sources of her knowledge and make her know many things. It is shown when she knows some information about the Great Hall’s ceiling in Hogwarts.

Mainly to avoid all the staring eyes, Harry looked upwards and saw a velvety black ceiling dotted with stars. He heard Hermione whisper, “It’s bewitched to look like the sky outside, I read about it in *Hogwarts: A History*” (p.125).

From that statement above, it is shown that Hermione already reads a book, so she knows the reason why the ceiling is dotted with stars. When she is feeling unsure about something, she tries to find the answer through books. Quidditch, one of the most popular games in the wizard world is one of the subjects in Hogwarts. Learning this subject is hard enough because this subject is kind of something that students cannot learn through books but Hermione tries it.

Hermione Granger was almost as nervous about flying as Neville was. This was something you couldn’t learn by heart out of the book – not that she hadn’t tried. At breakfast on Thursday she bored them all stupid with flying tips she’d got out of library book called *Quidditch Through the Ages* (p.154).

From that statement above, it shows that Hermione copes up her nervousness about flying by borrowing books from the library to learn about flying tips. She tries to learn everything she gets from the book before the class started. Even if it does not help much later, she shows that books have the answer she is looking for.

One of Hermione’s ways to prepare herself is by reading books. She knows that books help her to learn some spell that may not have been taught in class. She tries to prevent the worse things that might be happened later. When Harry, Ron, and Hermione try to break the enchantments that maybe they met later, she prepares herself by reading some books.
“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 are might be something useful...”

Hermione was skimming through all her notes, hoping to come across one of the enchantments they were about to try and break (p. 291).

Hermione trusts on books. She knows when she faces a problem, books might help her. By reading through books, she knows what she has read will help her later. Either it is helping her gain new knowledge or she finds the answer to her problems. It has proved that her habit of reading books help them in solving the problems and make her know more than her friends. In this novel, the author describes Hermione’s characteristic nerdy based on her speeches and her reactions.

e. Obedient

Hermione knows that Hogwarts makes many rules for their students to follow. These rules keep them away from any kind of dangers that might happen. When the students are in the middle of Quidditch class to learn how to fly using a broomstick, Neville, one of the students gets an accident and the teacher takes him to the hospital wing. Before the teacher leaves, she makes a rule to leave those broomsticks on the ground or they will be out of Hogwarts. Malfoy, a student that often make troubles and bullies other students that seem weaker than him, find that Neville leaves his Remembrall on the ground and he picks it up and tries to hide it. Harry that cannot stand any injustice decides to take it back from Malfoy who already flies with his broomstick, even if he has to break the rules because he has to fly too. Hermione as an obedient student chooses to step up and reminds Harry not to make any troubles by breaking the rule.
“I think I’ll leave it somewhere for Longbottom to collect – how about – up a tree?”
“Give it here! Harry yelled, but Malfoy had leapt on to his broomstick and taken off. He hadn’t been lying, he could fly well – hovering level with the topmost branches of an oak he called, “Come and get it, Potter!”
Harry grabbed his broom.
“No!” shouted Hermione Granger. “Madam Hooch told us not to move – you’ll get us all into trouble” (p. 158).

Harry, who is not as obedient chooses to ignore her warning and fly with his broomstick to get the Remembrall. While Harry tries to take the Remembrall that is tossed in the air by Malfoy, he unconsciously shows his amazing skills on flying to catch the Remembrall. Later, Harry is chosen to be a new member of Quidditch because the head of the Gryffindor house sees him when he flies and dived a fifty-foot to save the ball. The teacher even accommodates him by giving him a broomstick so he can starts a practice immediately. Harry and Ron happily talking as Harry joins the team and become the Seeker.

“Well, it’s true,” Harry chortled as they reached the top of the marble staircase. “If he hadn’t stolen Neville’s Remembrall I wouldn’t be in the team...”
“So I suppose you think that’s a reward for breaking rules?” came an angry voice from just behind them. Hermione was stomping up the stairs looking disapprovingly at the package in Harry’s hand (p. 178).

Hermione is happy with Harry’s accomplishment to be a Seeker because they are in the same house. However, Hermione is upset because she does not want her friends to think that breaking rules is okay just because they get unexpected good results from it. Based on her reactions, it is clearly seen that she is an obedient student.
f. **Hardworking**

After being sorted in Gryffindor, Hermione excitedly talks about a lesson with Percy Weasley, the Prefect of Gryffindor house. Her enthusiastic side of going to learn shows that she is a hardworking student, no matter how hard the lesson is.

