

**CHILD EMPOWERMENT IN J. K. ROWLING'S *HARRY
POTTER AND THE SORCERER'S STONE***

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Sastra Degree in English Literature



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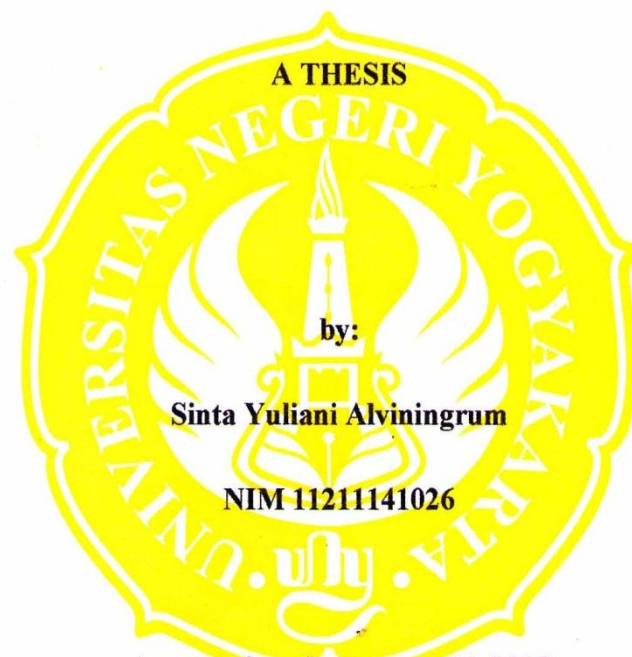
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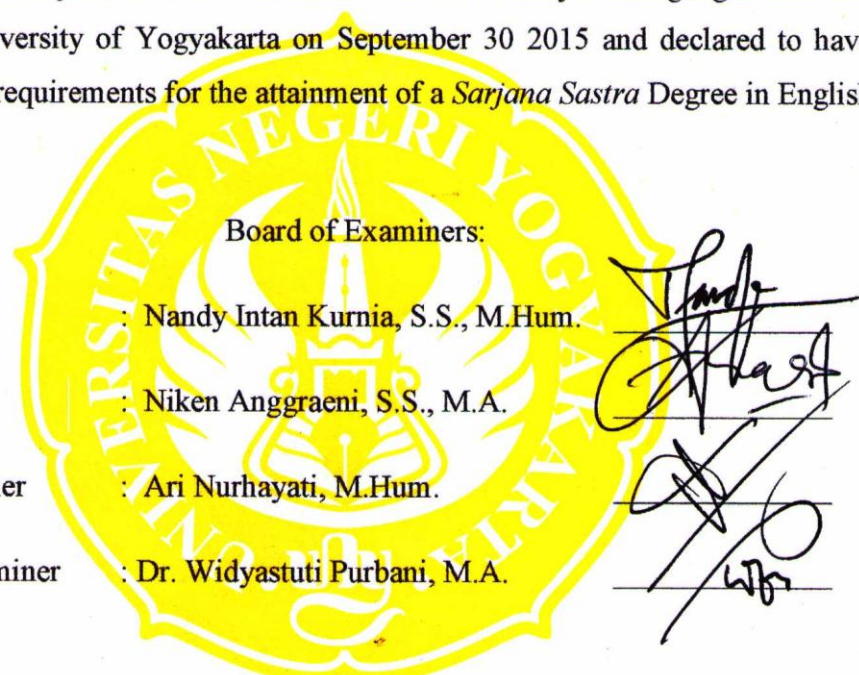
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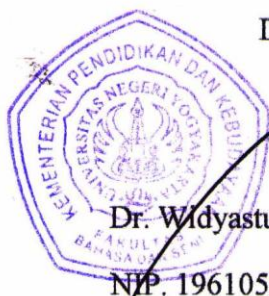


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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, 16 September 2015

Penulis,



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MOTTO

- *We have to know the books and the child to match them in terms of the complicated individuality of both.*

Margaret Meek

- *Whatever makes the past, the distant or the future, predominate over the present, advances us in the dignity of thinking beings.*

