A STUDY OF HARRY’S PERSONALITY DEVELOPMENT
IN HARRY POTTER AND THE HALF-BLOOD PRINCE AND
HARRY POTTER AND THE DEATHLY HALLOWS

A SARJANA PENDIDIKAN THESIS

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

By
Arinda Febriana Dewi
Student Number: 111214069

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Defended before the Board of Examiners on December 1st, 2016 and Declared Acceptable

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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, December 1st, 2016

The Writer,

Arinda Febriana Dewi

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Arinda Febriana Dewi
ABSTRACT

Dewi, Arinda Febriana. (2016). *A Study of Harry’s Personality Development in Harry Potter and The Half-Blood Prince and Harry Potter and The Deathly Hallows*. Yogyakarta: English Language Education Study Program, Department of Language and Arts, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyzes the last two novels of Harry Potter written by J. K. Rowling entitled *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*. The novels focus on Harry’s mission to fight against Voldemort by finding and destroying Horcruxes. During the mission, Harry experiences an interesting process in his personality development. Moreover, Harry is in adolescence phase where he has unstable emotion. This study aims to describe the development of personality experienced by Harry as the main character.

In this study, there are two questions: (1) How is Harry described in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*? and (2) How does Harry Potter’s personality develop in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*?

There are two sources to answer the questions. The main source is two novels written by J. K. Rowling entitled *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*. The secondary source is books about theory of psychological approaches, theory of character and characterization, and theory about the personality development.

Based on the analysis, there are two points to conclude. The first is Harry’s characteristics and the second is Harry’s personality development. Harry’s characteristics are described by using Murphy’s theory of characterization. Harry is revealed to have six characteristics; they are loyal, brave, curious, bad-tempered, insolent, and stubborn. Then, Harry’s personality development is explained by using Hurlock’s theory of personality development. From eight determinants explained by Hurlock, there are three determinants that have a big influence toward Harry Potter’s personality development. They are intellectual determinant, emotional determinant, and social determinant. Harry improves his memory, reasoning, and thinking ability inside and outside the class. In emotional determinant, Harry experiences stress during the mission of finding and destroying Horcruxes. Moreover, he also develops his love relationship with Ron’s sister, Ginny. The social determinant shows that Harry develops his group status and friendship.

Keywords: character, personality development, Harry Potter
ABSTRAK


Dalam studi ini, ada dua pertanyaan: (1) Bagaimana sosok Harry dideskripsikan dalam Harry Potter and The Half-Blood Prince dan Harry Potter and The Deathly Hallows? dan (2) Bagaimana perkembangan kepribadian Harry dalam Harry Potter and The Half-Blood Prince dan Harry Potter and The Deathly Hallows?


Kata Kunci: character, personality development, Harry Potter
ACKNOWLEDGEMENTS

I am grateful that finally I am able to finish this thesis. It is a long journey and full of both bad and good experiences. However, I remain tough because I receive a lot of love and support from many people. I would like to express my gratitude for them. First of all, I want to thank the one and only, Allah SWT for giving me strength and blessings during finishing this thesis. I would never be mentally and physically tough without Allah’s protection.

I would like to thank my advisor Dr. Retno Muljani, M.Pd. for her patience, encouragement, and suggestions, so that I am able to finish this thesis. I also would like to express my gratitude to Paulus Kuswandono, Ph.D. I thank him for sparing his time every Friday to encourage and guide those who have not finished their thesis yet. Next, I would like to thank Fidelis Chosa Kastuhandani, M.Hum. and Christina Lhaksmita Anandari S.Pd., Ed.M. for being nice academic advisors. I also thank all PBI lecturers for their guidance during my study in PBI and for knowledge that they share with me.

My deepest gratitude is sent to my parents, Ir. Arief Purwanto and Ida Farida Roly. I am grateful for their patience in waiting for me finishing my study. I also thank my sister Arinda Purbasari Adlina Putri, S.ST. and my brother Ridwan Atras Shani for bringing joy and spirit during the process of finishing this thesis. I receive endless support and love from them.

My special gratitude goes to my dancing family GRISADHA (Grup Tari Sanata Dharma). I thank the coach, Mas Agus, for support and guidance; my
Jagones team (Witta, Resa, Lina, Fina, and Mayang) for experience, love, and friendship; new generation Jagones team, Nginang karo Ngilo team, Yu Warni Emprit team, and Jolali team for laughter; and all GRISADHA members for giving me good energy and wonderful process.

I thank Sosialita Lippo group: Gian, Heni, and Joko for being great friends through ups and downs during finishing thesis. I would also like to say thanks to Viva USD Viva Budapest group members; Dr. Fr. Ninik Yudianti, M.Acc., QIA. and my PSM Cantus Firmus friends (Nitnot, Paul, Elga, Uli, Gia, Ayu, Ajeng, David, Anton, Edi, Danang, Adit). I thank them for experience, encouragement, and support. My gratitude also goes to Kamboja Plus members: Ucik, Dwi, Mia, Thifal, Lala, Silvi, Ratri, and Langit. Their support and laugh strengthen me during the tough process of finishing this thesis.

Next, I thank my friends Shasa, Denyk, Roza, Sri, Gaiety, Raras, Anita, and all my friends in class B PBI for all the good memories and support. Their presence makes my college time colorful. Last but not least, I want to say thanks to Komunitas Senam Jantung Sehat members, pak Har, securities, and other USD staffs for always sharing smile and being friendly to me whenever I met them on the way.

Arinda Febriana Dewi
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem formulation, objectives of the study, benefits of the study, and definition of terms used throughout the study. The background presents some reasons for writing this study. The problem formulation states the problems or questions of the study. The objectives of the study explain the aim of the study. The benefits of the study discuss the advantages and importance of the study. The definition of terms clarifies some significant terms used in this study.

A. Background of the Study

People may have different way of defining what literature is. There is no real consensus in defining literature. Wellek (1948) simply defines literature as an art (p. 3). Meanwhile, Eagleton (2003) defines literature as 'imaginative' writing in the sense of fiction (p. 1). As one of kind of arts, literature has a purpose to give pleasure. It is because the readers can see or even feel realities, emotions, and stories presented by the author. It is strengthened by Rees (1973) by saying that literature is writing that communicates thoughts, feelings, and attitudes towards life (p. 2). Literature is the kind of writing which engages with experience, thought and feeling.
There are three broad types of literature; they are drama, poetry and prose. The writer prefers prose in the form of novel. Thus, the writer makes the limitation only to focus on the novel as the object of this study.

There are some definitions of novel. According to Eagleton (2005), novel is a piece of prose fiction of a reasonable length (p. 1). A novel contains settings of place and time, characters, plot, dialogues, and style. Some definitions refer to novel as representation of life. Eastman (1965) states that novel is an invented description of human life and told in prose beneficially for the readers because it gives emotional and intellectual pleasure (p. 5). This definition similar to Van De Laar and Schoonderwoerd’s (1969) by saying that novel is about human beings. They state that novel is a work of art to introduce its readers into an existing world; in some cases resembling the world human live in (p. 163). From those definitions, there are two keys in defining novel; prose and about human life.

There are some reasons why the writer chose Harry Potter. The first is because of the author. The writer has an opinion that J. K. Rowling differs from other authors. The evidence is Pottermore. Pottermore is digital publishing where Rowling puts details about Harry Potter. In the article “'Neither Can Live while the Other Survives': Harry Potter and the Extratextual (After)life of J. K. Rowling” (2012), Pamela Ingleton explains Pottermore as the example of Rowling’s effort to control over her texts (as cited in Dahlin, 2014, p. 4). Dahlin (2014) adds that Rowling is an author who maintains to declare control over her world and prevents any attempts at interpretation from other sources. It can be
concluded that she refuses to let go of her creation and inserts new information in order to confirm her hold on it.

The next reason is the popularity of the series that is hard to ignore. Furia states that the success of Harry Potter has reached about 200 countries worldwide. Moreover, the novels have been translated into 64 languages (as cited in Saryoto, 2013, p. 2). Beside children, Vollmer (2007) points out that the series is popular among adult (p. 1). Harry Potter has attracted more scholars to pursue serious literary analysis. Some scholars suggest Harry Potter as a mean to teach students. Wallace and Pugh (2007) suggest teachers to use Harry Potter to walk the line between play and work with their students, encouraging them to engage with cultural constructions of social class, gender, sexuality, and race (p. 97). Furthermore, a journal written by Tisha Beaton shows how the Potter books can be used in a curriculum that integrates math, science, and language arts (as cited in Wallace & Pugh, 2007, p. 97). Another researcher, Fields (2007) observes to utilize Harry Potter as a teaching tool for introductory sociology courses (p. 167). From those researchers, it can be concluded that its popularity is not only in the field of book selling, but also in the field of education.

In this study, the writer would like to focus on the last two novels of Rowling’s Harry Potter series, *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. The writer limits the scope to certain vital events occurring in the last two novels. In *Harry Potter and the Half-Blood Prince*, Harry discovers Voldemort’s past through Voldemort’s former teacher, Professor Horace Slughorn. This discovery of Voldemort takes Harry to a mission. Harry
has a responsibility to defeat Voldemort with guidance from Professor Dumbledore.

*Harry Potter and the Deathly Hallows*, or the seventh novel, continues the mission from the previous novel. However, the adventure goes without Professor Dumbledore’s guidance. It forces Harry to struggle by himself. As the last novel, *Harry Potter and the Deathly Hallows* includes the crucial climax of the series where riddles clarified. Harry deals with many things during the mission, including struggling to control his temper. He also shows his improvement in his intelligence and love life. In addition, Dahlin (2014) mentions that *Harry Potter and the Deathly Hallows* is the novel where the reader finally discovers characters and can utter a final opinion of them (p. 2). The next reason is because the study about Harry Potter’s personality development by using the last two novels has not been discussed yet.

Novels cannot be separated from characters. According to Bennett and Royle (2004), the reason is because “characters are the life of literature: they are the objects of human’s curiosity and fascination, affection and dislike, admiration and criticism” (p. 60). By identifying characters in the novels, students are able to deal with similar problems that encounter them in real life. It is strengthened by Brownlee (2013) by saying that, “children and adolescents often identify with the fictional characters in the stories they read, and the way that these characters handle their problems may help children to cope with similar issues in their own lives.” (p. 6).
In this study, the writer focuses on the major character, Harry Potter. The writer is interested to choose Harry because his character development in the last two books of Harry Potter is well-presented. According to Kennedy and Gioia (2010), character development is the process by which a character is introduced, advanced, and possibly transformed in the story (p. 106). It is also one of the reasons why the writer chooses Harry Potter.

In the sixth book, Harry is introduced as sixteen-year-old boy who is unaware of his duty in wizard society. He lacks confidence in doing the mission because he thinks that he has no such big power to defeat Voldemort The Dark Lord. He is even easily sidetracked in the middle of the mission of finding and destroying Horcrux. However, as the mission goes by, he becomes fully responsible for his role as the one who can defeat Voldemort. Harry develops not only in his ability to carry on the mission, but also in other areas such as intelligence, emotion, and social. In short, there are some changes of Harry in these two novels. Van De Laar and Schoonderwoerd (1969) explain that a character in a novel should have developed and changed. Character in a novel should not be static. There must be development. Action and incident spring out of character and, having occurred, they change it, so that at the end of a novel a character should have changed, have developed, i.e. should be different from what it was at the beginning of the novel (p. 171).

Kennedy and Gioia (2010) also state similar thing by saying that in a good fiction, characters sometimes change or develop (p. 77). Moreover, Harry’s characteristics are characterized more detail than other characters. From this point, the writer could see that the distinctiveness of the character is discovered and the writer wants to explore more about Harry and his personality. Thus, the writer is
interested in Harry Potter’s personality development. Dahlin (2014) mentions a similar statement, “Harry is the protagonist, and the vocalized character; he is the one that readers are likely to identify with the most, and whose motivations and actions we become most familiar with.” (p. 1)

Bennett and Royle (2004) point out that readers’ knowledge of people is determined by writing; by the character of written words (p. 61). Understanding the personality of the characters is needed to understand the novel better. The writer chooses personality development to be analyzed because personality development is related to human psychology, and it happens in the real life. Thus both the writer and readers can learn how to see someone’s personality development in the real life.

Being able to understand people’s personality development in the real life is very important because it can help people to behave on someone’s change. It is strengthened by Bennett and Royle by saying that through the power of identification, characters in the novel can become part of how the readers visualize themselves; a part of who they are (p. 60). In Psikologi Remaja course, the writer learns about the psychology of adolescence in interesting way; by watching a movie. After watching the movie, the lecturer asks the students to find the problem of the main character from physical, emotional, cognitive, and social side. The writer finds it interesting to learn about adolescence.

*Psikologi Remaja* is one of courses to facilitate the students of English Language Education Study Program with knowledge about adolescence. As the university students who are arranged for a profession in the field of education, it is
essential to have the basic capabilities of developments and changes in the personality of students. It is planned that the university student is going to be able to present best service to students when they have entered the world of education. It should be realized by the university students as teacher candidates that a professional teacher is required to have four basic competencies, namely pedagogical competence, skill competence, social competence, and professional competence. Those are the reasons why understanding personality development is necessary.

Harry is an example of the main characters that successfully brings Harry Potter series to its peak of the story. He is the main character and experience development throughout the story. This character development lifts up curiosity and here in this study, the writer tries to analyze the development that occurred within Harry. It is strengthened by Bousquet by stating that the character of Harry develops throughout the novels (as cited in Dahlin, 2014, p. 6).

Moreover, *Harry Potter* series can be concluded as developmental novel. According to Eastman (1965), developmental novel takes a protagonist from early days to adulthood and it will decipher the origins of personality one the largest scale (p. 14). *Harry Potter* series are suitable novels to conduct a study about the personality development. The series perfectly portray Harry’s life from his childhood to adulthood. However, the writer’s concern is not about Harry’s personality from his childhood to adulthood because the development of personality can happen anywhere and anytime. It is highlighted in the definition of personality by Allport by saying that personality is dynamic. Here, dynamic
means that changes can occur at any time and any situation (as cited in Hurlock, 1976, p. 7). Since this study discusses about personality development, the writer uses the psychological approach to examine the personality development of Harry Potter. There are some aspects that influence Harry’s personality development.