On Harry’s other side, Percy Weasley and Hermione were talking about lessons (“I do hope they start straight away. There’s much to learn, I’m particularly interested in Transfiguration, you know, turning something into something else, of course, it’s supposed to be very difficult—,” (p. 134)

Even when she is on the first day of school, she already wants to start immediately because there so is much to learn. She is ready to work hard in order to learn about new materials. After some weeks learning in Hogwarts, Hogwarts soon hold the examinations. Hermione as a hardworking student prepares it even when the date of the exams is still far.

She had started drawing up revision timetables and colour-coding all her notes. Harry and Ron wouldn’t have minded, but she kept nagging them to do the same.

“Hermione, the exams are ages away.”

“Ten weeks,” Hermione snapped. “That’s not ages, that’s like a second to Nicolas Flamel.”

“But we’re not six hundred years old,” Ron reminded her. “Anyway, what are you revising for, you already know it all.”

“What am I revising for? Are you mad? You realise we need to pass these exams to get into the second year? They’re very important, I should have started studying a month ago, I don’t know what’s got into me...”

...“It was hard to relax with Hermione next to you reciting the twelve uses of dragon’s blood or practicing wand movements (p. 246).

Hermione is working hard to prepare for examinations by drawing up revision timetables and colour-coding all her notes on the important things and make sure that she studies enough for each exam. Hermione’s hardworking side is shows when she finish the last exam, History of Magic.
“That was far easier than I thought it would be,” said Hermione, as they joined the crowds flocking out into the sunny grounds. “I needn’t have learnt about the 1637 Werewolf Code of Conduct or the uprising of Elfric the Eager.” Hermione always liked to go through their exam paper afterwards... (p. 282)

Based on the statement above, it shows how Hermione studies hard for the examination and it turns out that she is studying more than she needed to. Not only that, she is also likes to check their exam paper afterwards. She even does her best by unconsciously read her notes in Transfiguration before she realizes that she has done it. “That’s just the exams. I woke up last night and was halfway through my Transfiguration notes before I remembered we’d done that one (p. 283).” Based on her speech and mannerism, it shows that Hermione is a hardworking student.

**g. Reliable**

Hermione as a friend is a reliable person. It is shown when she helps Harry with his homework and when she lends him a book about Quidditch. Being busy with Quidditch practice, Harry gets a little time to do his homework. Hermione who as just turns to be his friends, gives a great help to him.

It was really lucky that Harry now had Hermione as a friend. He didn’t know how he’d have got through all his homework without her, what with all the last-minute Quidditch practice Wood was making them do. She had also lent him Quidditch Through ages, which turned out to be a very interesting read (p. 194).

Not only course related, but Hermione is also dependable outside of it. She is able to make her friends feel comfortable. Her skills help them keep warm during winter when they go out.

The day before Harry’s first Quidditch match the three of them were out in the freezing courtyard during break, and she had conjured them up in a bright blue fire which could be carried around in a jam jar (p. 194).
Hermione willingly help her friends who find some difficulties. Teacher in Hogwarts often give the students a lot of homework. They often find some difficulties while doing it. When Harry and Ron find difficulties to do their homework, Hermione helps them to check their work.

Hermione was checking Harry and Ron’s Charms homework for them. She would never let them copy. (“How will you learn?”), but by asking her to read it through, they got the right answers anyway (p. 195).

Her method in helping Harry and Ron do their homework is beneficial for them in the future. They would not get something to learn if they copy her homework. Of course, it will be faster and easier, but she would not do that. She makes sure that her friends do well on their homework. Her reliable characteristic is shown when Harry goes on Quidditch match. His friends show that they are supporting him by making banners.

As a surprise for Harry, they had painted a large banner on one of the sheets Scabbers had ruined. It said Potter for President and Dean, who was good at drawing, had done a large Gryffindor lion underneath. Then Hermione had performed a tricky little charm so that the paint flashed different colours (p. 198).

Even though it is just a small action, she shows that she is able to make everything better than before, even it just makes a simple decoration for the banner. Her reliable character is shows when Neville has trouble with her legs because Malfoy puts Leg-Locker Charm on him. “ Everyone fell about laughing except Hermione, who leapt up and performed the counter-curse. Neville’s legs sprang apart and he got to his feet, trembling (p. 234). “

When the others are laughing at Neville and not helping him, Hermione immediately performs the counter-curse. It is shown that she is dependable with
how she treats her friend. Based on her reaction and mannerism, it shows that Hermione is a reliable person.