Dr. Johnson

- *I cover my hair not my brain.*

Anonymous

DEDICATIONS

This thesis is dedicated to:

- *Mamak Sugiyah and Bapak Wasito*
- My brother, Danu Pradipta Ramadhani
- My partner, Agus Eka Saputra
- Those who care about children's future, and
- Those who want to fight for children's literature in our beloved country, Indonesia

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I expect that this thesis will give some contributions for improving and giving awareness that Children's Literature is not as simple and easy as what people always think. However, I realize that this writing is still far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, September 16 , 2015

A handwritten signature in black ink, appearing to read 'Sinta Yuliani Alvingrum'.

Sinta Yuliani Alvingrum

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CHILD EMPOWERMENT IN J. K. ROWLING'S *HARRY POTTER AND THE SORCERER'S STONE*

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ABSTRACT

This research aims to (1) identify the problems faced by Harry Potter, Ronald Weasley, Hermione Granger and Neville Longbottom in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, (2) reveal the process of child empowerment experienced by those four child characters in the novel, and (3) reveal the influences of child empowerment on those child characters in the novel. Therefore, this research applies children's literature and child empowerment theories.

The researcher used qualitative descriptive content analysis. The data of the research were significant expressions in the form of sentences, paragraphs and discourses related to (1) the problems faced by children, (2) the process of child empowerment and (3) the influences of child empowerment taken from the novel. The research instruments were the researcher herself as the primary instrument and three data tables as the secondary one. To ensure data trustworthiness, the researcher used triangulation technique.

The result of this research shows that this novel contains child empowerment. It can be confirmed by these findings. *First*, there are two kinds of problems: problems from external sources and internal problems. Problems from external sources are people's negative judgment, suppressions and mistreatment. Meanwhile, the internal problems are children's inferior feeling and negative thinking. *Second*, there are five ways to empower children: giving them chance, making them complex characters, giving them important position, making them capable and giving them trust. *Third*, there are four influences of child empowerment namely becoming knowledgeable, aware, sociable and proactive.

Keywords: J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, children's literature, problems faced by children, child empowerment

CHAPTER I

INTRODUCTION

A. Research Background

A problem can happen to children in their early life consciously and unconsciously. These problems can be various: easy or difficult to solve, simple or complicated, and internal or external. One of the causes for those problems is that children's power or their ability to control others and to do something in their own way is limited. Therefore, this limited power can cause problems for children as they own limited access to exercise it.

Problems faced by children commonly occur because of two factors: adults especially parents and environment. Parents create those problems for children through treatment, education and dissuasion. These aspects mean that the parents do not treat, educate and support children in a proper way as what children need. Meanwhile, environment may cause those problems for them through social isolation, stereotype and culture which undervalue and underestimate children. Therefore, those factors lead children into a low position and activate more problems in the future. Problems faced by children, caused by those aspects, occur in children's life and they are observable in these following examples.

The first example is when in a supermarket, a four-year-old boy is crying because his parents do not buy him a toy car that he badly wants. Believing that a rubber ball is safe for him to play and economist for the parents' pocket,

the parents buy him the ball despite the toy car. This example shows that the parents do not consider what children want and choose what they think as the better one. The parents as the powerful ones try to implement their consideration in what children can choose and enjoy. Moreover, the parents try to define their children's need with their own consideration and neglect what their children choose.

The second example is when in a house, a six-year-old girl is prohibited to play with the mud in front of her house. Yet, her mother asks her to play in the living room with her dolls or study in her bedroom. The mother believes that the bedroom is very suitable for her to play rather than in the outside. Moreover, it makes the mother comfortable to look after her and it does not give the mother an additional job in washing more dirty cloths. The second example shows that her mother is afraid that her girl will be dirty and get sick later. Mother's love, care and fear may also make limitation where she can play and do her activity. Thus, her experience and exploration are limited. Therefore, she has no access to experience to play in the mud and explore the world wider.