B. Problem Formulation

Based on the background of the study, the writer formulates the problem formulation as follows:

1. How is Harry described in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*?
2. How does Harry Potter’s personality develop in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*?

C. Objectives of the Study

This part is to answer the questions stated in the problem formulation. There are two objectives in this study. The first is describing Harry’s characteristics from the novels. The second objective is revealing Harry’s personality development in the novels using Hurlock’s theory of personality development.
D. Benefits of the Study

There are some benefits of this study. First, the findings of this study are going to be useful for the writer and the readers to have more knowledge about characters and behaviors because those findings explore the main character’s personality development. The writer hopes this study is going to give the readers a better understanding of the novel from the psychological view. Second, this study is helpful for adolescent and young adult. They can learn a variety of personalities of human being through literary work.

For English Department students, this study is going to be beneficial to understand literary work better. It helps the students to understand more about characters in the novel and how those characters grow and change their characteristics throughout the story.

Last, this study is helpful for writers who intend to have a study in literature, especially for those who have the same study. They can use this study as a reference and might be helpful as a comparative study.

E. Definition of Terms

1. Character

Stanton (1965) mentions that character is an individual who brings emotions and interests into the story and to make the story alive. (p.17). Meanwhile according to Gill (1995), a character is someone in a literary work who has some sort of identity; an identity which is made up by appearance,
conversation, action, and thoughts going on in the head (p. 127). Thus, character is a person in the story that livens up the story and has an identity.

2. Personality development

First, explaining the definition of “personality” and “development” is needed in order to understand the meaning of personality development. There are several definitions for personality.

Hjelle (1981) states that personality is an individual’s most dominant characteristics (p. 6). Moreover, Munn states that personality is the most characteristic integration of an individual’s structures and activities (as cited in Hurlock, 1974, p. 6).

According to Allport “personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought” (as cited Feist & Feist, 2006, p. 374). From those definitions, there are two important keywords to define personality, namely individual and characteristic. Therefore, personality is about characteristic in each individual or person.

Similar to personality, development has also several definitions. Pikunas (1961) states, “development refers to all the processes of change by which an individual’s potentialities unfold and appear as new qualities, abilities, traits, and related characteristic” (p. 23).

Meanwhile, according to Bukatko (2008), development is all the physical and psychological changes which humans experience in life (p. 3). In addition, Lahey (2009) states that development is the predictable changes in behavior
connected to increasing age (p. 312). Those three definitions of development share the same thing; that development is about change.

Thus, in this study, the personality development of Harry Potter means the changes in Harry’s individual characteristic as a result of behavior in certain age.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part is review of related studies. It contains some of studies that use the same novel. The second part is review of related theories. This part contains five elements; they are theory of critical approaches, theory of character and theory of characterization, the relation between literature and psychology, theory of personality development, and theory of adolescence. The third part is the theoretical framework. In this last part, the writer discusses deeply about some theories that are used in analyzing the novel.

A. Review of Related Studies

In this study, the writer uses the same novel as the previous writers. There are some writers from Sanata Dharma University who have analyzed Harry Potter novels, especially the same two novels. Yuniarto (2006) uses the sixth book, *Harry Potter and The Half-Blood Prince*, and focuses on the relation of Voldemort’s psychological transformation with the plot in the novel. He discusses two things; the first is about Tom Marvolo Riddle’s transformation into Lord Voldemort. The second is about the effect of Tom Marvolo Riddle’s transformation to the plot of the story.
Another writer, Sekaringtyas (2015), conducts other study on Harry Potter novels and she uses the seventh book, *Harry Potter and the Deathly Hallows*. She focuses on how Harry Potter experiences many conflicts with other characters in this novel and how those conflicts can be solved by the friendship with his two close friends.

In this study, the writer chooses to do a study of Harry Potter’s personality development in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. Thus, both novels are used in this study. The study about Harry Potter’s personality development by using the last two novels has not been discussed yet.

B. Review of Related Theories

1. Theory of Critical Approaches

Guerin et al. (2005) state that sometimes senses deceives readers when reading a piece of literary work (p. 5). Thus, it is needed to analyze literature as well as read for pleasure. By analyzing, readers give respond to literature and appreciating literature as well. The writer needs to employ a critical approach in order to have reasonable judgment. It is strengthened by Kennedy & Gioia (2010) by saying that a critical approach makes imaginative literature more perceptive (p. 678).

Further, Guerin et al. (2005) mention six critical approaches to analyze novels namely biographical approach, philosophical approaches, formalist approach, archetypal approaches, feminist approach, and psychological approach.
First, Guerin et al. (2005) points out that *biographical approach* is an approach to understand works as the reflection of an author’s life and the life of the characters in the work.

Second is *philosophical approach*. This approach believes that literature has larger function that is to communicate morality and to examine philosophical issues. In this approach, literature would be interpreted in a context of the philosophical view.

Third is *formalist approach*. This approach is to study that all information necessary to the interpretation of a work must be found within the work itself. Fourth is *archetypal approach*. This approach believes that there is a collection of symbols, images, characters, and motifs suggesting a similar response to all people. These archetypes are believed as the source of literature’s power.

Fifth is *feminist approach*. It concerns with the influence of gender on writing and reading. Feminist approach believes that male worries are portrayed through female characters.

The sixth and the last is *psychological approach*. It is an approach that focuses on the psychological side of human beings. This approach is a valuable tool in understanding not only literature but human nature and readers’ individual selves as well (p. 180). Furthermore, this approach is applied in this study to analyze the development of the character’s personalities. The character’s thought and behaviour can be understood appropriately by using psychological approach. It is strengthened by Gill (1995) by saying that this approach finds the meaning of works in what they show about characters’ thoughts and feelings, the views they
have of themselves, the way they change and grow, and the way they establish, maintain, or break relationships (p. 317).

2. Theory of Character and Characterization

A story cannot be separated from its elements, including character and characterization. Readers can have a better understanding about novels through analyzing characters in the novels. Thus, it is important to know about kinds of characters in the novels and how the characters in the novels are characterized.

Stanton (1965) states that the term character is normally used in two ways; to select the individuals who appear in the story and to refer to the combination of interests, desires, emotions, and moral principles that make up each of the characters (p. 17). A character is also defined by Kennedy and Gioia (2010) as an imagined person who inhabits a story. Most stories contain a central character relevant to every event in the story; usually the events cause some change either in him or in our attitude toward him. (p. 77).

According to Forster (1974), characters are divided into flat and round (p. 46). Flat characters are constructed round a single idea or quality and they can be expressed in one sentence. There are two characteristic of flat characters. The first is they are easily recognized whenever they come in. The second is flat characters are easily remembered by the readers. Meanwhile, round characters cannot be summed up in a single phrase. The readers cannot remember them so easily because they grow and have feature like human being.

Stanton (1965) states “through our knowledge of the characters, we understand their actions; through their actions, we understand the characters” (p.
In analyzing a character, theory of characterization is needed because it helps to determine the characteristics of the characters in the story. It also gives guidance for the writer to define the personality of the main character by paying attention on his behaviour, speech, and thought.

According to Kennedy and Gioia (2010), characterization is a technique; to create, reveal, or develop the characters (p. 106). Characterization is to do with portraying fictional people whose personalities will liven up the plot and engage the reader. According to Murphy (1972), there are nine ways in which an author tries to make his characters understandable and alive for his readers; they are personal description, character as seen by another, speech, past life, conversation of others, reaction, direct comment, thoughts, and mannerisms (pp. 161-173).

The first is personal description. Through this personal description, Murphy (1972) explains that the author can describe a person’s appearance and clothes. Furthermore, people learn something about others by their appearance, by the way they dress, how they look, what kind of gesture they do. Gill (1995) mentions an author is usually informing or illustrating the reader something about the inner world of the character’s personality when writing about the appearance of a character (p. 139).

The second is character as seen by another. Murphy (1972) states the author can describe the character through the eyes and opinions of another as an alternative of describing a character directly. The readers get a reflected image. It can be seen from choice of words and phrases, shape, cleanliness, firmness, smoothness, or colour described.
Third is speech. The author is able to give the readers an insight into the character of one of the persons in the book through what the person says. The most important evidence of all is the character’s own dialogue and behaviour. Stanton (1965) adds that in good fiction, every speech, every action is not only a step in the plot, but also a manifestation of character (p. 18).

The fourth is past life. An author can give readers a clue to events that have helped to shape a person’s character by letting them learn something about a person’s past life. This can be done through the person’s thoughts, the person’s conversations, the medium of another person or by direct comment by the author. This knowledge may help the readers to explain why a person behaves and acts as he does at the present time.

Fifth is conversation of others. Character may also be presented through conversation of others and what other characters say about certain character. People do talk about other people and the things they say often give as a clue to the character of the person spoken about.

The sixth is reactions. An author can also give readers a clue to a person’s character by letting them know how that person reacts to various situations and events. Gill (1995) adds that the way in which a character is reacting is one of the main ways in which authors create personality (p. 144). An author can make everything a character does important.

Next is direct comment. The author can describe or comment on a person’s character directly. The author can describe or comment on a person’s character directly through the narration, especially in third-person narrator. The
characterization in this way is done by giving the readers a straightforward description about or comment on the character. It helps the readers to find out information on the character easily.

The eight is thoughts. The author can give the readers direct knowledge of what a person is thinking about. In the novel, the author can tell the readers what the characters think. The readers then are in a privileged position; they have an access to the private thoughts of a person in a novel.

The last is mannerisms. The author can describe a person’s mannerisms, habits or eccentricity which may also tell us something about his character. Some writers, who occupied their novels with hosts of characters, try to distinguish the flat ones by giving each a single odd physical feature on mannerism.

3. The Relation between Literature and Psychology

In the previous chapter, there are two keys in defining novel; prose and about human life. Human life here means that in building the characters, Van De Laar and Schoonderwoerd (1969) state that novelists often use elements they have taken from various persons in real life (p. 166). Thus, novels contain elements of real life since the characters inside are taken from real person. Talking about “person,” Bennett and Royle (2004) state that person is inseparable from literature and the reason is because “our lives, our real lives, are governed and directed by the stories we read, write and tell ourselves.” (p. 63).

Regarding to this thing, psychology as the study of human is capable to be used to analyze the element of a work of literature, specifically character. Even though a character in a novel is fictitious, it is able to represent real human that
could be analyzed through the psychology field. It is explained further by Van De Laar and Schoonderwoerd (1969).

We know and can know less about actual human beings than about characters in a novel. It is an illusion to think that we ever know anybody perfectly, even close friends. But characters in a novel may be known perfectly (p. 166).

René Wellek and Austin Warren (1948) explain in *Theory of Literature* that there are four things that can be discovered from literature in the psychological point of view (p. 75). They are the psychological study of the writer, the study of the creative process, the study of the psychological types and laws present within works of literature, and the effects of literature upon its readers. This study fits with the third one since it analyzes a character in a novel by using one of psychology theories namely theory of personality development.

4. **Theory of Personality Development**

Character and personality; two things that are not separated, since someone’s personality will shape his or her character. Someone’s character and personality belong to the object of psychological study. Therefore, the theories of psychology are applied in order to explain the character’s personality in the story. The following part consists of theory of personality development by Hurlock.

According to Feist and Feist (2006), there are six criteria of a useful theory; they are generating research, falsifiable, organizing data, guiding action, internally consistent, and parsimonious (pp. 8-13). The first is *generating research*. The most important criterion of a useful theory is its ability to stimulate and guide further research. Hurlock provides the explanation of personality
determinants. The determinants guide the writer to analyze the personality development of Harry Potter. The second is falsifiable. To be falsifiable, a theory must be accurate enough to suggest research that may either support or fail to support its major beliefs. Falsifiability means that negative research results is going to counter the theory and force the theorist to either remove it or modify it. Hurlock’s personality determinants are applied to analyze Harry’s personality development and the results of the analysis do not counter the theory because they support the theory beliefs. It means that Hurlock’s theory is falsifiable.

The third is organizing data. A useful theory should be able to organize research data that are not incompatible with each other. Without some organization or classification, research findings would continue secluded and pointless. It must be able to form as many bits of information as possible into a meaningful arrangement. The writer finds quite many evidences from the novels. Hurlock’s personality determinants provide classification in each determinant. In that way, the findings are organized well and easily understood for the readers.

Next is guiding action. The theory stimulates thought and action in other disciplines, such as art, literature, law, sociology, philosophy, religion, education, business administration, and psychology. In this study, Hurlock’s theory has an influence in the area of literature. The theory aids to explain the evidences in the novels that are responsible for the personality development of Harry’s.

The fifth is consistent. A useful theory does not need to be consistent with other theories, but it must be consistent with itself. An internally consistent theory employs language in a consistent manner. It means that the theory does not use the
same term to mean two different things. The most recognizable term in Hurlock’s theory is that it uses the word “determinant” to explain the factors affecting personality development. The word “determinant” appears consistently in Hurlock’s theory of personality development.

The last is parsimonious. When two theories are equal in their ability to generate research, be falsified, organize data, guide the action, and be consistent, the law of parsimony is applied; the simpler one is preferred. Hurlock’s theory of personality development can be categorized as simple. Hurlock’s theory simply explains that there are eight determinants that affect personality development. There is no other explanation beside the eight determinants that are used to describe factors affecting personality development.

The theory of personality development by Hurlock has all six criteria of a useful theory. It can be concluded that Hurlock’s theory is useful. Besides, Hurlock’s theory is deep and thorough to analyze the novel and to explain the development of personality because it contains eight different determinants. Thus, Harry’s personality development can be seen from many sides.