2. Hermione Granger’s Personality Development

After analyzing Hermione’s characteristics, the researcher decides to complete the analysis by revealing Hermione’s personality development to identify how Hermione’s personality development affects her solving to problems throughout the story. The researcher uses Hurlock’s theory of personality development in analyzing Hermione’s personality.

a. Better versus Worse

The first few weeks learning in Hogwarts is not easy as it seems for Hermione. She often impresses her teacher and some of her friends because of her intelligence and knowledge. However, she does not have any friends yet. Based on Maslow’s theory about love and belongingness needs, it shows that human needs the desire of friendship, the need to belong to a family, a club, a neighborhood or a nation (1970, as cited in Feist and Feist, 2010, pp. 40-41). As it is described in the novel, Hermione feels stressed because of this. Her unconscious habit to correct her friends, her characteristic that is very obedient with rules and sometimes to the extent of being nosy, boast about her abilities and being the one who stands out in class make a bad impression.

“It’s no wonder no one can stand her,” he said to Harry as they pushed their way into the crowded corridor. “She’s a nightmare, honestly. Someone knocked into Harry as they hurried past him. It was Hermione. He caught a glimpse of her face – and was startled to see that she was in tears. “I think she heard you.”

“So?” said Ron, but he looked a bit uncomfortable. “She must’ve noticed she’s got no friends.”
Hermione didn’t turn up for the next class and wasn’t seen all afternoon. On their way down to the Great Hall for the Halloween feast, Harry and Ron overhead Parvati Patil telling her friend Lavender that Hermione was crying in the girls’ toilets and wanted to be left alone (pp. 184-185)

After Hermione hears what Ron has said, she cries in the girls’ bathroom and even skips her class. It shows how much Ron’s words affect her. However, this event becomes the turning point of her personality development. Hermione who locks up herself on the toilet does not join the Halloween feast. However, the feast stops abruptly because one of the teachers report that there is a troll in the dungeons. It means she is missing the announcement about the troll.

Harry and Ron try to search her to inform her. However, they meet the troll on the girls’ toilet where Hermione is hiding and the troll tries to attack her. With a struggle, Ron and Harry are able to knock the troll down and save Hermione. However, their attempt to knock down the troll attract attention to the teachers. They realize that they are in trouble because they are supposed to be in the dormitory after the announcement made. Then the shocking moment happens when Hermione steps out to speak and sacrifices herself by lying to the teacher. She lies by saying that she is the one who starts the mess because she wants to try to knock down the troll by herself: “I went looking for the troll because I – I thought I could deal with it on my own – you know, because I’ve read about them” (p. 190). Hermione chooses to take the blame and her action makes an important step in her friendship with Harry and Ron.

Hermione hung her head. Harry was speechless. Hermione was the last person to do anything against the rules, and here she was, pretending she had, to get them out of trouble (p. 191).
Hermione’s attempt to save Harry and Ron from getting detention shows that her personality is changing to be better. She is known as an obedient and good student, it means she obeys the rules and does not make any trouble that can lead to a reduction of the point. Meanwhile, she is pretending that she is doing something that is not her. Based on Maslow’s theory of needs, (1970) as cited in Feist and Feist, (2010) Hermione feels that she needs the feeling of belonging, in this case, the desire for friendship. She learns that she cannot live in Hogwarts by herself and after she is saved by Harry and Ron. Her desire to have and to be their friend is getting stronger after the incident so she decides to lie in order to save Harry and Ron from getting into trouble and taking the blame by herself. After that, she waits for Harry and Ron to come back to their dormitory to show her gratitude.

The common room was packed and noisy. Everyone was eating the food that had been set up. Hermione, however, stood alone by the door, waiting for them. There was a very embarrassed pause. Then, none of them looking at each other, they all said “Thanks”, and hurried off to get plates. But from that moment on, Hermione Granger became their friend. There are some things you can’t share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them (p. 192).

From the statement above, it is shown that it is highly possible for Hermione to befriend with Harry and Ron after what they are going through. Based on Maslow’s theory of needs, (1970, as cited in Feist and Feist, 2010, pp. 279-280) love and belongingness are included in the basic of human needs. Hermione wants to be accepted by Harry and Ron as their friends so she changes some of her personality in order to fulfill her needs. After being accepted and building friendship with Harry and Ron, Hermione who is very uptight about breaking rules becomes more relaxed and she is not as annoying as before.
Hermione had become a bit more relaxed about breaking rules since Harry and Ron saved her from the mountain troll and she was much nicer for it. (p. 194)

Based on Hurlock’s theory of the causes of personality development (1974), it shows that strong social pressures play a big role in someone’s personality development. It happens because when someone has a strong feeling to be accepted in society but society does not accept his personality, he will change his personality to be closer with the society’s standard so that he can be accepted in his society.