From the above examples and explanation, children's desire, need and problem are not considered by adults. Above treatment may bring several impacts on the children. First, they are not well-motivated and well-supported to fulfill their curiosity. Thus, children have a limited learning zone which is considered as safe by the parents or adults. Therefore, children cannot explore the world wider and do not own challenging character as they play safe where

there is no risk there. Second, children are not trusted to do what they want. Trust is very important to make them believe their own selves. Yet, they do not get it from adults. It is better when adults give them guidance in an appropriate way rather than prohibit them to do what they want to do.

These children's problems occur not only in reality but also in literature, especially in children's literature. Children's literature contains children's problems caused by adults and environment where children grow. It occurs consciously because writers or adults try to shape children as what they want through children's literature. There are several examples existing as follows.

The first example is Rapunzel in a movie entitled *Tangled* (2011). In this movie, Rapunzel lives with Mother Gothel who kidnaps her from her parents. Mother Gothel prohibits her to go outside the tower and does not approve her request to go outside as her birthday present. Telling her that there are dangerous people outside, Mother Gothel believes knowing the best for her. Yet, Mother Gothel tries to hide her from others and get the power to stay young forever which is in Rapunzel's hair. This example shows that adults overpower children and believe that adults know the best of children's matter. Moreover, the term 'the best' there cannot guarantee the best thing for the children but it can guarantee the best for the adults'. As in the example, 'the best' means that Rapunzel will stay in the tower without being found by her parents and Mother Gothel will always get the power to remain beautiful and young. Therefore, adults usually justify their actions by believing that they know the best and prioritize their own need over the children.

The second example is Cinderella who lives with her stepmother and stepsisters. Cinderella always gets bad treatment from them such as she has to sleep in the kitchen and wears worn-out clothes. When all young ladies are invited to come in a party held by the kingdom, she is prohibited to attend the party. She has to clean the house instead of going to party. Cinderella's stepmother is very powerful to create rule in the family and limit her to go wherever she wants to go. This example demonstrates that children's passivity and vulnerability show that children are powerless and their powerlessness shaped by the environment where she grows. Children always accept and do what their parents ask without rejecting or defending toward the bad order and treatment.

The above examples and explanation show that some works of children's literatures portray children as powerless. The adults' treatment and environment existing in both examples cause several impacts. According to Purbani (2009: 49-55), those aspects result in some of powerlessness in children as clarified in these following explanation. First, it generates 'otherness' and inferiority in children's character. Children in literature who are portrayed as either perfect or powerless cannot represent the children as the way they are. It happens since they cannot speak for themselves and need the adult to speak for them. Yet, adults cannot represent them objectively. Moreover, the story provides the black and white characters because the adults thought that children cannot understand the complex ones. Second, children are invented to be what adults want them to be as the result of the distorted

understanding in children's concept. Thus, adults especially the writers describe children as angelic characters such as passive, obedient, docile and innocent; and keep them away from rebellious, naughty and lazy ones. Third, children almost become the object, whereas adults become the subject or the center. Some works of literature portray that children depend everything on adults. Fourth, it indicates how children are expected to perceive the world through adults' gaze as they should agree with adults' decision and understand adults' reason for their betterment.

The above examples show that several literary works contain children's inferiority and passivity caused by adults and environment. However, some others may limit those problems which refer to wrong representation of children by developing strong, independent and round characters for children. As Rappaport (1987: 121) says, the aim of empowerment is to improve the opportunities for people to handle their own life. It means that empowerment can be one of the best solutions in giving chance and trust to change the children to be more powerful and better. There are several important factors of empowerment such as stimulating them to change, providing access to exercise control and maximizing their potential.

Furthermore, there are several examples of empowerment in children's literature. Morrow (1991: 45-51) shows that some of children's literature can afford children with some of empowerment such as stimulating them to get higher capability, giving experience to learn with their own, offering space to explore and enrich their insight, supporting them to solve their problems and

overcome the challenges of nature with resourcefulness and independence, elevating their intellectual and moral ability to deal with serious themes, and trusting them to be mature and aware in dealing with their life. The above empowerments are also very essential in the children's personality development to make children strong, independent, active, bright and reliable.