According to Hurlock (1974), the term personality is derived from Latin word persona which means mask (p. 6). Meanwhile according to Allport “personality is the dynamic organization within the individual of those psycho-physical systems that determine his characteristic behaviour and thought.” (as cited in Hurlock, 1974, p. 7). Dynamic here refers to the changing nature of personality. The personality become more complex in structure as the individual’s
physical and psychological characteristics develop. Moreover, from time to time and from situation to situation, there are changes in structural organization.

According Hurlock (1974), there are eight determinants that will affect the changes in a person’s personality. The determinants are physical, intellectual, emotional, social, aspiration and achievement, sex, educational and family (pp. 143-381).

The first is physical determinant. Physical determinant is related to how physical appearance influences someone’s personality. The body has direct and indirect influence toward personality determinant. The direct influence is the body determines what people can and cannot do. While indirect influence means that a person adjustment to live is influenced by the way he/she perceives his/her body in relation to others’ bodies, his/her ideal, and evaluation of his/her physical abilities and disabilities by others. Physical changes affect personality directly through their influence on the person’s characteristic patterns of adjustment. Indirectly, the effect of body changes comes from the attitudes of others toward the changes and what roles the social group will allow the individual to play as a result of his changed appearance.

Second is intellectual determinant. Intellectual capacity influences personality directly through the kind of life adjustment the individual makes and indirectly through the judgment others make of him on the basis of his intellectual achievements. Knowledge of the normal pattern of intellectual development is essential to understanding the effects of intellectual capacities on behaviour. Intellectual determinant is related to the ability of problem solving. How the
person uses his/her intelligence is going to determine how successful his/her adjustment will be.

Next is *emotional determinant*. Emotion is important personality determinant because it affects personal and social adjustments. The direct effect of the emotions on personality comes from social judgments based on how the person handles his emotions and from his ability to establish emotional relationship with others.

*Social determinant* is the next. Whether the person becomes social, unsocial, or antisocial depends not upon genetics but on early social experiences in the home and outside. These early experiences provide the individual opportunities to learn to be social and the motivation necessary to do so. The degree of influence the social group has on personality development depends not alone on how well accepted the person is but also on how much social acceptance means to him.

Next determinant is *aspirations and achievement*. At all ages people are judged by how their achievements compare with those of their peers. The person whose achievements in highly values areas are superior in quantity and quality is favourably judged by the social group. Aspirations are the ego-involved goals a person sets for himself. The more ego-involved his aspirations are and the more they relate to areas of behaviour that are important to him, the greater will be their influence on his personality. What kind of aspirations the person develops is greatly influenced by such factors as intelligence, sex, personal interests and
values, family pressures, group expectations, cultural traditions, competition with others, past experience, the mass media, and personal characteristics.

Next is sex determinant. This factor influences a person’s personality development directly and indirectly. The direct influence of sexuality on personality comes from the effects of the sex hormones which influence body form and functioning and the quality of the person’s behaviour. The amount of interest a person has in sexuality is important in determining how much influence it will have on his personality.

Another determinant is educational determinant. Next to the home and parents, school and colleges and teachers have the greatest influence on personality development. How great an influence educational institution has on personality development is largely determined by the student’s attitudes toward schools and colleges, toward his teachers, and toward the value of education.

Next determinant is family determinant. The relationship a person has with his family is unquestionably the most important factor in his personality development. The influence of the family is great at all ages. The chief reasons for the family’s dominant influence are the time spent in the home, the control family members have over the person’s behaviour, the emotionally toned relationship a person has with his/her family, and the security the home environment affords.

5. Theory of Adolescence

According to Muuss, the word “adolescence” comes from a Latin word that means “to grow up” and “to grow into maturity” (as cited in Kimmel and Weiner, 1985, p. 2). It means that adolescence is a period of transition; a time of
change from one phase of life to another. Conger (1977) adds that adolescence represents a difficult developmental period in society.

The writer uses the theory of adolescence to support Hurlock’s theory of personality development. This theory is helpful since Harry as the focus of this study is in adolescence stage. According to Sullivan, Harry is in late adolescence. Late adolescence begins at 15 to 17 or 18 (as cited in Feist & Feist, 2006, p. 229). There are three developments in adolescence, namely physical development, cognitive development, and social development.

a. Physical Development

Conger (1977) explains that the adolescent faced with rapid increases in height, changing bodily dimensions, and the objective and subjective changes related to sexual maturation (p. 120). Adolescent tend to have idealized norms for physical appearance and skill. An adolescent’s perception of his body image may be influenced by prior experiences that have led him to view himself as attractive or unattractive, strong or weak, masculine or feminine.

b. Cognitive Development

The adolescent’s cognitive development also plays an important role in the emergence of a well-defined sense of ego identity. Kimmel and Weiner (1985) explain that cognitive processes include paying attention to particular stimuli, recalling previous experiences from memory, solving problems, and understanding the physical and social world, including oneself (p. 116).
Osterrieth says that intellectual transformations bring the adolescent to ask himself questions about himself, to wonder, to acknowledge himself, just as much as do the physical transformations (as cited in Conger, 1977, p. 186). Furthermore, adolescents are recognized to have typical characteristics of thinking. Keating states five major characteristics of adolescent thinking ability (as cited in Kimmel & Weiner, 1985, p. 128). They are thinking about possibilities, thinking through hypotheses, thinking ahead, thinking about thoughts, and thinking beyond old limits.

c. Social Development

Social development of adolescence is closely related to family and peer. Conger (1977) mentions the establishment of independence from parents is one of the major developmental tasks of adolescence (p.195). Besides family, peer also influences adolescence in social area. It includes friendship and dating. According to Conger (1977) peer relations provide an opportunity to learn how to interact with age mates, to control social behavior, to develop age-relevant skills and interests, and to share similar problems and feelings.

Friendship is important for adolescence. It is strengthened by Conger (1977) by saying that among the peer relationships of adolescents, friendships hold a special place and perform, at least to some extent, a special function. Friendship may play a crucial role in helping the adolescent to better define his or her own identity. Further, Conger states that friendships may help the adolescent in dealing with his or her own complex feelings and those of others. They can serve as a kind of therapy by allowing the freer expression of suppressed feelings
of anger or anxiety and by providing evidence that others have many of the same doubts, hopes, fears and seemingly dangerously strong feelings.

Dating is also important for adolescence since they are interested in dating when they reach puberty. According to Kimmel and Weiner (1985), adolescence considers dating is a pleasurable opportunity of companionship. For some adolescents, the matter who dates whom and when involves playing to audience. The idea of having a date and of other people knowing about it is often more exciting than the date itself.

C. Theoretical Framework

This study discusses Harry Potter’s personality development in the last two novels of Harry Potter series, *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. The writer uses some theories to support the finding. The theories are theory of critical approach, the theory of character and characterization, and the theory of personality development.

The theory of critical approach is used to decide the most suitable approach in analyzing the novels and in this study, the writer use psychological approach. The theories of character and characterization are used as the methods to analyze the characteristics of Harry Potter.

The main character is an important aspect in the novel so that it is essential to analyze the characteristics of Harry as the main character. The writer uses Forster’s theory of character and Murphy’s theory of characterization. The
theories of character and characterization are used as the methods to analyze the characteristics of Harry Potter.

Since the focus of the study is personality development, the use of personality development theory will help the writer to reveal the development in Harry’s personality. The writer uses Hurlock’s theories of personality development. This theory will help the writer to see the development of Harry’s personality. Theory of adolescence will be used to support the theories of personality development.

The relation between literature and psychology is also included in this chapter to explain how psychology will help the writer in doing analysis toward a character in literary work.
CHAPTER III

METHODOLOGY

This chapter consists of three parts, namely the object of the study, the approach of the study, and the method of the study. The object of the study deals with the identity of the novels about and the approach of the study concerns with the critical approach used in analyzing the novel; that is psychological approach. The method of the study provides the steps taken in analyzing the novels.

A. Object of the Study

The object of this study is the last two novels of Harry Potter series entitled *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. Those two novels present mostly about the journey of Harry Potter to defeat the evil wizard, Lord Voldemort by hunting the parts of his soul or horcruxes and destroy them.

6.9 million copies in the first day. Moreover, Reynolds (2007) reports that the copy of the final Harry Potter book is sold within the first 24 hours of its release, making it the fastest-selling book in this country’s history. Both the sixth and the seventh novels of Harry Potter are sold on their first day of release.

B. Approach of the Study

In this study, the writer applied psychological approach because the study focuses on personality development of Harry Potter. This is very useful for the writer to analyze the novel since someone’s personality development is always related to their psychological condition. Guerin et al. (2005) state that psychological approach concerns with motives within human behavior (p. 153). It is clear that this approach view works through the lens of psychology. The approach discovers the psychological motivations of the characters or even of the authors.

Moreover, Rohrberger and Woods (1971) explain that psychological approach pays attention to the psychological situation of the characters in the story to understand more about the character’s goal and intention (p. 15). Therefore, psychological approach can be applied as a device to study the human thought and behavior. The novels themselves deal with the thought and behavior of the character which related to psychology. Thus, this approach is very useful to help the writer in analyzing Harry Potter’s personality development.
C. Method of the Study

In analyzing the novels, the writer applied library study. The data and the references were gathered from books, journals, and some on-line references. There were two sources in this study; they are the primary and secondary sources. The primary source of the study was the last two novels of Harry Potter series; they are *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. The secondary sources were some relevant books and journals of literature and psychology. They are theory of characterization by Murphy (1972), theory of character by Forster (1974), theory of personality development by Hurlock (1974), and theory of adolescence by Kimmel and Weiner (1985).

There were some steps to conduct this study. On the first step, the writer read the English version of *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows* as the primary source, for several time in order to get the idea and a good understanding of the content of the story. Thus, the writer could understand the story and details for the process of writing this study. Secondly, the writer decided to analyze Harry Potter’s personality development as seen in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. During reading the novels, the writer made some important notes related to Harry Potter’s personality and some others which related to this study.

Thirdly, the writer tried to find some references related to the study. The writer applied some theories about character and characterization. The writer used theory about character and characterization from Murphy and theory of personality development from Hurlock. The next step is analysis. The writer did
analysis by applying the theories and relating them to the evidences found in the novels. The first part of the analysis dealt with the characteristic of Harry Potter; how the characteristic of Harry Potter is discovered by using theory of character and characterization. The next part is analysis of Harry Potter’s personality development by using Hurlock’s. In this part there are determinants that affect the personality development by using evidences from the novels. Last step was drawing conclusion. It contains the findings in the analysis.
CHAPTER IV

ANALYSIS

This chapter presents the findings of the study. There are two parts in this chapter. The first part is the discussion of characteristics of Harry Potter. The second part is the discussion of Harry Potter’s personality development.

A. The Characteristics of Harry Potter

According to Forster (1974), there are two categories of character; round character and flat character (p. 46). Harry is included as the round character because he is presented with more sides and J. K. Rowling as the author portrays him in greater detail and depth. The readers can also enter Harry’s mind and come to know him through his own thoughts, feelings, and perceptions. Harry has a capability to change; learn or become enlightened.

Harry Potter is an orphan who was raised inappropriately by his uncle, Vernon, and aunt, Petunia. Harry was always treated badly by them and their son or Harry’s cousin, Dudley. The bad treatments from his Vernon, Petunia, and Dudley are not much exposed in the two novels being discussed. However, Dumbledore pictures some in his speech. It shows when Dumbledore comes to Privet Drive, the address where Harry lives with his aunt, uncle, and cousin.
Dumbledore asks Harry to solve a recent problem regarding to Harry’s battle with Voldemort.

Voldemort has returned to the country. Thus, the Wizard world is in the threat of war. Dumbledore says that Harry, whom Voldemort has already attempted to kill on a number of occasions, is in even greater danger now than the day when he left Harry in Privet Drive fifteen years ago. At was, Dumbledore also left a letter explaining about Harry's parents’ murder and expressing the hope that Vernon and Petunia would care for Harry as though he were their own. However, they never do what Dumbledore asks, “You did not do as I asked. You have never treated Harry as a son. He has known nothing but neglect and often cruelty at your hands.” (Half-Blood Prince, p. 55). Dumbledore also states clearly that Harry has a difficult life back then.

The magic I evoked fifteen years ago means that Harry has powerful protection while he can still call this house 'home.' However miserable he has been here, however unwelcome, however badly treated, you have at least, grudgingly, allowed him houseroom. This terrible treatment makes Harry hopes that Dumbledore comes to take him out of the house, “…he had spent every waking moment of the past few days hoping desperately that Dumbledore would indeed come to fetch him….” (Half-Blood Prince, pp. 55-57).

Murphy (1972) states that there are nine ways to reveal someone’s character (pp. 161-173). They are through personal description, character as seen by others, speech, past life, conversation of others, reactions, direct comments from the author, character’s thoughts, and mannerisms. They are used to expose Harry’s characteristics in the novels.
1. Loyal

According to theory of characterization by Murphy (1972), Harry’s character is identified as being loyal. Murphy states that a character can be described through speech (p. 161). The author gives clues that Harry is loyal. Most of his loyalty is shown in the mission. Based on his conversation with the headmaster, Dumbledore, it is shown that Harry is a loyal boy. Dumbledore and Harry keep a secret about the prophecy which contains about both Harry and Voldemort. The prophecy comes out in the fifth novel *Harry Potter and The Order of the Phoenix* saying that, “...and either must die at the hand of the other for neither can live while the other survives...” (p. 841). Dumbledore tells Harry not to tell anyone about the prophecy.

Harry holds his words not to tell anyone about the prophecy. Another description of Harry’s loyalty is clearly stated in conversation of others and Harry’s own speech. The Minister of Magic, Rufus Scrimgeour, finds out about the mission. Harry does not give up keeping the mission as a secret although Scrimgeour says that it is a waste because Dumbledore will not be around anymore. Harry admits his loyalty from his own speech and it makes Scrimgeour call Harry as “Dumbledore’s man through and through.”