Other events that show Hermione’s personality is developed when they almost finish all of the challenges. After going through many challenges to pass through to get the philosopher’s stone, they come to the last challenge that will lead them towards the room where the stone is kept. Too overwhelmed by her feeling, she hugs Harry and praises him.

Hermione’s lip trembled and she suddenly dashed at Harry and threw her arms around him.

“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.

“Me!” said Hermione. “Books! And cleverness! There are more important things – friendship and bravery and – oh Harry – be careful!” (p. 308).

Hermione’s personality development shows clearly when she has realized that there are other things that more important than what she thinks so far. The things she is very passionate about like getting good grades, not breaking any rules, and being the best are not everything. She learns that friendship and bravery are important too. She decides to sacrifice some of her beliefs to become what she is today. It is shown when she decides to break some school rules in order to protect the stones. She is still an obedient student who follows most of the rules, but she
knows when the right time is to break the rules in order to bring the greater importance. She does not hesitate to fight what is worth fighting for, even if she has to break some rules. Her obvious change in personality is that she becomes less annoying and more flexible in breaking rules. From the start, she is known as a clever, hardworking, nerdy, obedient, and reliable. However, because she is known as annoying, people around her see her bad characteristic dominantly. Even when she has many good characteristics, other people mostly only know her because of her bad characteristics such as boastful, and nosy. After her personality develops, people are able to see and know her good characteristics better than before. She is able to repress her bad characteristics and develops her good characteristics more, so she can prove to other people that she is not as bad as they thought and help others with her good characteristics.

b. Slow versus Rapid

The changes in someone’s personality cannot happen in a short time except when he has a disease that makes him change his personality in a short time. In this case, Hermione’s personality development changes slowly. One of her bad habits is telling other people what to do. As a person who tries to do her best, she makes sure that other people do well too.

“Now, don’t forget, it’s Locomotor Mortis,” Hermione muttered as Ron slipped his wand up his sleeve.

Hermione reminds Ron when she and her friends prepare themselves to pass the challenge in order to stop Voldemort. Ron shows that he is uncomfortable by reminding her to do not nag. Her other habit is to go through exam papers after the
Hermione always liked to go through their exam papers afterwards, but Ron said this made him feel ill, so they wandered down to the lake and flopped under a tree (pp. 282-283).

The statement above shows that Hermione’s personality is developed. She is giving in one thing she likes in order to make her friends comfortable. If she is not going through the personality development, she would not let other people stop what she wants to do. The change is slowly because it can be seen that she is still having that habit and she make a change about it.

One of her characters that shows strongly from the book is that she is an obedient student. Even after what they have come through, she still obeys the rules and tries to stop Harry.

“‘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 any more, can’t you see? D’you think he’ll leave you and your families alone if Gryffindor win the House Cup? If I get caught before I can get to the Stone, well, I’ll have to go back to the Dursleys and wait for Voldemort to find me there. It’s only dying a bit later than I would have done, because I’m never going over to the Dark Side! I’m going to the trapdoor tonight and nothing you two say is going to stop me! Voldemort killed my parents, remember?”

“You’re right, Harry,” said Hermione in a small voice. (p. 290)

Hermione’s has her obedient side even on a critical event. In the end, Harry snaps and says that even they obey the rules, it is not going to make a difference if Voldemort is able to steal the stone because it means that Voldemort will be able to live forever. It is useless by obeying the rules if Hogwarts does not even exist when
Voldemort gets his power back. In the end, Hermione gives up and decides to join Harry to save the stone, even if they have to break the rules to do that. Based on the conversations above, it is shown that Hermione learns that it is okay to break the rules for a greater result. When she chooses to break the school’s rule, it shows that her decision is right because they are able to save the school from Voldemort. If they insist to follow the rule, then they are not able to save the stone. Thus, Hermione experiences changes in her personality. She becomes likeable and reliable for her friends. It shows how Hermione tries to break her previous habit and change to her new habit. The process of breaking her previous habit into the new one need some times so her personality change is categorized as slow.

B. The Impact of Hermione’s Personality Development on Solving the Problems

This part is to discuss the impact of Hermione’s personality development on solving the problems. After analyzing the development in Hermione’s personality, this section discuss the contribution of her personality that affects her problem solving.