There are many examples of children's literature containing child empowerment. Two of the most provoking ones can be explained in the following. The first example is Jess in Katherine Paterson's *Bridge to Terabithia*. Jess is portrayed as a shy, weak and dread boy in the beginning, but becomes brave, strong and sociable one at the end of the story. He faces several problems such as he always gets mock from his friends, he cannot deal with his parents and his best friend, Leslie is dead. He is empowered because he learns to deal with those problems by himself and becomes more mature. The second example is Oliver Twist in Dickens' *Oliver Twist*. Oliver Twist is the portrayal of a struggling child as an orphan who can achieve his happiness. He can face serious and various problems even if he is a very young boy. Therefore, empowerment gives Jess and Oliver chance and trust to face their problem and changes them to be better and more mature ones. It shows how it can influence them in better ways as the solution of children's problems. The most important thing is making them mature and aware of their own need as children.

The child empowerment brings several impacts on both children and adults explained below. First, children develop into better characters. As

children are supported and motivated in understanding and exploring the world in wider chance, they can develop their character and knowledge. They can become brave, active, tough, independent and mature rather than weak, passive, dependent, docile and so on. Second, there will be fewer gaps between adults and children. As what people believe, children are opposite to adults. In fact, children only differ from adult in age and understanding. By empowerment, children can get similar quality as what adults describe as what they have. Third, both adults and children can work together. It means that the children can do what they want to do and get trust from adults. Moreover, adults can guide them in a proper way without limiting their activity and disbelieving them.

Because of the importance of child empowerment in literature, the researcher tries to explore further regarding to the topic of children's problems and empowerment especially in children's literature in this study. One of J.K. Rowling's works entitled *Harry Potter and the Sorcerer's Stone* is chosen. The novel tells about the life of an eleven-year-old boy named Harry Potter who lives with his uncle and aunt after his parents died. His life changes as he discovers himself as a wizard and finds a lot of interesting things when he studies in Hogwarts—the school of magic in London. He with his friends, Ronald Weasley, Hermione Granger and Neville Longbottom faces several problems and adventures especially in finding the sorcerer's stone. The researcher is interested in analyzing the novel based on several reasons. First, it contains children's problems faced by Harry Potter, Hermione Granger,

Ronald Weasley and Neville Longbottom. Second, the implementation of child empowerment is the solution for the children's problems. Third, it shows that the empowerment applied to the children influences their character. Fourth, it provides the explanation of various factors in implementing the child empowerment. From above explanation, it is necessary for the researcher to conduct the study in finding and analyzing the child empowerment in *Harry Potter and the Sorcerer's Stone*.

B. Research Focus

There are many interesting aspects that the researcher could explore in this novel, three of them explained in the following. The first aspect is problems face by children which can be explored through its factors, kinds and the adult writer's objectivity in portraying the children's life and characters. The second aspect is child empowerment which can be explored through the adult writer's reasons in giving child empowerment, factors of child empowerment, kinds of child empowerment; importance of child empowerment in children's literature, children's literature's role in empowering young readers, the process of child empowerment and the reader's response toward child empowerment. The third aspect is characters: adult and child characters in the novel. Yet, the researcher has limited time and resources in this particular research. The researcher focuses on analyzing Harry Potter, Ronald Weasley, Hermione Granger and Neville Longbottom because they are the most outstanding child characters and child empowerment which can be easily seen

through those characters in the novel. The researcher examines various problems faced by these child characters, identifies the process of child empowerments as the solutions and reveals the influences of child empowerment on them. Moreover, the researcher analyzes and explains the phenomena of empowerment using the theory of children's literature and empowerment. The using of children's literature theory is to explain the position of children and their problems in the novel. The using of empowerment theory is to explain the process and the influences of child empowerment. Therefore, those problems can be formulated as follows:

1. What kinds of problems are faced by Harry Potter, Ronald Weasley, Hermione Granger and Neville Longbottom in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*?
2. How are these four child characters empowered in the novel?
3. How does the child empowerment influence these child characters in the novel?