“Well, where I went with Dumbledore and what we did is my business. He didn’t want people to know.” “Such loyalty is admirable, of course,” said Scrimgeour, who seemed to be restraining his irritation with difficulty, “but Dumbledore is gone, Harry. He’s gone.” “He will only be gone from the school when none here are loyal to him,” said Harry, smiling in spite of himself. “My dear boy . . . even Dumbledore cannot return from the —” “I am not saying he can. You wouldn’t understand. But I’ve got nothing to tell you.” (*Half-Blood Prince*, pp. 648-649)
Harry also shows his loyalty to keep the secret about the mission to the person he knows well. Although Mr. and Mrs. Weasley as Ron’s parents have already considered Harry as a family member and vice versa, Harry does not have intention to tell them about the mission. They concern because their son, Ron, takes part in the mission so they think they have the right to know what is going on. However, that reason does not make Harry break his loyalty, “Well, Dumbledore left me . . . stuff to do,” mumbled Harry. “Ron and Hermione know about it, and they want to come too.” “What sort of ‘stuff’?” “I’m sorry, I can’t—” (Deathly Hallows, p. 88).

2. Brave

Similar to the previous characteristic, Harry’s bravery is also shown through his speech. Murphy (1972) points out that whenever a person is in conversation with another, he is giving the reader some clue to his character (p. 164). After Dumbledore and Harry visiting the house of a former Potion’s teacher, Professor Horace Slughorn, Dumbledore states that he is proud at how well Harry seems to be coping after everything that happened when Harry is in Ministry last year. It is because at the Ministry, Harry leads his friends to defeat the dangerous followers of Voldemort, Death Eaters, in fighting for the prophecy. Dumbledore also says that Sirius, Harry’s godfather, would have been proud of Harry too. It makes Harry remember Sirius’ death and realize someday he would die too. When it comes, he bravely says that he will make sure to take Death Eaters and
Voldemort. It makes Dumbledore praise him by saying that Harry is brave like his parents and godfather.

But if it is,” he said fiercely, now looking straight into Dumbledore’s blue eyes gleaming in the wandlight, “I’ll make sure I take as many Death Eaters with me as I can, and Voldemort too if I can manage it.” “Spoken both like your mother and father’s son and Sirius’s true godson!” said Dumbledore, with an approving pat on Harry’s back. “I take my hat off to you — or I would, if I were not afraid of showering you in spiders. (Half-Blood Prince, p. 77)

His bravery is also shown through reactions. According to Murphy (1972), authors give a clue to their character’s characteristic by letting the readers know how the character reacts to various events (p. 168). Dumbledore asks Harry to accompany him to find something that is suspected to be one of Horcruxes. Dumbledore wants Harry to come with him but he also warns Harry that the journey will be dangerous. Without further thinking, he agrees to join Dumbledore.

“I do not know; I have suspicions that may be entirely wrong.” Dumbledore hesitated, then said, “Harry, I promised you that you could come with me, and I stand by that promise, but it would be very wrong of me not to warn you that this will be exceedingly dangerous.” “I’m coming,” said Harry, almost before Dumbledore had finished speaking. (Half-Blood Prince, p. 547)

Harry shows his bravery to one of his school teacher, Professor Severus Snape. Snape and Death Eaters are responsible for Dumbledore’s death. After killing Dumbledore, they run away. Harry, who witnesses the incident, tries to chase them. Without hesitation, he cast a spell to Snape, “Incarc-” Harry roared, but Snape deflected the spell with an almost lazy flick of his arm. “Fight back!” Harry screamed at him. "Fight back, you cowardly-----” (Half-Blood Prince, p.
Though Harry loses for sure, he still tries to fight. He even bravely challenges Snape to kill him.

"You dare use my own spells against me, Potter? It was I who invented them - I, the Half-Blood Prince! And you'd turn my inventions on me, like your filthy father, would you? I don't think so . . . no" Harry had dived for his wand; Snape shot a hex at it and it flew feet away into the darkness and out of sight. "Kill me then," panted Harry, who felt no fear at all, but only rage and contempt. "Kill me like you killed him, you coward -" (Half-Blood Prince, p. 604)

3. Curious

Through Harry’s own speech, Harry shows that he has a strong curiosity. If he is eager to know something, he will ask some questions until he gets a satisfactory answer. If he does not get it, he will find another way. There are always some questions come inside Harry’s mind when he wants to know something. It is shown when Dumbledore takes Harry to accompany him to meet Slughorn. Harry has no idea of what he is going to do there. He keeps asking Dumbledore. When he gets an answer, he will ask another question.

They turned a corner, passing a telephone box and a bus shelter. Harry looked sideways at Dumbledore again. "Professor?" "Harry?" "Er — where exactly are we?" "This, Harry, is the charming village of Budleigh Babberton."
"And what are we doing here?" "Ah yes, of course, I haven't told you," said Dumbledore. "Well, I have lost count of the number of times I have said this in recent years, but we are, once again, one member of staff short. We are here to persuade an old colleague of mine to come out of retirement and return to Hogwarts." "How can I help with that, sir?" "Oh, I think we'll find a use for you," said Dumbledore vaguely. "Left here, Harry."
"Professor, why couldn't we just Apparate directly into your old colleague's house?" The church clock chimed midnight behind them. Harry wondered why Dumbledore did not consider it rude to call on his old colleague so late, but now that conversation had been established, he had more pressing questions to ask. (Half-Blood Prince, pp. 59-60)
Harry’s curiosity is also in the form of knowledge. He shows that he is curious through reactions. In his Potion class, he borrows a book from school because he does not have one. The book is turned out to be the property of someone called The Half-Blood Prince. This book helps Harry a lot in the classroom. He can even defeat Hermione who is always to be the smartest student in the class. It is because the book has some handwriting as notes. The notes are applied as shortcut of the original version in the book and these works to help Harry. Some of the notes does not even related to Potion. There are also some self-invented spells. Harry is drown into it and even tries some of the spells.

Harry had already attempted a few of the Prince’s self-invented spells jinxes and hexes scribbled in the margins, which Harry was sure, judging by the crossings-out and revisions, that the Prince had invented himself. Harry had already attempted a few of the Prince’s self-invented spells. There had been a hex that caused toenails to grow alarmingly fast (he had tried this on Crabbe in the corridor, with very entertaining results); a jinx that glued the tongue to the roof of the mouth (which he had twice used, to general applause, on an unsuspecting Argus Filch); and, perhaps most useful of all, Muffliato, a spell that filled the ears of anyone nearby with an unidentifiable buzzing, so that lengthy conversations could be held in class without being overheard.

Sitting up in bed, Harry turned the book sideways so as to examine more closely the scribbled instructions for a spell that seemed to have caused the Prince some trouble. (Half-Blood Prince, p. 238)

4. Bad-tempered

Other characteristic of Harry’s personality is shown by his anger. This characteristic is also shown through speech as the previous explanation. Harry meets Draco Malfoy, another student of Hogwarts he always has a row with, and Narcissa Malfoy, Draco’s mother, in a shop. Soon after Harry sees them, he greets them with humiliation and insults. Harry always has a bad relationship with The Malfoys, especially because they take sides on Voldemort. Harry could not
control his emotion to the point that Hermione must withstand him not to reckless in using his wand.

"Don't you dare talk to my mother like that, Potter!" Malfoy snarled. "It's all right, Draco," said Narcissa, restraining him with her thin white fingers upon his shoulder. "I expect Potter will be reunited with dear Sirius before I am reunited with Lucius." Harry raised his wand higher. "Harry, no!" moaned Hermione, grabbing his arm and attempting to push it down by his side. (Half-Blood Prince, p. 114)

The author gives direct comment about Harry’s anger. Moreover, this characteristic is also revealed through Harry’s own speech. From Professor Trelawney, one of Hogwarts’ teachers, Harry knows that Snape is the person who leaks information about the prophecy to Voldemort. Harry expresses his disappointment to Dumbledore on why Snape is allowed to teach when Dumbledore knows about the incident. Harry’s dialogue is even typed in capital letter and it shows that his temper is rising up.

―What has happened to you?‖ “Nothing,” lied Harry promptly. “What has upset you?” “I’m not upset.” “Harry, you were never a good Occlumens — ” The word was the spark that ignited Harry’s fury. “Snape!” he said, very loudly, and Fawkes gave a soft squawk behind them. “Snape’s what’s happened! He told Voldemort about the prophecy, it was him, he listened outside the door, Trelawney told me!” Dumbledore’s expression did not change, but Harry thought his face whitened under the bloody tinge cast by the setting sun. For a long moment, Dumbledore said nothing. “When did you find out about this?” he asked at last. “Just now!” said Harry, who was refraining from yelling with enormous difficulty. And then, suddenly, he could not stop himself. “AND YOU LET HIM TEACH HERE AND HE TOLD VOLDEMORT TO GO AFTER MY MUM AND DAD!” Breathing hard as though he was fighting, Harry turned away from Dumbledore, who still had not moved a muscle, and paced up and down the study, rubbing his knuckles in his hand and exercising every last bit of restraint to prevent himself knocking things over. He wanted to rage and storm at Dumbledore, but he also wanted to go with him to try and destroy the Horcrux; he wanted to tell him that he was a foolish old man for trusting Snape, but he was terrified that Dumbledore would not take him along unless he mastered his anger. . . . (Half-Blood Prince, p. 548)
According to Murphy’s theory of characterization, one way to describe a character is thoughts. The author can give the readers direct knowledge of what a person is thinking about (p. 171). After expressing his anger, Harry is afraid that Dumbledore will change his mind not to take Harry in finding and destroying *Horcrux* unless he manages his anger. In his thought, Harry admits that he have not yet mastered his anger. Through conversation of others, Harry is indeed a bad-temper boy. Dumbledore says it clearly that Harry has ‘hot head’ so that is why Dumbledore needs Hermione’s help to control Harry’s anger, “I am afraid I counted on Miss Granger to slow you up, Harry. I was afraid that your hot head might dominate your good heart” (*Deathly Hallows*, p. 720).

5. **Insolent**

Harry as an insolent boy is shown through his own speech and character seen by others. Harry being insolent shows most in his hatred to Snape. Through his speech, it is clear that he has no respect to his teacher, "Do you remember me telling you we are practicing nonverbal spells, Potter?" "Yes," said Harry stiffly. "Yes, sir." "There's no need to call me 'sir,' Professor." (*Half-Blood Prince*, p. 180). He also addresses Professor Snape only with ‘Snape,’ "If I'm having lessons with you, I won't have to do Occlumency lessons with Snape, will I?" "Professor Snape, Harry — and no, you will not" (*Half-Blood Prince*, p. 79). Dumbledore corrects him. It means that it is important for Harry as a student to address teachers properly.

Besides speech, the characteristic is also revealed through character seen by others. From theory of characterization by Murphy (1972), the author can
describe the character through the eyes and opinions of another as an alternative of describing a character directly (p. 162). One of Harry’s friends named Katie gets cursed so she is taken to hospital to get further medication. When Harry comes to Dumbledore to ask for her latest condition, Dumbledore says that Snape helps Katie to prevent the curse to spread in her body. Harry responds coldly. Phineas Nigellus, the previous headmaster, states clearly of Harry’s insolence after hearing this.

Luckily Professor Snape was able to do enough to prevent a rapid spread of the curse — "Why him?" asked Harry quickly. "Why not Madam Pomfrey?" "Impertinent," said a soft voice from one of the portraits on the wall, and Phineas Nigellus Black, Sirius's great-great-grandfather, raised his head from his arms where he had appeared to be sleeping. "I would not have permitted a student to question the way Hogwarts operated in my day." (Half-Blood Prince, p. 259)

Besides to his teacher, Harry also shows his insolence even to the Minister of Magic, Rufus Scrimgeour. After the death of Dumbledore, Scrimgeour comes to see Harry to deliver Dumbledore’s testament. In the testament, Dumbledore gives Harry the sword of Godric Gryffindor. Scrimgeour wonders why Dumbledore gives the powerful sword to Harry. He speculates that the sword might be the one that will defeat Voldemort since Dumbledore believes that Harry is the one who will eliminate Voldemort. Harry responds it by mocking the Ministry on how it cannot seem to overcome Voldemort. This response makes Scrimgeour says directly that Harry is being insolent.

“Remembered you’re not at school, have you?” said Scrimgeour, breathing hard into Harry’s face. “Remembered that I am not Dumbledore, who forgave your insolence and insubordination? You may wear that scar like a crown, Potter, but it is not up to a seventeen-year-old boy to tell me how to do my job! It’s time you learned some respect!” “It’s time you earned it.” said Harry. (Deathly Hallows, pp. 129-130)
6. Stubborn

One of characterization from Murphy is through direct comment. The characterization in this way is done by giving the readers a straightforward description about or comment on the character (p. 170). The author straightforwardly states that Harry is stubborn. Besides, his stubborn is also shown through his speech. When Harry goes to a store, he sees Draco Malfoy enters another store with some members of Death Eaters suspiciously. Since then, he follows Draco everywhere, even in school. Ron and Hermione have tried to convince Harry to give up finding out about it. However, Harry insists to keep investigating. When he brings this matter to Mr. Weasley, he insists that this is worth investigating but Mr. Weasley does not agree. Mr. Weasley, who works in Ministry, has already searched Draco’s house and has already taken anything that seem suspicious and dangerous.

"Does anyone really know what You-Know-Who would or wouldn't do?" asked Harry angrily. "Mr. Weasley, I'm sorry, but isn't it worth investigating? If Malfoy wants something fixing, and he needs to threaten Borgin to get it done, it's probably something Dark or dangerous, isn't it?"