After solving the problem within herself, it changes her perspective on seeing new events through new perspective. Before the incident on Halloween feast, she does everything without thinking what other people feels, such as bragging about herself, correcting other people, want to be known that she is smart. She does not know that it makes other people uncomfortable. After knowing that she has problem with herself, she tries to fix it. In the end, she becomes wiser and thinks in a wider perspective. It makes her excessive ability very useful to solve problems outside
herself and help each other. This will show how well Hermione uses the four stages of problem solving activity based on Tallman, Leik, Gray, and Stafford’s theory (1993).

1. Perception of the problem

Trapped outside the dormitory with Harry, Ron, and Neville, Hermione has to follow them. Going outside the dormitory at midnight means that they will get punishment. However, the caretaker of the school often does patrol to check if there are some students wandering in the midnight. Running away from the school caretaker accidentally make them find a room to hide. What they do not realize is they are hiding where the three-headed dog is. While the others are surprised and screaming, they leave out some details. Even though Hermione is surprised too, she notices that the dog is standing on a trapdoor. Her awareness about their surrounding makes her realize that the dog must be guarding something and she speculates that the dog is guarding philosopher’s stone.

“You don’t use your eyes, any of you, do you?” she snapped. “Didn’t you see what it was standing on?
“The floor?” Harry suggested. “I wasn’t looking at its feet, I was too busy with its heads.”
“No, not the floor. It was standing on a trapdoor. It’s obviously guarding something.” (p. 173)

Hermione is aware of the situation even though they are in the panic situation. Her ability to recognize the situation makes them know how to act after knowing the situation. If it were not because Hermione who pays attention to small details, they would not be able to know that there is a trapdoor under the three-headed dog. This finding on the trapdoor is important because it means there is something hidden beneath it and the trapdoor might be the main entrance. This is in line with
her personality development that she is more aware of the existence of the problem so later, she is able to solve the problem immediately.

2. Searching of Information

Another proof that shows Hermione does the second stage in problem solving is when she is able to look the information after being aware of the situation that the three-headed dog must be guarding something. After Hagrid’s slip of tongue by mentioning Nicholas Flamel, she persuades Harry and Ron together with her to search the information in the library to find who Nicholas Flamel is.

“And that reminds me – Harry, Ron, we’ve got half an hour before lunch, we should be in the library.”

“Oh, yeah, you’re right,” said Ron, tearing his eyes away from Professor Flitwick, who had golden bubbles blossoming out of his wand and was trailing them over the branches of the new tree.

“The library?” said Hagrid, following them out of the Hall. “Just before the holidays? Bit keen, aren’t yeh?”

“Oh, we’re not working,” Harry told him brightly. “Ever since you mentioned Nicolas Flamel we’ve been trying to find out who he is.” (p. 211)

Library is one of the best place for Hermione to look out some information about something. Hermione with the help of Harry and Ron tries her best to gather information as much as possible. “Hermione took out a list of subjects and titles she had decided to search while Ron strode off down a row of books and started pulling them off the shelves at random (p.213). After few weeks looking for clues without getting any result they decided to had a lunch, Harry finds Nicholas Flamel’s name being mentioned in the back of Chocolate Frog. This little clues trigger Hermione’s memory.

Hermione jumped to her feet. She hadn’t looked so excited since they’d got back the marks for their very first piece of homework.

“Stay there!” she said, and she sprinted up the stairs to the girl’s dormitories.
Harry and Ron barely had time to exchange mystified looks before she was dashing back, an enormous old book in her arms.

“I never thought to look in here!” she whispered excitedly. “I got this out of library weeks ago for a bit of light reading” (p. 235).

Gathering information as much as they can helps them to solve the problems and lead them to find the bigger clue. After finding a bigger clue, she is able to know what kind of object hidden in Hogwarts and she knows who Nicholas Flamel is. Hermione abilities on paying some attention and being aware of her surrounding help her to get a bigger picture and realizes that she and her friends are in danger. This happens because Hermione’s personality changes into a better person. If she does not change, it is impossible for them to work together.

3. **The decision to act**

When Harry and Ron want to have a duel with Malfoy the night past of their bedtime, Hermione tries her best to prevent them from making any troubles that can make Gryffindor loose some points. However, she is trapped outside Gryffindor dormitory and does not have any better choices. She decides to follow them. Going outside the dormitory past the bedtime can create some problems and if they are found by the school-keeper, Mr. Filch, they will get a punishment. Malfoy tricks them and asks them to go to trophy room. Meanwhile, he informs Mr. Filch that someone is going to be in the trophy room. They almost get caught because they run into a dead end of the corridor, and they slam into a locked door.

“This is it! Ron moaned, as they pushed helplessly at the door. “We’re done for! This is the end!”