C. Research Objectives

1. To identify the problems faced by Harry Potter, Ronald Weasley, Hermione Granger and Neville Longbottom in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*
2. To reveal the process of child empowerment experienced by those four child characters in the novel
3. To reveal the influences of child empowerment on those child characters in the novel

D. Research Significances

1. Theoretically, the result of this research is expected to give the insight and knowledge in English literature especially in children's literature, children's position, problems faced by children and child empowerment.
2. Practically, it is expected to give benefit for these following groups of people such as students, lecturers and future researchers in getting knowledge, providing examples and guiding for further analysis in the relevant topics.

CHAPTER II

LITERATURE REVIEW

A. Children's Literature

Children's literature has existed for many centuries. Yet, it is only since the mid-eighteen century that children's literature has been only recognized by Britain and some countries in Europe as a separate type of literature and believed that it has a valuable role for the world. It is developed to some other countries such as America, Australia, India and China. However, children's literature has not been known for its existence and recognized as a separate type of literature in Indonesia. Children's literature is only what Indriyana (2006) calls as 'the child of literature'. The existence of children's literature is no more than a little part of Indonesian literature. This condition is deplorable because children's literature is very important and can contribute to the development of social, literacy, history and culture as Hunt (1991: 17) said that "children's books are a valuable contribution to social, literary and bibliographical history". When other countries teach their children using children's literature in their early life, Indonesia may not do the same action. As a result, Indonesian children are left behind because they read less children's literature than children in other countries do.

Children's literature is a kind of literature existing to pursue children's need and position. In fact, there is no specific definition to describe children's literature. According to Nodelman (1996: 1), children's literature can refer to

“all many kinds of poems and stories adult produce for audience younger than themselves, from board books for babies through picture books for toddlers and novels for adolescents”. The above statement emphasizes that this kind of literature is intended for children. The researcher concludes that children’s literature is created to fulfill children’s need and suit children’s understanding. However, the writers of children’s literature are adults. Even if it is written by adults, it is written for children as readers. Therefore, writers need to portray children as they are, not as they need. In the above statement, it indicates that those who are classified as children are babies until adolescents. According to UNICEF (2005: 1), those who can be classified as a child is “a person below the age of 18...” In conclusion, children’s literature is a kind of literature intended for children who are below the age of 18 to fulfill their need and understanding.

According to Saxby (1991: 3), “the raw material of literature is experience of life”. It means that stories in literature are taken from what happens in reality. The phenomenon is formulated in the form of a story and verbalized to make others understand and share with others. Saxby (1991: 3) adds that literature is “man’s attempt to record, explain and control experience”. Thus, it can be concluded that the phenomenon can be recorded, explained and controlled using literature. Adults as children’s literature writers may control their experience in the past as children and try to explain to their readers especially children. Indeed, what they believe and think can be the content of children’s literature.

Furthermore, children's literature plays several important roles in children's and adults' lives. According to Saxby (1991: 5-9), children's literature may offer exploration and discovery, provide a range of experience and education, develop the personal growth and give children the journey to joy. The researcher agrees with Saxby and believes that children's literature is very essential for children. Children's literature can be a source of happiness, experience and education for children. Thus, providing 'good' children's literature which fulfills children's need and portrays the real situation is very important to do. Therefore, children's literature is not inferior literature.

1. Children's Literature for Children

Children's literature is intended for children. They are created and written for children in order to fulfill their need and suit their understanding. In addition, the existence of letter "s" in the term "children's literature" represents the literature which is designed and dedicated for children. Lukens (1999: 9) believes that children differ from adults only based on their experience and knowledge since adults live longer than children. The researcher maintains that this difference of experience and knowledge level creates children's literature to suit with children's ability. Therefore, she agrees with Nodelman (2008: 142) who says that children's literature is not very distinct but only simpler than adults' literature. Therefore, children's literature may provide the same enjoyment for children similar to what adults' literature do for adults.

Lukens (1999: 3-9) states that children's literature is a kind of literature for children providing some children's needs such as pleasure, understanding, experience, social institution, etc. Indeed, this literature contains important values for children as what adults' literature does for adults. Thus, children's literature serves children as adults' literature serves adults. These explanations show that children also need enjoyment and children's literature may provide it for them.