"I doubt it, to be honest, Harry," said Mr. Weasley slowly. "You see, when Lucius Malfoy was arrested, we raided his house. We took away everything that might have been dangerous." "I think you missed something," said Harry stubbornly. "Well, maybe," said Mr. Weasley, but Harry could tell that Mr. Weasley was humoring him. (Half-Blood Prince, p. 135)

However, Harry never gives up on finding out about Malfoy’s suspicious movement. When Professor Slughorn’s private party is being held, Harry follows Draco and Professor Snape. He can even hear what they are saying. What makes Harry believes that Draco is up to something is that when he hears them talking,
Professor Snape offers his help to Draco. According to Harry, it means that Draco is really up to something and Professor Snape knows about it. Through his thought, it is revealed that Harry is stubborn because he insists that there is something Draco needs to do. Thought is one of nine ways to describe a character by Murphy. The author can give the readers direct knowledge of what a person is thinking about, “Still, even Hermione would not be able to deny one thing: Malfoy was definitely up to something, and Snape knew it, so Harry felt fully justified in saying "I told you so," which he had done several times to Ron already.” (Half-Blood Prince, p. 329).

Harry shows that he is stubborn to Scrimgeour. As the Minister of Magic, he wants to make sure that the wizard world lives in peace and full of hope, especially in the situation where Voldemort returns. He says to Harry that Harry is a symbol of hope for wizard world as he is the Chosen One. He would like Harry to join him in the Ministry. By doing this, hopefully, people will have a boost because someone who is destined to destroy Voldemort The Dark Lord stands alongside them. However, Harry keeps rejecting the offer because he does not want to give an impression that he works for the Ministry. Furthermore, Harry always does not like some things arranged by the Ministry. He does not want to accept the offer because he does not want to be used.

"So basically," he said, as though he just wanted to clarify a few points, "you'd like to give the impression that I'm working for the Ministry?"
"No, I don't think that'll work," said Harry pleasantly. "You see, I don't like some of the things the Ministry's doing. Locking up Stan Shunpike, for instance," Scrimgeour did not speak for a moment but his expression hardened instantly. "I would not expect you to understand," he said, and he was not as successful at keeping anger out of his voice as Harry had been. "These are dangerous times, and certain measures need to be taken. You
are sixteen years old — "Dumbledore's a lot older than sixteen, and he
doesn't think Stan should be in Azkaban either," said Harry. "You're
making Stan a scapegoat, just like you want to make me a mascot." They
looked at each other, long and hard. Finally Scrimgeour said, with no
pretense at warmth, "I see. You prefer — like your hero, Dumbledore — to
disassociate yourself from the Ministry?" "I don't want to be used," said
Harry. (Half-Blood Prince, pp. 345-346)

One of Harry’s characteristic is curious. After finding the Potion book
belongs to the Half-Blood Prince, Harry is curious in using some spells written by
the Prince. However, he uses one spell when he has duel with Draco without
knowing the use of that spell. The spell turns out to injure Draco; making his
blood spurt from his body.

Even though, Harry does not have any intention to get rid of the book.
Hermione wonders why Harry still keeps the book when it is proved responsible
for someone’s injury. Harry insists that it is his fault, not the book. The book does
not say its readers to follow the spells written there. Harry also argues that this
Prince book helps him. Without the book, he would never have get Felix Felicis
and succeed Dumbledore’s task to collect an important memory about Horcruxes
from Professor Slughorn. Without the book, he would never have saved Ron from
poisoning. Harry shows this characteristic through reactions.

“Harry,” said Hermione, “how can you still stick up for that book when
that spell —” “Will you stop harping on about the book!” snapped Harry.
“The Prince only copied it out! It’s not like he was advising anyone to use
it! For all we know, he was making a note of something that had been used
against him!” “I don’t believe this,” said Hermione. “You’re actually
defending —” “I’m not defending what I did!” said Harry quickly. “I wish
I hadn’t done it, and not just because I’ve got about a dozen detentions.
You know I wouldn’t’ve used a spell like that, not even on Malfoy, but you
can’t blame the Prince, he hadn’t written ‘try this out, it’s really good’ —
he was just making notes for himself, wasn’t he, not for anyone else...”
“Are you telling me,” said Hermione, “that you’re going to go back —?”
“And get the book? Yeah, I am,” said Harry forcefully. “Listen, without
the Prince I’d never have won the Felix Felicis. (Half-Blood Prince, p. 530)

B. Harry Potter’s Personality Development

Previously, it is shown that Harry’s characteristics are loyal, brave, curious, bad-tempered, insolent, and stubborn. The writer uses Hurlock’s theory of personality development in analyzing Harry’s personality. According to Hurlock (1974), there are eight determinants that determine person’s personality; they are physical determinant, intellectual determinant, emotional determinant, social determinant, aspiration and achievement, sex determinant, educational determinant, and family determinant (pp. 143-381). There are three out of eight determinants that are the most important for Harry’s personality development; they are intellectual determinants, emotional determinant, and social determinant. The writer only uses determinants that are suitable with Harry’s personality development.

1. Intellectual Determinant

   a. Memory

   In the term of intellectual, Harry is just an ordinary student with no special achievement in the class. Harry has always been had a “special connection” with Voldemort where Voldemort could penetrate into Harry’s mind. This connection tortured Harry. Therefore, in his fifth year, Harry had a private lesson with Snape to cut out this connection. This private lesson was arranged by Harry’s school
headmaster, Dumbledore. However, the lesson was unsuccessful because Harry failed to master it after several meetings.

“If I’m having lessons with you, I won’t have to do Occlumency lessons with Snape, will I?” “Professor Snape, Harry — and no, you will not.” “Good,” said Harry in relief, “because they were a —” He stopped, careful not to say what he really thought. “I think the word ‘fiasco’ would be a good one here,” said Dumbledore, nodding. (*Half-Blood Prince*, p. 79)

Harry stops the conversation because he speaks to a person who arranged the lesson. It can be concluded that Harry has difficulty in comprehending a material.

The result of his O.W.L (Ordinary Wizarding Level) examination also shows his low comprehension of school subject. In his sixth year, Harry gets his O.W.L result when Harry visits Ron’s house at the Burrow and his Potions grade is not satisfying for him.

Harry looked back down at his results. They were as good as he could have hoped for. He felt just one tiny twinge of regret. . . . This was the end of his ambition to become an Auror. He had not secured the required Potions grade. He had known all along that he wouldn’t, but he still felt a sinking in his stomach as he looked again at that small black E. (*Half-Blood Prince*, pp. 103-104)

In Potions, Harry got an E (Exceeds Expectations), which means E is included in Pass Grades. However, he is not satisfied enough with the grade because his dream to be an Auror, ministry officer, must come to an end. After the private lesson, Harry still shows no improvement in his study.

However, Harry gets some improvement in Potion class in his sixth year. It is all started since Harry comes to the Potion class taught by Professor Horace Slughorn for the first time. When Harry comes to the class, he has no Potion book so Slughorn lends him one belongs to school. When Harry opens *Advanced Potion-Making*, the Potion book, it is written there that the book belongs to
someone called Half-blood Prince. Actually it is just a regular *Advanced Potion-Making*, but there are some notes written by the Half-blood Prince that have quite different instruction with the book. Harry keeps following instruction of the Prince version and he always succeeds in every meeting “With the result that by their fourth lesson Slughorn was raving about Harry’s abilities, saying that he had rarely taught anyone so talented” (*Half-Blood Prince*, p. 194). This book helps Harry so much in improving his grade in Potion class.

Although most of his good achievement in the Potion class comes from the Prince’s book, it does not mean that Harry plays no part in improving his own intelligence. In the next meeting, Slughorn assigns the students to create an antidote for poison from the available materials in the class. As expected, Harry opens the book hoping for any help. He finds the notes that a *bezoar* can be used as an antidote.

More to avoid watching this irritating sight than anything else, Harry bent over the Half-Blood Prince’s book and turned a few pages with unnecessary force. And there it was, scrawled right across a long list of antidotes: *Just shove a bezoar down their throats.* Harry stared at these words for a moment. Hadn’t he once, long ago, heard of bezoars? Hadn’t Snape mentioned them in their first-ever Potions lesson? “A stone taken from the stomach of a goat, which will protect from most poisons.”(*Half-Blood Prince*, p. 377)

Besides finding *bezoar* in the Prince’s writing, Harry also remembers that he has ever heard about *bezoar* before and the function of it. According to Hurlock (1974), memory plays an important role in the kind of adjustment a person makes to life (p. 176). Harry is not only reading the notes written and follow the instruction, but also comprehends it by remembering the function of *bezoar*. Only then, he can succeed in completing the task to create an antidote.
from the available materials. Slughorn praises Harry for taking such decision. Harry’s memory about bezoar is confirmed by Slughorn; a bezoar will protect from most poisons.

“You’ve got nerve, boy!” he boomed, taking the bezoar and holding it up so that the class could see it. “Oh, you’re like your mother. . . . Well, I can’t fault you. . . . A bezoar would certainly act as an antidote to all these potions!” (Half-Blood Prince, p. 378)

b. Reasoning

Besides memory, Harry’s improvement is his reasoning. Hurlock mentions that reasoning is the ability to tackle new material and to solve new problems; the capacity to understand and to apply a fresh method of thinking (p. 177). It is shown when Harry takes Ron to Slughorn because Ron drank Amortentia or love potion by mistake and the effect makes Ron’s behavior weird. Slughorn gives the antidote to make the effect of love potion gone. Since that day is Ron’s birthday, Slughorn has an intention to celebrate it by drinking oak mead he has. Without any further thinking, Ron drinks the mead and suddenly fells off. Foam is bubbling from his mouth. The oak mead turns out to be poison. When Slughorn is shocked because with what happens to Ron, Harry quickly makes a move and finds bezoar as antidote for Ron.

Harry leapt over a low table and sprinted toward Slughorn’s open potion kit, pulling out jars and pouches, while the terrible sound of Ron’s gargling breath filled the room. Then he found it — the shriveled kidney like stone Slughorn had taken from him in Potions. He hurtled back to Ron’s side, wrenched open his jaw, and thrust the bezoar into his mouth. Ron gave a great shudder, a rattling gasp, and his body became limp and still. (Half-Blood Prince, pp. 397-398)
His finding of written text about bezoar in the book is incidental because actually he is looking for ingredients used for making antidote. Hurlock states that incidental or latent learning contributes to adjustment because it facilitates the person to obtain bits of information he has not determined to learn but which he may find useful later (p. 177). This bit of information about bezoar is useful for Harry in saving Ron from poison.

Moreover, in the Potion class, Slughorn teaches that antidote is made from several ingredients. However, Harry solves the poison problem differently; by using only a bezoar. He can apply a fresh method of thinking on how to save a person from poison. According to Hurlock (1974), being able to remember what one is expected to do leads to efficiency (p. 177). It is not just Harry’s intuition; it is all because he remembers what he has learned about bezoar so he can save Ron as soon as possible.

Harry’s thinking ability is not only improved in academic, but also in daily activities. Hurlock (1974) states that motivation affects how and how much one uses his intellectual capacities (p. 178). Harry uses his intellectual capacities by trying several ways to encourage Ron. It is shown when Ron lost his confidence in Quidditch match after failing to save every single goal. It gets worse because before the match, Ron had a row with his sister, Ginny. Looking at this situation, Harry keeps using any trick to gain Ron’s confidence back.

c. Thinking Ability

Kimmel and Weiner explain further about this. Keating mentions that thinking about possibilities is one of major characteristics of adolescent thinking
adolescent is able to form connections between various possible options. Although Harry’s first effort does not succeed, Harry does not surrender. He keeps thinking of various options to encourage Ron and finally finds a solution.

Nothing Harry said made any difference. He tried boosting Ron’s confidence all through dinner, but Ron was too busy being grumpy and surly with Hermione to notice. Harry persisted in the common room that evening, but his assertion that the whole team would be devastated if Ron left was somewhat undermined by the fact that the rest of the team was sitting in a huddle in a distant corner, clearly muttering about Ron and casting him nasty looks. Finally Harry tried getting angry again in the hope of provoking Ron into a defiant, and hopefully goal-saving, attitude, but this strategy did not appear to work any better than encouragement; Ron went to bed as dejected and hopeless as ever.

If only there was something he could do to make Ron pull himself together... make him play at the top of his form... something that would ensure that Ron had a really good day... And the answer came to Harry in one, sudden, glorious stroke of inspiration. (Half-Blood Prince, p. 291)

Harry remembers he has Felix Felicis, or liquid luck he got as a prize from Potion class for being the best in completing making a complex potion. For those who drink Felix Felicis, Slughorn says, “Enough for twelve hours’ luck. From dawn till dusk, you will be lucky in everything you attempt” (Half-Blood Prince, p.188). Thus, Harry plans to trick Ron by giving an impression that Harry put Felix Felicis into Ron’s juice. Therefore, if Ron believed he had drunk the liquid luck, he will be more confident in the next match. Harry is right because finally Ron is motivated to win.

"You spiked Ron's juice with lucky potion at breakfast! Felix Felicis!" "I didn't put it in!" said Harry, grinning broadly. He slipped his hand inside his jacket pocket and drew out the tiny bottle that Hermione had seen in his hand that morning. It was full of golden potion and the cork was still tightly sealed with wax. "I wanted Ron to think I'd done it, so I faked it when I knew you were looking." He looked at Ron. "You saved everything
because you felt lucky. You did it all yourself." (Half-Blood Prince, p. 299)

It shows that Harry has an ability to think through hypotheses. Besides thinking about possibilities, thinking through hypotheses is also one of major characteristics of adolescent thinking ability.

Keating states that thinking through hypotheses affords adolescent with the ability to make predictions and act on those predictions (as cited in Kimmel & Weiner, 1985, p. 128). Hypotheses are imagined possibilities that may turn out to be impossibilities. This ability involves removing hypotheses that turn out to be inaccurate and allowing hypotheses that are confirmed. At first Harry tries to boost Ron but it fails. Then, Harry also fails when he tries to tell Ron that the team will be shocked if Ron leaves his space as a keeper. Another failure is when Harry pretends to be angry so that Ron will show any reaction. In the end, Harry uses Felix Felicis strategy and it works. Harry’s efforts are his predictions on how to encourage Ron and he acts on those predictions. He removes the failures and accepting the success.

2. Emotional Determinant

a. Sources of Stress

Harry and Dumbledore discuss some possible objects that Voldemort chose to be the Horcruxes. From this conversation, Harry is determined to carry on the mission to find and destroy them.