They could hear footsteps, Filch running as fast as he could towards Peeves’s shouts.

“Oh, move over,” Hermione snarled. She grabbed Harry’s wand, tapped the lock and whispered, “Alohomora!” (p. 171)
As the door opens, they can hide from being chased by Mr. Filch. Ron who obviously lives as a wizard and has grown in a wizard’s family could not do any better than Hermione who is born as a muggle and living in muggle family. Her knowledge of knowing some spells saves them a lot. After their request to meet the Headmaster to asks some help is being denied, they decide to take it upon themselves. Hermione offer herself of being a part of the plan, knowing that Harry will not make it without her and Ron. She decides to join even though she knows that the risk is big. If they are got caught, they can be expelled. However, knowing the risk if they do nothing is more serious, she decides to take an act.

“All – all three of us?”
“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.” (p. 291).

When Harry, Ron, and Hermione want to do their mission on saving the philosopher’s stone, they sneak to go out of the dormitory at midnight. However, Neville their roommate tries to stop them without knowing that they are breaking rules to save the stone, which is very important. Harry asks Hermione to do something so they can go out the dormitory immediately because she is reliable.

Harry turned to Hermione.
“Do something,” he said desperately.
Hermione stepped forward.
“Neville,” she said, “I’m really really sorry about this.”
She raised her wand.
“Petrificus Totalus!” 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 a board (p. 293).
Harry knows that Hermione is capable to perform a spell that can stop Neville from stopping them. Her ability to act immediately and is able to perform the spell well, helps them to continue their mission. Her ability to think fast is shown when Harry and Ron are trapped in Devil Snare. If Hermione does not pay attention to Professor Sprout’s in Herbology class, they will not survive in Devil Snare. As she is clever, Hermione knows its weakness and knows how the spell to rescue her friend. When Harry and Ron are trapped in a plant that strangles them, Hermione immediately knows what kind of plant is that and its weakness.

“Devil’s Snare, Devil’s Snare... What did Professor Sprout say? It likes the dark and the damp.”
“So light a fire!” Harry choked.
“Yes – of course – but there’s no wood!” Hermione cried, wringing her hands.
“HAVE YOU GONE MAD?” Ron bellowed. “ARE YOU A WITCH OR NOT”
“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 (p. 298).

Hermione’s ability of being aware of the situation, her processing of the information of the problem makes her decide to solve the problem by making an act to solve it. She knows that Devil Snare weakness is light, and she create a fire using her wand. It helps Harry and Ron are able to pull free from the Devil Snare.

After passing some of the challenges that are made by the teacher, Hermione and Harry come to one of the challenges that will lead them to the room where the stone is located. The challenge they have to face is to choose between seven differently shaped bottles and they have to drink the right liquid to get through. When Harry and Hermione step over the threshold, a purple fire immediately spring
up behind them, black flames shoot up in the doorway leading onwards, and they are trapped there. The only clue left is a roll of paper lying next to the bottles.

“If Brilliant,” said Hermione. “This isn’t magic – it’s logic – a puzzle. A lot of the greatest wizards haven’t got an ounce of logic, they’d stuck in here for ever.”
“But so will we, won’t we?”
“Of course not,” said Hermione (p. 307).

Although it looks trivial, it shows her ability to use influential logic in the story. Hermione says that many greatest wizards do not have a great logic. By acknowledging that they can go out of the room, she shows that she is a great wizard too, even more than those “great wizards” who are not able to go out. Her ability to use her logic is acknowledged by the headmaster “Second- to Miss Hermione Granger... for the use of cool logic in the face of fire, I award Gryffindor house fifty points,” (p. 329). Without her intelligence and great logic, Harry would not be able to pass through the fire to save the stone nor turn back and escape.

4. The evaluation process

The evaluation process is the final phase of the process of solving the problem. In here, Hermione faces two courses, whether she will continue the problem-activity or stop it when she feels that is enough. She feels that her job is done because in the last obstacle, Harry and Hermione have to choose the right liquid if they want to go next through the door or go back to the previous door. However, the liquid for the next door is hardly one swallow. She decides to go back by drinking the purple liquid which makes her go back to the previous door because she feels there is nothing she can do anymore. Being the lucky one for escaping from Voldemort ten years ago, Harry feels that maybe he can get lucky again this
time by choosing to be the one who goes to the next door. She decides that she goes back to Ron and asks for help.

“Good luck – take care – “
“GO!”
Hermione turned and walked straight through the purple fire (p. 308).