Harry watched Dumbledore striding up and down in front of him, and thought. He thought of his mother, his father, and Sirius. He thought of Cedric Diggory. He thought of all the terrible deeds he knew Lord Voldemort had done. A flame seemed to leap inside his chest, searing his

After the death of Dumbledore, one of Harry’s teachers, Professor McGonagall, asks about what matter Harry and Dumbledore carry out recently. However, Harry refuses to tell her because he keeps a promise to Dumbledore not to tell anyone but Ron and Hermione about Horcrux. McGonagall asks Harry to stop that. Nevertheless, he keeps determined to carry on the mission although Dumbledore has died, “I don’t think so,” said Harry, shrugging. “Professor Dumbledore never told me to stop following his orders if he died” (Half-Blood Prince, p. 626).

Harry’s determination also shows when Ron asks Harry about the possibility that their school will be closed after the departure of its headmaster. Harry states that he will not come back even if the school is reopen. It is because he needs to track down the remaining Horcruxes.

“And then what?” said Ron.
“Then I’ve got to track down the rest of the Horcruxes, haven’t I?” said Harry, his eyes upon Dumbledore’s white tomb, reflected in the water on the other side of the lake. “That’s what he wanted me to do, that’s why he told me all about them. If Dumbledore was right — and I’m sure he was — there are still four of them out there. I’ve got to find them and destroy them, and then I’ve got to go after the seventh bit of Voldemort’s soul, the bit that’s still in his body, and I’m the one who’s going to kill him.” (Half-Blood Prince, p. 651)

However, after the death of Dumbledore, Harry has difficulty in continuing the mission to find Horcrux. He always gets guidance from Dumbledore since the headmaster is the one who assigned Harry. There is always doubt. It is all also because he lost Dumbledore as his source of guidance, “What was going to happen now? He lay on the floor and he thought of the Horcruxes, of the daunting

Harry gets sidetracked since he does not have any plan for his journey. Instead of looking for the rest of *Horcruxes*, he has an intention to go to his birthplace in Godric’s Hollow, “I’ve been thinking. I—I want to go to Godric’s Hollow.” (*Deathly Hallows*, p. 317).

Besides his birthplace, Harry is also distracted whether he should choose to find *Horcruxes* or *Hallows*, “Harry hesitated. He knew what hung on his decision. There was hardly any time left; now was the moment to decide: Horcruxes or Hallows?” (*Deathly Hallows*, p. 484). It is all started when Harry insists Ron and Hermione to visit Mr. Lovegood’s house. Harry is curious about a symbol that is repeatedly appear in Hermione’s story book. Incidentally, Harry has ever saw Mr. Lovegood wearing that symbol as a necklace. Harry thinks that this symbol is important.

Three objects, or Hallows, which, if united, will make the possessor master of Death . . . Master . . . Conqueror . . . Vanquisher . . . The last enemy that shall be destroyed is death. . . . And he saw himself, possessor of the Hallows, facing Voldemort, whose Horcruxes were no match . . . Neither can live while the other survives. . . . Was this the answer? Hallows versus Horcruxes? Was there a way after all, to ensure that he was the one who triumphed? If he were the master of the Deathly Hallows, would he be safe? (*Deathly Hallows*, pp. 429-430)

It shows that Harry carries on the mission under stress. He is unstable and inconsistent because he is supposed to find *Horcruxes*, but in the middle of the mission, he is tempted to find *Hallows*. According to Hurlock (1974), under stress, the person is unstable and unpredictable and his performance is inconsistent (p. 204).
“Dumbledore usually let me find out stuff for myself. He let me try my strength, take risks. This feels like the kind of thing he’d do.” “Harry, this isn’t a game, this isn’t practice! This is the real thing, and Dumbledore left you very clear instructions: Find and destroy the Horcruxes! That symbol doesn’t mean anything, forget the Deathly Hallows, we can’t afford to get sidetracked—” (Deathly Hallows, p. 433)

Further, Hurlock (1974) explains that stress comes from conflict. It occurs when the accomplishment of a goal is threatened by external obstacle or by internal obstacle (p. 223). In Harry’s case above, the cause is internal obstacle. Harry’s actual goal is to find and destroy Horcruxes. However, the goal is threatened by his will. Harry obsesses to go to his birthplace and find Hallows. Hurlock (1974) also mentions that obsessions of many kinds are an example of internal psychological obstacle.

b. Form of Stress

Not only surprised by Harry's will to find Hallows, Hermione and Ron are also surprised when Harry says to Griphook that he wants to break into Gringotts. Harry wants to go to Gringotts because Bellatrix Lestrange, one of Death Eaters, tortures Hermione. She keeps asking where Hermione gets Gryffindor sword, the most powerful sword, and what else Hermione takes from her vault in Gringotts. Harry assumes that Bellatrix has other precious things in her vault because they might be Horcruxes. He makes unpredictable decision to break into the safest place. He is also inconsistent in his goal; from finding Horcruxes to finding Hallows.

“I need to break into a Gringotts vault.” Harry had not meant to say it so badly: the words were forced from him as pain shot through his lightning scar and he saw, again, the outline of Hogwarts. He closed his mind firmly.
He needed to deal with Griphook first. Ron and Hermione were staring at Harry as though he had gone mad. “Harry—” said Hermione, but she was cut off by Griphook. “Break into a Gringotts vault?” repeated the goblin, wincing a little as he shifted his position upon the bed. “It is impossible.” (Deathly Hallows, p. 487)

According to Hurlock (1974), frustration is a state of emotional stress which is characterized by confusion, annoyance, and anger. It takes place whenever goal-seeking behavior is interfered with (p. 226). There are some evidences of Harry’s frustration. The confusion can be shown when Harry gets a vision that Voldemort has possessed one of the Hallows, the Elder Wand. The former owner is Dumbledore and the wand lies with him in his tomb. Whoever steals the wand from the owner, they will be the new owner of the wand. Voldemort possesses the wand because he stole it from Dumbledore’s tomb. Harry tells them about this vision.

Moreover, Ron and Hermione question whether the symbol of hallows that keeps appearing on Hermione’s book is a part of Dumbledore’s plans or not. They also wonder how they can defeat Voldemort if he has the most powerful wand. These questions make Harry’s trust in the mission unstable. Looking at the fact that there are still some unclear signs and clues on how to handle the mission, it makes Harry’s trust not only to the mission but also to Dumbledore shaken. He becomes confused on what he is going to do.

Harry had no answers: There were moments when he wondered whether it had been outright madness not to try to prevent Voldemort breaking open the tomb. He could not even explain satisfactorily why he had decided against it: Every time he tried to reconstruct the internal arguments that had led to his decision, they sounded feebler to him. He felt that he was still groping in the dark; he had chosen his path but kept looking back, wondering whether he had misread the signs, whether he should not have taken the other way. From time to time, anger at Dumbledore crashed over
him again, powerful as the waves slamming themselves against the cliff beneath the cottage, anger that Dumbledore had not explained before he died. *(Deathly Hallows*, p. 503)

According to Hurlock (1974), there are three causes of frustration. They are obstacles from environment, from within the persons themselves, or from a conflict in motives (p. 226). The cause of Harry’s frustration comes from within Harry himself. Dumbledore as a source of guidance for Harry leaves without preparing Harry with knowledge about the mission. As a result, Harry decides to go anywhere he thinks related to *Horcruxes*. It shows that Harry has lack of skills to carry on the mission. Hurlock (1974) explains that physical shortcomings, lack of intellectual ability, or skills inadequate to enable him to do what he wants to do are the cause of frustration from within a person (p. 226).

c. Dating

Harry becomes aware of his feeling to Ron’s sister, Ginny. It happens when Hermione brings news that Ginny and Dean argued. Harry asks Hermione on what they row about. Ron and Hermione do not see it as news worth to talk about so they just carry on talk about something else. However, Harry keeps asking and it makes Hermione puts suspicion on him.

“Oh, Dean was laughing about McLaggen hitting that Bludger at you,” said Hermione. “It must’ve looked funny,” said Ron reasonably. “It didn’t look funny at all!” said Hermione hotly. “It looked terrible and if Coote and Peakes hadn’t caught Harry he could have been very badly hurt!”

“Yeah, well, there was no need for Ginny and Dean to split up over it,” said Harry, still trying to sound casual. “Or are they still together?”

“Yes, they are — but why are you so interested?” asked Hermione, giving Harry a sharp look. “I just don’t want my Quidditch team messed up again!” he said hastily, but Hermione continued to look suspicious, and he
was most relieved when a voice behind them called, “Harry!” giving him an excuse to turn his back on her. (Half-Blood Prince, p. 424)

Elkind states that adolescents keep in touch with each other in interactions that are strategic (as cited in Kimmel & Weiner, 1985, p.322). It means that instead of expressing directly what they think and feel, they will give a good impression of their attractiveness and social competence. Instead of explaining what he truly thinks and feel to Hermione, Harry gives an excuse that he keeps asking because he cares about his Quidditch team member.

However, Harry tries to repress his feeling for Ginny. When Ron had a row with Ginny because she kissed her boyfriend, Dean, in front of public, Harry feels uncomfortable hearing the fact that Ginny kisses Dean. However, he keeps suggesting himself that this is because Ginny is his best friend’s sister, “It’s just because she’s Ron’s sister, he told himself. You just didn’t like seeing her kissing Dean because she’s Ron’s sister...” (Half-Blood Prince, p. 289).

According to Hurlock (1974), one of important indirect effect of emotions on personality comes from the person’s ability or inability to establish emotional relationship with others. Some people, as a result of harmful early experiences in the home or with members of the peer group, are unable to show others how they feel about them (p. 204). In this case, Harry is unable to show his feeling because of Ron. Harry’s uncomfortable feeling at Dean kissed Ginny is a sign that he love Ginny but he could not show it because he thinks it is not suitable to love his best friend’s sister. He is afraid that it will affect their friendship. There is a battle raging inside Harry’s brain, “She’s Ron’s sister. But she's ditched Dean! She's still Ron’s sister. I'm his best mate! That'll make it worse. If I talked to him first —
He'd hit you. What if I don't care? He's your best mate!" (Half-Blood Prince, p. 516). Harry keeps thinking whether he should show his true feeling for Ginny or not because Harry remembers how Ron reacts when Ginny kiss Dean.

The battle still raged inside his head: Ginny or Ron? Sometimes he thought that the post-Lavender Ron might not mind too much if he asked Ginny out, but then he remembered Ron's expression when he had seen her kissing Dean, and was sure that Ron would consider it base treachery if Harry so much as held her hand... (Half-blood Prince, p. 519)

According to Hurlock (1974), love includes not only the condition of being loved but also the act of loving. If it is to contribute positively and maximally to personality development, it must be developmentally appropriate in terms of quality, quantity, and method of expression (p. 211). Harry is more confident after Ginny broke up with Dean. He is no longer afraid to express his love to Ginny. It happens when Harry could not join Quidditch match because he is in detention with Snape. Harry’s position is temporary replaced by Ginny and it turns out that they win the match. When there is a crowd cheering for the winning, Ginny runs to Harry and he dares to kiss Ginny in front of others.

Harry looks around, there was Ginny running towards him...without thinking, without planning it, without worrying about the fact that fifty people were watching, Harry kisses her. After several long moments — or it might have been half an hour — or possibly several sunlit days — they broke apart. The room had gone very quiet. Then several people wolf-whistled and there was an outbreak of nervous giggling.” (Half-Blood Prince, pp. 533-534).

After Harry kisses Ginny, he looks for her brother, Ron, to know his reaction. Harry feels happy because he knows that what he has done is acceptable for Ron. According to Kimmel and Weiner (1985), the boy, who is usually start the kiss, has to worry about whether he will be rejected or laughed at for that effort. For the girl, she has to decide when and with whom to permit a kiss — not
too soon or she loses a boy’s respect and not too late or she can lose a boy’s interest (p. 326). However, both Harry and Ginny does not meet the problems above. Harry does not worry about his intention and Ginny does not lose Harry’s interest.

Hermione was beaming, but Harry’s eyes sought Ron. At last he found him, still clutching the Cup and wearing an expression appropriate to having been clubbed over the head. For a fraction of a second they looked at each other, then Ron gave a tiny jerk of the head that Harry understood to mean, Well — if you must. The creature in his chest roaring in triumph, he grinned down at Ginny and gestured wordlessly out of the portrait hole. *(Half-Blood Prince*, p. 534)*

Kimmel and Weiner (1985) point out that for both boys and girls at the beginning of their dating experience, pleasure and disappointment in getting dates happen around the peer audience. It is about having others know that a person has a date (p. 326). In their beginning of dating, Harry and Ginny experience pleasure because their friends as the peer audience do not show any bad reaction.

It makes Harry no longer embarrassed to show his affection for Ginny. After Dumbledore’s funeral, Harry begins to realize that the mission he is going to do is dangerous. Although he wants Ginny to be by his side, Harry tells her that they should stop seeing each other because Harry does not want her to be in danger. If Voldemort knows that Ginny is his girlfriend, Voldemort surely will make Ginny as bait to get Harry through her. He develops in terms of loving because the way he express his feeling develops as well. Furthermore through this development, Harry is more mature and responsible to those he loves.

“Ginny, listen . . .” he said very quietly, as the buzz of conversation grew louder around them and people began to get to their feet, “I can’t be involved with you anymore. We’ve got to stop seeing each other. We can’t be together.” She said, with an oddly twisted smile, “It’s for some stupid,
noble reason, isn’t it?” “It’s been like . . . like something out of someone else’s life, these last few weeks with you,” said Harry. “But I can’t . . . we can’t . . . I’ve got things to do alone now.” She did not cry, she simply looked at him. “Voldemort uses people his enemies are close to. He’s already used you as bait once, and that was just because you’re my best friend’s sister. Think how much danger you’ll be in if we keep this up. He’ll know, he’ll find out. He’ll try and get to me through you.” “What if I don’t care?” said Ginny fiercely. “I care,” said Harry. “How do you think I’d feel if this was your funeral . . . and it was my fault. . . .” (Half-Blood Prince, p. 646)

Kimmel and Weiner (1985) explains that with maturity, young people develop social skills that increase their comfort and decrease their need for strategic interactions in dating relationships, and then dating progressively takes on qualities of interpersonal attraction (p. 327). It means that when dating matures, adolescents will pay more attention on people they want to be with instead of people they want to be seen with. The conversation of Harry and Ginny shows that Harry wants to protect Ginny. He suggests her not to be close to him anymore since Voldemort hunts him down. Harry is afraid that Voldemort will use Ginny as bait to get Harry. However, Ginny chooses not to leave Harry. It shows that they pay more attention more on people they want to be with.

3. Social Determinants

a. Group Status

(1) Group Status before the Development

After discovering Voldemort’s past, Harry and Dumbledore understand that in the young age, Voldemort does everything he could to make himself immortal. It turns out that Voldemort splits his soul into several Horcruxes. Thus, Harry and Dumbledore intend to find and destroy them. However, Harry is not
confident enough to carry on the mission. He believes that he does not have enough power to do it.

"But I haven't got uncommon skill and power," said Harry, before he could stop himself. "Yes, you have," said Dumbledore firmly. "You have a power that Voldemort has never had. You can —" "I know!" said Harry impatiently. "I can love!" It was only with difficulty that he stopped himself adding, "Big deal!" "Yes, Harry, you can love," said Dumbledore, who looked as though he knew perfectly well what Harry had just refrained from saying. "Which, given everything that has happened to you, is a great and remarkable thing. You are still too young to understand how unusual you are, Harry." (Half-blood Prince, p. 509)

It shows that Harry is doubt of his power although Dumbledore makes sure that Harry is capable enough to carry on the mission. According to Hurlock (1974), many people are followers by choice. Some doubt their ability to be the leaders and they feel inadequate for the role of a leader (p. 256). Harry is supposed to lead the wizard world because according to the prophecy, he is the one who can defeat Voldemort, "Neither would live, neither could survive" (Deathly Hallows, p. 691).

Harry also shows that he is not confident of himself when he is escorted to Ron’s house in the Burrow. It is done to make Harry safe from Voldemort’s attack. Hagrid says that Harry attacks Voldemort in the middle of their journey to the Burrow. However, Harry denies by saying that his wand performs itself without his command. Hermione is amazed by this impossible moment but Harry keeps saying that he does not know why his wand casts a spell without his command. Ron’s father, Mr. Weasley, responds that people are able to perform a magic they have never dreamed of under pressure. Harry feels annoyed because it gives an impression that he has a power to match Voldemort.
“Often,” said Mr. Weasley, “when you’re in a pressured situation you can often produce magic you’ve never dreamed of. Small children often find, before they’re trained—” “It wasn’t like that,” said Harry, through gritted teeth. His car was burning. He felt angry and frustrated; he hated the idea that they were all imagining him to have power to match Voldemort’s. No one said anything. He knew that they did not believe him. Now that he came to think of it, he had never heard of a wand performing magic on its own before. (Deathly Hallows, p. 83)

Hurlock (1974) explains that some people are followers because they do not want to be bound by the responsibilities that a leader must assume (p. 256). Harry does not want people to assume that he has a power to match Voldemort. It indicates that Harry does not want to be bound by the responsibility he must bear; to defeat Voldemort. Those evidences show that Harry is a follower.

(2) Group Status after the Development

However, Harry begins to show his leadership. After escaping from Death Eaters, Harry, Ron, and Hermione go to a place where Ron’s brother, Bill, lives for a while with his wife. They take along other hostages, including Griphook, and Ollivander. Griphook is a goblin who works in Gringotts bank and Ollivander is a famous wand maker. Harry thinks that both of them are useful for helping him in the mission.

“I need to speak to Griphook and Ollivander,” Harry said. “No,” said Fleur. “You will ’ave to wait, ’Arry. Zey are both too tired—” “I’m sorry,” he said without heat, “but it can’t wait. I need to talk to them now. Privately—and separately. It’s urgent.” (Deathly Hallows, p. 483)

According to Hurlock (1974), leaders are superior in the personality traits essential for the leadership role, such as self-confidence, initiative, and cooperativeness (p. 256). From Harry’s conversation with Bill’s wife, Fleur, it can be concluded that Harry shows his authority and has an initiative for the mission.
He insists to meet Griphook and Ollivander because he needs them for the mission. Harry begins to reveal himself as a leader.

Harry also shows his initiative and self-confidence in the battle of Hogwarts. Voldemort and his followers, Death Eaters, attack Hogwarts while Harry still struggles to find the rest of Horcruxes in Hogwarts. Harry suggests to Professor McGonagall to evacuate the students because Voldemort will not care to kill more people, including the students.

“Time’s running out, Voldemort’s getting nearer. Professor, I’m acting on Dumbledore’s orders, I must find what he wanted me to find! But we’ve got to get the students out while I’m searching the castle—It’s me Voldemort wants, but he won’t care about killing a few more or less, not now—”not now he knows I’m attacking Horcruxes. Harry finished the sentence in his head (Deathly Hallows, p. 595)

Harry reveals his leadership more during the battle of Hogwarts. Previously, it is mentioned that Harry does not like when people think he has a power to match Voldemort. However, when he is in a duel with Voldemort, he is confident enough to fight.

“Nobody,” said Harry simply. “There are no more Horcruxes. It’s just you and me. Neither can live while the other survives, and one of us is about to leave for good. . . .” “You think it will be you, do you, the boy who has survived by accident, and because Dumbledore was pulling the strings?” “You won’t be able to kill any of them ever again. Don’t you get it? I was ready to die to stop you from hurting these people—” “But you did not!” “—I meant to, and that’s just what I did. I’ve done what my mother did. They’re protected from you. Haven’t you noticed how none of the spells you put on them are binding? You can’t torture them. You can’t touch them. You don’t learn from your mistakes, Riddle, do you?” (Deathly Hallows, p. 738)

From this duel with Voldemort, it can be concluded that Harry is a leader because he is influenced by adequacy of leadership role. Hurlock (1974) mentions...
that to be a successful leader, a person must feel that he is adequate for the role he is expected to play (p. 253). Harry states clearly that he is ready to stop Voldemort from hurting people around him.

Another factor influencing Harry into a leadership status is achievement of leadership role. Harry’s leadership role is achieved through the informal method. Hurlock (1974) explains that in informal method, no voting takes place, but the person is regarded as the leader by a majority of the group members. When Harry succeeds to defeat Voldemort, the author states clearly that people admit Harry as their leader, “They wanted him there with them, their leader and symbol, their savior and their guide, and that he had not slept, that he craved the company of only a few of them, seemed to occur to on one” (Deathly Hallows, p. 745). Actually this factor has already appeared before Harry realizes his responsibility to defeat Voldemort.

“People believe you are ‘the Chosen One,’ you see,” said Scrimgeour. “They think you quite the hero — which, of course, you are, Harry, chosen or not! How many times have you faced He-Who-Must-Not-Be-Named now? Well, anyway,” he pressed on, without waiting for a reply, “the point is, you are a symbol of hope for many, Harry. The idea that there is somebody out there who might be able, who might even be destined, to destroy He-Who-Must-Not-Be-Named — well, naturally, it gives people a lift. (Half-Blood Prince, pp. 344-345)

b. Friendship

In the emotional determinant, Harry is described that he turns inconsistent in his mission. At first he shows determination for the mission but after that, he turns to find Hallows and go to his birthplace and Gringotts.
“Harry, this isn’t a game, this isn’t practice! This is the real thing, and Dumbledore left you very clear instructions: Find and destroy the Horcruxes! That symbol doesn’t mean anything, forget the Deathly Hallows, we can’t afford to get sidetracked—“ (Deathly Hallows, p. 433)

Having friends like Ron and Hermione gives Harry an advantage. Whenever Harry is distracted whether to choose continuing the Horcrux mission or finding the Hallows, Ron and Hermione help him back. They remind Harry of the mission Dumbledore has left; to find and destroy Horcruxes although Harry insists that he wants to find Hallows.

Friendship plays a role to make Harry determined in continuing the mission. According to Kimmel and Weiner (1985), friendships are special relationships between people who care for each other and share important parts of their lives (p. 292). Besides Ron and Hermione, there are Harry’s friends who contribute to pull Harry back to his actual goal to find Horcruxes. They are Dobby and Dumbledore. Although both Dobby and Dumbledore have died, their influences are strong enough to get back Harry’s determination.

Harry begins to show that he is determined to continue the mission after the death of Dobby. Dobby is a house-elf who sacrifices himself to protect Harry from an attack when they are captured by Voldemort’s loyal servants, Death Eaters.

“You dirty little monkey!” bawled Bellatrix. “How dare you take a witch’s wand, how dare you defy your masters?” “Dobby has no master!” squealed the elf. “Dobby is a free elf, and Dobby has come to save Harry Potter and his friends!” (Deathly Hallows, p. 474)
They succeed escaping from the Death Eaters. However, the moment before they escape, one of Death eaters named Bellatrix throws a knife and it stabs Dobby. Since Dobby lost so much blood, he dies.

Although in wizard world a house-elf is considered as a slave, Harry always counts him as a friend. It is because Dobby is always there for Harry when Harry needs him. When Harry needs someone to stalk Draco Malfoy and nobody seems interested, Dobby is willing to help. Moreover, Dobby suddenly appears to help Harry and other hostages to escape from Death Eaters. “‘Dobby is a free house-elf and he can obey anyone he likes and Dobby will do whatever Harry Potter wants him to do!’ said Dobby, tears now streaming down his shrunkeled little face onto his jumper.” (Half-Blood Prince, p. 421)

Thus, the death of Dobby makes Harry realized that he should continue the mission. He is determined not to doubt again. He promised himself he will keep carry on the mission although it is dangerous.

Harry kept quiet. He did not want to express the doubts and uncertainties about Dumbledore that had riddled him for months now. He had made his choice while he dug Dobby’s grave, he had decided to continue along the winding, dangerous path indicated for him by Albus Dumbledore, to accept that he had not been told everything that he wanted to know, but simply to trust. He had no desire to doubt again; he did not want to hear anything that would deflect him from his purpose. (Deathly Hallows, p. 563)

According to Kimmel and Weiner (1985), friends are able to protect when defense is needed and to risk themselves when help is needed, even if they have to make some sacrifice in the process (p. 292). In spite of the fact that Bellatrix is Dobby’s previous master, Dobby shows his ultimate move as a friend by fighting
against Bellatrix for Harry’s safety. Moreover, Dobby also sacrifices himself for
Harry. Thus, Harry decides to put aside any doubt about the mission.

Dumbledore is another person who is influential enough for Harry to gain
back his determination in finding Horcruxes. The relationship between Harry and
Dumbledore as friends deepens toward intimacy. Kimmel and Weiner (1985)
explain that intimacy is to have a psychologically intimate relationship with
another person, including sharing one’s deepest thoughts and feelings with that
person and keeping secrets from each other (p. 301). Harry and Dumbledore
frequently shares secrets to each other that nobody knows. When Harry goes into
the Hall of Prophecy in Ministry, Harry finds a prophecy about him and
Voldemort. Nobody knows about the content of the prophecy, except these two
friends who share the secret.

“No, they do not,” interrupted Dumbledore. “There are only two people in
the whole world who know the full contents of the prophecy made about
you and Lord Voldemort, and they are both standing in this smelly, spidery
broom shed. It is true, however, that many have guessed, correctly, that
Voldemort sent his Death Eaters to steal a prophecy, and that the prophecy
concerned you. (Half-Blood Prince, p. 78)

Another thing that shows Harry’s deep relationship with Dumbledore is
when Dumbledore dies. According to Kimmel and Weiner (1985), friendship is
deepened by interacting in new ways with parent-child relationships (p. 293).
Harry clearly states that losing him is hard because Dumbledore is his source of
comfort. Harry is an orphan since he was little and Dumbledore is the one who act
as parents for him. It is strengthened by Hurlock (1974) by saying that next to
parents, teachers have more influence on the development of a person’s
personality than any other group of people (p. 322). Harry has some teachers but
the one who influences him mostly is Dumbledore. The closest teacher to Harry is Professor Dumbledore.

According Hurlock (1974), the teacher-child relationship has its greatest impact when teachers normally play the role of surrogate parents during the time the child is away from home (p. 322). Since Harry’s aunt, uncle, and cousin treat him bad, he has no other person to take care of him. However, Dumbledore is the one who accompany Harry, giving him advice on anything, and even takes Harry to an important mission to find and destroy Horcruxes.

Harry could imagine how it would have been if Dumbledore had not died, and they had had this time together at the very end of the year, Ginny’s examinations finished, the pressure of homework lifted ... and hour by hour, he put off saying the thing that he knew he must say, doing what he knew it was right to do, because it was too hard to forgo his best source of comfort. (Half-Blood Prince, p. 634)

Kimmel and Weiner (1985) point out that needing and wanting to have friends is a basic aspect of human condition. It is because sharing connection of friendship is a delightful and worthwhile experience that helps people feel good about themselves (p. 293). Harry clearly states that it is hard to miss his best source of comfort. It means that Harry feels the advantage of friendship he has with Dumbledore.

Harry proves that his bond with Dumbledore helps him to be more focused. It is reflected through his choice; although Dumbledore died but he insists to continue the mission. As what have been explained before that there are times Harry’s trust in Dumbledore is shaken. However, he gains back his trust to Dumbledore, believing that he must be the one who does the mission. It is shown when Harry hides in Dumbledore’s younger brother’s house, Aberforth. He asks
Harry to let go such burdening mission because he knows his brother so well.

Aberforth thinks that the mission is impossible to be done by seventeen-year-old boy. However, Harry insists to carry on the mission

“No, it isn’t.” said Harry. “Your brother knew how to finish You-Know-Who and he passed the knowledge on to me. I’m going to keep going until I succeed—or I die. Don’t think I don’t know how this might end. I’ve known it for years.” (Deathly Hallows, p. 568)
CHAPTER V

CONCLUSIONS

This chapter consists of two parts. The first part is conclusion in which the writer depicts conclusions based on the analysis. The second part is suggestion for future writers.