She decides and agrees that she is better back off and asking for help than forcing herself to help Harry in the last Chamber. She knows that most of the problem is solved and there, she believes that Harry could finish the problem by himself. This is to show that Hermione is able to evaluate what has been done and what to do next. Thus by not forcing herself to help Harry, she lets Harry solve the problem. She knows it because of evaluating what they have done and so she concludes that Harry can solve his problem by himself.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

There are several things that can be concluded after analyzing the story. The first conclusion is that Hermione is a round character. It can be seen by how much she has developed throughout the story. The readers can see the difference between how the first time she is introduced in the story and at the end of the story.

Based on Murphy’s theories, Hermione’s characteristics are analyzed, through personal description, character as seen by another, speech, conversation of others, reaction, direct comment and mannerism. Through that analysis, the researcher finds that there are seven characteristics of Hermione. They are boastful, nosy, clever, nerdy, obedient, hardworking, and reliable. Hermione is known as a clever and hardworking student, but she does not have any friends because of her personality. In the first year of study in Hogwarts, she does not have any friends, while the other students already have friends. Her boastful characteristic stands out dominantly, making the other students not able to stand her. She always boast to other people that she reads many books, shows that she is capable of doing good spell and she is able to answer teacher’s questions in class. She is also an obedient student; to the point that she is being nosy by minding others’ business. Her negative characteristic is known by her classmates and that makes her unlikeable and feeling alone, as well as having no friends.

Based on Maslow’s hierarchy of needs, the need of love and belongings triggers Hermione’s personality development. After Ron says aloud that she is a
nightmare, and that she is the reason why other students do not want to be friend with her, Hermione cries and skips her class. Hermione, who skips Halloween feast in the Great Hall, is missing an information that there is troll in the dungeon. That information makes the Halloween feast stopped and the students are ushered to their dormitory. Hermione does not know that she is in danger. At that time, all of the students are asked to make a line and go to the dormitory. Harry and Ron decide to sneak out from the line and save Hermione. This action is dangerous and will make them fall into trouble. When the teachers witness what happened in the girls’ bathroom, Hermione sacrifices herself to take all the blame and lies to the teacher by saying that she is the one who chases the troll. She is doing this to return a favor to Harry and Ron who save her. This event becomes the main start of her personality development. Having friends open the full potential of her and give her chance to prove that she is not as bad as before. Later, she is known as a nice person, unlike before.

After her personality is developed, she is able to use her good characteristic for better purposes. Before her personality developed, she is just using her good characteristics for herself. She does not care about other people as long as it does not bother her directly. Moreover, she wants other people to be obedient like her and does not care whether her way of boasting her smartness irritated other students. After her personality developed, she changes to be better. She has friends and they are helping each other whenever they face a problem. She shows that she is able to solve the problem through four stages of problem-solving activity perfectly. Her
changes in personality play a big role by saving the philosopher’s stone from being stolen by Voldemort.

Even other students and teachers know that she is smart and doing well in spells, she is not feeling happy at the beginning because she does not have any friends. She learns that it is a great thing to be clever, but sometimes, that is not the most important thing. She learns that friendship and bravery are important things too, as well as being clever.

**B. Implications**

This section shows some implications for education in general. *Harry Potter and Philosopher’s Stone* shows a good example of learning the differences between British English and American English version. For the students, this novel shows the different vocabularies so they can learn what kind of version of the words used by in British or Americans. It can make them understand more that the same words may have different meanings when used by Americans or British men. For example, in British, they use football and in American, they use soccer, because in America, football means rugby. Moreover, it can also make them understand that some words in British and American are different but they hold the same meaning. For example, in British, they use jumper and sweets while American use sweater and candy. In addition, for the future teachers, they are expected to be able to minimize some misunderstanding and confusion experienced by the students when they learn British English or American English.
C. Suggestions

This section gives some suggestions for future researches on J.K Rowling’s *Harry Potter and the Philosopher’s Stone*. This book has a lot interesting topics that can be analyzed. The future researchers can analyze the influence of Harry, Ron and Hermione’s friendship in solving the mission. The psychological approach can be used to analyze this topic. In addition, the future researchers could analyze other characters and their influence in the story.

The next suggestion is for the future teachers; this novel is good as an example for Prose class material. The students can analyze the characters, setting and plot of the novel. This novel is very interesting to read since this book tells us about different world, more specifically, magic world. It can help the students to improve their ability in reading and learning new vocabularies.
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDICES
APPENDIX I

THE SUMMARY OF HARRY POTTER AND THE PHILOSOPHER’S STONE

Harry Potter and the Philosopher’s Stone is a fiction novel written by British author J.K. Rowling. The book was first published in United Kingdom in 1997 by Bloomsbury. In 1998, it was published in United States by Scholastic Corporation with title Harry Potter and the Sorcerer’s Stone.

This story telling about Harry Potter who lives with his aunt and uncle, Vernon and Petunia Dursley. They have a son named Dudley Dursely. They always bully Harry and make his life miserable. On her eleventh birthday, his life is change when he accepts a letter of acceptance from Hogwarts School of Witchcraft and Wizardry. Rubeus Hagrid, the school’s gamekeeper comes to pick up Harry to deliver the letter by himself after the previous letters that were destroyed by Uncle Vernon and Aunt Petunia because they do not want them related to magic world. Hagrid then explained that Harry’s identity as the son of James and Lily Potter, wizard and witch who were murdered by the most evil and powerful dark wizard of all time, Lord Voldemort. It makes one-year-old Harry is being sent to live with his aunt and uncle. The strange thing of the murder is when Voldemort unable to kill Harry, but instead his lost his powers and he lost his original form. It makes Harry is known as The Boy Who Lived.

The only transportation that will send the students to Hogwarts is by Hogwarts Express. He make friend with Ron Weasly on the way to Hogwarts. When Harry is arrived in Hogwarts, the first-years are assigned by the magical Sorting Hat that will choose the first years houses based on their personality. The four houses are Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. Later, he is sorted to Gryffindor with Ron Weasly and Hermione Granger. However, Harry’s life is not at peace when he starts his first year in Hogwarts. He and his friends
realized that there is someone who tries to steal philosopher’s stone. He knows it when he finds a newspaper report stating there had been an attempted robbery of a Gringotts vault-the same fault that Hagrid and Harry had visited when Harry was getting his school supplies. The philosopher’s stone itself has the ability to grants its user immortality as well as the ability to turn any metal into pure gold. They realize that the philosopher’s stone is hidden in Hogwarts when they accidentally find a three-headed dog who guards a trapdoor. Harry, Ron, and Hermione tries to gather all of information as much as they can. Later, they find a conclusion that there are many obstacles if someone wants to take the stone and they suspect one of their Professor, Severus Snape, is the one who tries to steal it when they notice that the lecturer behave strange recently. They report it to Albus Dumbledore, the Headmaster of Hogwarts. However, the headmaster is busy and he is out of the school. They meet Professor McGonagall, the one who informed that the headmaster is busy and she does not trust them when they tell the story and asked them to leave. In the end, they agree to stop Professor Snape from steal the stone. With their teamwork and mostly because Hermione’s smartness, they are able to finish the obstacle to the end. However, because Ron was injured in the process, Hermione choose to accompany Ron and asking for help meanwhile, Harry heads to where the Stone is kept. However, he does not meet with Professor Snape; instead, he meets Professor Quirell, a new teacher in Hogwarts. Later on, it revealed that Professor Quirell shares his body with Voldemort. Voldemort use Quirell’s body to steal the stone because of his uncomplete body form. Quirell’s backhead is Voldemort face. Voldemort tries to steal the stone to gain back his original form. Harry tries his best to protect the stone and he win. Harry, Ron and Hermione is able to save the stone is being stolen and prevent Voldemort to gain his power back.

Taken from:
https://en.wikipedia.org/wiki/Harry_Potter_and_the_Philosopher%27s_Stone
APPENDIX II

BIOGRAPHY OF J.K. ROWLING

Joanne Rowling (born July 31, 1965), who goes by the pen name J.K. Rowling, is a British author and screenwriter best known for her seven-book *Harry Potter* children's book series. J.K. Rowling was living in Edinburgh, Scotland, and struggling to get by as a single mom before her first book, *Harry Potter and the Sorcerer's Stone*, was published. The children's fantasy novel became an international hit and Rowling became an international literary sensation in 1999 when the first three installments of *Harry Potter* took over the top three slots of *The New York Times* best-seller list after achieving similar success in her native United Kingdom. Rowling published the novel *The Casual Vacancy* in 2012, followed by the crime novel *Cuckoo Calling* under the pen name Robert Galbraith in 2013. In 2016, she released a play, *Harry Potter and the Cursed Child*, and a movie, *Fantastic Beasts and Where to Find Them*. After a number of rejections, J.K. Rowling finally sold her first book for the equivalent of about $4,000. (The word "Philosopher" in the book’s original title was changed to "Sorcerer" for its publication in America.) The book, which first hit shelves in June 1997, was the start of a seven-book series chronicling the life of the young wizard Harry Potter and his motley band of cohorts at the Hogwarts School of Witchcraft and Wizardry.

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