A. Conclusions

There are several things that can be concluded after analyzing the novel. Firstly, Harry is a round character because he is presented with more sides; that is his author portrays him in greater detail and depth. The readers can also enter Harry’s mind and come to know him through his own thoughts, feelings, and perceptions.

Secondly, from the application of Murphy’s (1972) theory of characterization, there are six ways which are used to reveal Harry’s characteristics. They are through speech, conversation of others, character as seen by another, reactions, direct comment, and thoughts. The writer finds that there are six characteristics of Harry. They are loyal, brave, curious, bad-tempered, insolent, and stubborn.

Thirdly, Harry Potter’s personality development can be seen from Hurlock’s personality determinants. The writer uses three out of eight
determinants; they are intellectual determinants, emotional determinant, and social determinant. The first determinant affecting Harry’s personality development is intellectual determinant. In this factor there are some evidences that support Harry’s personality development through intellectual determinant. The Prince’s potion book takes part in Harry’s academic achievement. Besides, Harry also develops his own intelligence. It can be seen from his memory and reasoning ability. Furthermore, Harry develops his own intelligence through thinking ability. There are two thinking abilities that Harry shows in the novels; they are thinking about possibilities and thinking through hypotheses.

The second determinant is emotional determinant. Harry becomes frustrated after Dumbledore’s death because he lost his guidance and so he is sidetracked and tempted to find Hallows rather than Horcruxes. It shows that he is under stress since the accomplishment of his goal to find Horcruxes is threatened. Harry also develops his feeling of affection toward Ron’s sister, Ginny Weasley. He becomes aware and no longer afraid to show his affection to Ginny after she broke up with her boyfriend.

The third factor which affects Harry’s personality development is social determinant. Before the development, Harry’s group status is a follower. However, after the development, his group status becomes a leader. Moreover, friendship takes part in Harry’s personality development. In emotional determinant, Harry is sidetracked during the mission. However, friendship plays a role in gaining back his determination in continuing the mission.
B. Suggestions

*Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows* are the last two installments of Harry Potter. The novels are interesting to be analyzed. The analysis in this study is limited to describe Harry’s characteristics and to explain Harry’s personality development.

There are some points that can be analyzed by future researchers. The future researchers are able to analyze Harry’s motivation in doing the mission of finding and destroying *Horcruxes*. The psychological approach can be used to analyze this topic. Moreover, it would be beneficial to analyze other characters and their influences toward the main character or event in the story.

Furthermore, a literary work can be a source of knowledge for lecturers to apply their activities in educating their students. Students can find many vocabularies. Furthermore, the novels can be used to help the students improving their English skills in listening, reading, writing, and speaking.

Relating to teaching learning activities, these novels can be sources to teach Basic Reading and Prose. In Basic Reading class, lecturers are able to pick some parts of reading text from the novels. By using this reading text, the lecturers can ask the students to read the text and then find the meaning of some vocabulary from the text. The next activity will be group discussion. The groups discuss and answer the questions from the reading text.

Besides Basic Reading, this novel can be used as the source of knowledge in Prose. In this subject, students can analyze the novel to observe the moral values. In addition, they students can also analyze the characters, the setting and
plot of the novel. These novels can boost students’ interest and improve their ability in reading literary works, particularly English language novels.
REFERENCES


APPENDICES
Biography of J. K. Rowling

J. K. Rowling was born in 1965, and grew up in Chepstow, Gwent. She is an Exeter University graduate, where she gained a French and Classics degree. Rowling founded a children’s charity ‘Lumos’, which aims to end the institutionalization of children in orphanages worldwide. She started writing the Harry Potter series during a Manchester to London King's Cross train journey. She began to write the first novel during the next five years.

Harry Potter novels are successful works because they have dominated all bestseller lists, won various awards, and been translated into over sixty languages. They have surpassed 300 million copies worldwide.

This series is also being adapted into a movie. In 2001, Steve Kloves adapted Harry Potter and the Philosopher's Stone into a movie with the same
Title. An adaptation of the second novel, *Harry Potter and the Chamber of Secrets* (1998), was released in November 2002. Then in 2004 the third novel, *Harry Potter and the Prisoner of Azkaban* (directed by Alfonso Cuaron) followed, and in November 2005 *Harry Potter and the Goblet of Fire*, directed by Mike Newell, was released both in UK and US.

In 2003, the fifth novel entitled *Harry Potter and the Order of the Phoenix* was published, and two years later the sixth novel, *Harry Potter and the Half-Blood Prince*, followed. Then, the final installment of the series, *Harry Potter and the Deathly Hallows*, was published in 2007.

The last three installments are also adapted into movies. The fifth Harry Potter movie, *Harry Potter and the Order of the Phoenix*, was released in 2007, and the sixth, *Harry Potter and the Half-Blood Prince*, in 2009. This was followed by *Harry Potter and the Deathly Hallows*. This last movie was divided into two parts; Part I was released in 2010 and Part II in 2011. Rowling also wrote some books related to Harry Potter series, such as *Fantastic Beasts and Where to Find Them*, *Quidditch Through the Ages*, and *The Tales of Beedle the Bard*.

Besides *Harry Potter*, Rowling wrote her first novel for adults, *The Casual Vacancy* in 2012. A year later, she wrote crime fiction novel entitled *The Cuckoo's Calling*. This crime fiction published as series and in 2014, the next installment entitled *The Silkworm* was published. *Career of Evil* as the third installment was published in 2015. Rowling wrote these crime fiction novels under the pseudonym Robert Galbraith.
In the matter of achievement, she got various honorary degrees and awards. She has honorary degrees from some universities such as Dartmouth College, University of Exeter, University of St Andrews, Napier University, and University of Edinburgh. From 1997 to 2012, she wins loads of awards. Three of them even are awards from outside UK: they are 1998 Primo Centro per la Letteratura Infantile from Italy, 1999 Prix Sorciere from France and 2009 Chevalier de la Légion d'Honneur from France. She even is awarded an OBE (Officer of the Order of the British Empire) for her services to children's literature in 2001, and became an honorary fellow of the Royal Society of Edinburgh in 2002.


Source: https://literature.britishcouncil.org/writer/j-k-rowling
The Summary of *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*

In *Harry Potter and the Half-Blood Prince*, Harry enters his sixth year in Hogwarts. Moreover, Lord Voldemort has returned to power. Before Harry returns to Hogwarts, Dumbledore plans to take Harry to Ron’s house at the Burrow. However, on their way to the Burrow, Harry and Dumbledore stop to recruit Horace Slughorn, one of Dumbledore’s old friends, to return to teaching at Hogwarts. This sudden recruitment turns to be a part of Dumbledore’s plan to reveal Voldemort’s past life.

Besides being a student, Harry joins Dumbledore in regular meetings in which they use Dumbledore’s *pensieve*, a shallow stone basin that lets its users to experience the memories of others, to look at memories of those who have had direct contact with Voldemort. Dumbledore thinks that if Harry can learn enough about Voldemort’s past life, it will help him when they finally fight face to face. Harry learns about Voldemort’s family, Voldemort’s life as an orphanage, and that Voldemort has divided his soul into seven Horcruxes, into which Voldemort
placed fragments of his soul, making himself immortal as long as the objects survive. They get that information from Professor Horace Slughorn who is Voldemort’s former teacher.

Two of these horcruxes, Tom Riddle’s diary and Marvolo’s ring, have already been destroyed. One exists inside Voldemort, one exists inside Voldemort’s snake, one is in locket belongs to Voldemort’s mother, Merope, and the other two are suspected to be hidden in objects belonging to Hufflepuff, Ravenclaw, or Gryffindor.

Harry and Dumbledore are on the search for Merope’s locket. They leave Hogwarts together to fetch and destroy Merope’s locket, so that Voldemort will be one step closer to mortal. They must overcome a variety of traps and challenges and Dumbledore falls into a trap; drinking potion that makes him weak. Harry soon takes him back to Hogwarts to get medication, but the Dark Mark finally appears around Hogwarts.

Seeing this, Dumbledore asks Harry to hide because Dumbledore acknowledges that something bad will come. This something bad turns out that Death Eaters, including Professor Snape, suddenly come to Dumbledore. Professor Snape is the professor of Potions class at Hogwarts, Head of the House of Slytherin, and apparently one of Death Eaters. Professor Snape is also a member of the Order of the Phoenix; a group dedicated to the destruction of Voldemort.
Then, Professor Snape kills Dumbledore. Harry rushes after Snape, determined to avenge the death of his friend and headmaster. Snape escapes and Harry is overwhelmed.

Harry then realizes that Merope’s locket is not a Horcrux. Inside the locket, there is a note from someone named “R. A. B.” Harry tells his two best friends, Ron and Hermione, that he will not be returning to Hogwarts next year and will instead find and kill Voldemort by destroying all of the Horcruxes. Both Ron and Hermione promise to join him.

In this sixth book, Harry realizes his feeling to Ginny, Ron’s sister, but he is not brave enough to admit his feeling because he is afraid it will ruin his friendship with Ron.

In the seventh book, *Harry Potter and the Deathly Hallows*, Harry keeps his words that he will not be returning to Hogwarts. Harry begins to have visions in which he sees what Voldemort is doing through Voldemort’s eyes, and witnesses Voldemort interrogating a wand maker, trying to find out how to defeat Harry.

Rufus Scrimgeour, the Minister of Magic, delivers Harry, Ron, and Hermione the items Dumbledore left them in his will. Harry gets the Snitch he caught in his first Quidditch match, as well as the Sword of Gryffindor, which Scrimgeour does not give him, claiming it did not belong to Dumbledore. Ron gets a device called a Deluminator that turns lights off, and Hermione gets a book of wizard fairy tales. None of them have any idea what the items mean.
One of Ron’s brothers holds a wedding. Suddenly, the wedding is interrupted by Death Eaters because they look for Harry. Thus, Harry, Ron, and Hermione need to Disapparate or teleport. They find a safe place; a house left to Harry by Sirius Black, Number Twelve Grimmauld Place. There, they find out that R.A.B. in the previous novel is the initials belong to Sirius’s dead younger brother, Regulus Arcturus Black, who had been one of Voldemort’s followers. With the help of Kreacher, Black’s family house-elf, Harry acknowledges that the real locket is in Ministry of Magic. Therefore, Ron, Harry, and Hermione disguise themselves as Ministry employees and sneak into the Ministry and stealing the locket.

They need to go on the run, moving from place to place and camping in the woods. They do not know where to look for the next Horcrux and they do not know how to destroy the locket, which is protected by powerful magic. It turns out that sword of Gryffindor is the one who can destroy the locket so they begin the search to find the sword. In the middle of the journey, Harry and Ron have misunderstanding and it makes Ron leave the company. Since they do not know where to begin, Harry and Hermione go to Godric’s Hollow. There, they find out a little information about Dumbledore’s past.

One night, while Harry is keeping watch, a silver doe Patronus appears and leads him to the Sword of Gryffindor, buried beneath the ice in a pond. Harry dives in, and the locket Horcrux around his neck tries to strangle him. Ron, who has returned, saves Harry, recovers the sword, and destroys the locket. The three friends reunite and continue the mission.
Harry accidentally says Voldemort’s name, which triggers a tracking spell, and they are caught by Voldemort’s followers and taken to Malfoy Manor. There, Bellatrix Lestrange tortures Hermione for information about where they got the sword they are carrying, since she thought it was in her vault at Gringotts bank. She is very concerned about anything else they might have taken. Dobby, the Malfoys’ former house-elf, helps Harry and his friends to escape, along with Ollivander the wand maker, Luna Lovegood, and Griphook the goblin. Harry takes them all to Ron’s brother Bill’s cottage.

Harry surprisingly decides to break into Bellatrix vault in Gringotts because he believes there is something hidden there and that might be horcrux. With the help of Griphook, they go there and steal the Hufflepuff Cup.

Harry learns from a vision of Voldemort’s that the final Horcrux is at Hogwarts, so they travel to the nearby village of Hogsmeade. There they meet Aberforth, Dumbledore’s brother, who helps them get into Hogwarts. With the help of his loyal friends in Hogwarts, the final Horcrux is the lost diadem of Ravenclaw. While Harry looks for the diadem, the professors and students of Hogwarts fight into battle with Voldemort and his army, Death Eaters. Harry finds and destroys the diadem Horcrux.

Harry witnesses Voldemort murdering Snape in order to take possession of Dumbledore’s powerful wand (since Snape killed Dumbledore, Snape is presumably the wand’s true master until someone kills him). Before he dies, Snape gives Harry his memories. Harry goes to the Pensieve in the headmaster’s office and views the most important moments of Snape’s life. He learns that he
has been completely mistaken about Snape; he had spent his entire adult life spying on Voldemort for Dumbledore and working to protect Harry.

From one of Snape’s conversations with Dumbledore, Harry learns that there’s a piece of Voldemort’s soul inside him, so Harry is the final Horcrux. It means that he have to let Voldemort kill him before Voldemort can die. He goes into the forest and lets Voldemort kill him, then wakes up in a unreal version of King’s Cross train station, where Dumbledore meets him and tells him that he hasn’t died. The protective charm Lily Potter placed on Harry is kept alive inside of Voldemort, because Voldemort used Harry’s blood to survive. Thus, Voldemort could not kill Harry, and Harry can now go back and kill him.

Voldemort takes Harry, whom he believes to be dead, back to Hogwarts to demand its surrender. The students and teachers disobey Voldemort, and Neville uses the sword to kill Voldemort’s snake, Nagini, which was the last Horcrux keeping Voldemort impenetrable. A final battle blows up and Harry reveals that he’s still alive and beating Voldemort in a duel.

In an Epilogue set nineteen years later, Harry is married to Ginny and is sending their children to Hogwarts. Ron and Hermione are married, and their families are both prosperous.