2. Children's Position in Literature

Children's literature may differ from other types of literature. The most distinct aspect of children's literature is the prominent children characters or animals with human or children quality as the main focus of the story (Purbani, 2009: 22). According to Purbani's statement, children's literature needs to contain children or animal with children quality as the prominent character and the main focus of the story. Thus, children's literature ought to put children and their life as the center of the story. It may differ from other forms of literature because they put children as the subordinate characters like Ejlif and Morten in Henrik Ibsen's play entitled *An Enemy of the People*. Their roles are insignificant and not the main concern of the story. Therefore, the play is not children's literature.

The representation of children in the story has to be established as the real ones. People especially in Indonesia believe that children as "blank sheet" because they are pure, innocent and truthful. In fact, children may be different

from these people's expectation. Children can be as complex as adults. The character complexity is called as character development. The character development ought to exist in children's literature. According to Lukens (1999: 80), "character development means showing the character—whether a person or animal or object—with the complexity of a human being" in children's literature. Thus, child characters or animals or objects with children quality may not be perfect humans but they can be the three-dimensional ones. Therefore, children may own both bad and good characters.

Nodelman (1996: 15) states that children's literature has "the gulf between their writer and intended reader". Certainly, what makes this literature differ from other is the existence of the gulf or a gap between writers (adults) and intended readers (children). In addition, the researcher believes that adults may write stories according to their childhood experience in the past. These stories can be influenced by adults' belief and thinking or ideology.

Works of children's literature can be divided based on writers' ideology and the way they put children and adults in the text. There are two kinds of children's literature namely adult-centered and child-centered children's literature. According to McGee (2006), an adult-centered text portrays adults as the ones with authority and knowledge and children as the ones with nostalgic image. Meanwhile, a child-centered text portrays children as the strong, capable, caring and smart characters while adults are fallible with a lot of flaws. Thus, both texts represent children's position differently. The adult-centered text puts children in the lower position and establishes adult as the

source of authority. Yet, the child-centered one does the vice versa. As a result, children can be placed in lower or higher position depending on writers' ideology.

In addition, Jacqueline Rose (in Nodelman, 1992: 29) says that "children's literature is a form of 'colonization'". It means that children's literature may "colonize" children through the way the writers (adults) describe the children and childhood wrongly. Those problems reveal the way adults practice the colonization for the children. They control and seemingly educate children by using literature and their ideology which are inherent in the text. Therefore, children may be put in lower position. The researcher disagrees if children are placed in the lower position because children's literature is intended for children and places them as the central of the story. Thus, children's literature should put children in higher position.

3. Fantasy as a Genre

Children's literature offers variation. Yet, people think that children's literature as similar one to another or uniform. Thus, they classify children's literature into one genre called fairy tale. Yet, it is not true. According to Lukens (1999: 13), "like adults' literature, children's literature offers variety". This statement shows that children's literature is available in variety. Thus, children's literature is not uniform. People can find the difference among children's literary works but those works can share the characteristic one to

another. It happens because of no clear cut. Thus, it is very possible that there is no absolute fantastic or realistic story.

Lukens (1999: 14) mentions some genres of children's literature such as realism, fantasy, traditional tales, rhyme to poetry, nonfiction, etc. From those genres, fantasy is chosen because it is the most interesting one. She (1999: 20) adds that some works of children's literature can be identified as fantasy when readers can find the requirement to suspense their disbelief. It happens because of the existence of real people in the fantastic world or fantastic creatures in the real world. Grenby (2008: 144) supports Lukens by stating that children's fantasy writing "includes stories of magic, ghosts, talking animals and superhuman heroes, of time travel, hallucination and dreams." The researcher believes that the incredible, the unreal, the supernatural and the impossible become the contents of this genre. However, fantasy is still grounded in reality. It happens as no fantasy stories are pure fantasy, they are combined with realistic elements.

Fantasy has some special functions. Those special functions of fantasy are, according to Smith (1991: 265):

like that of fairytales, to express imaginative experiences and insights of human condition by images or ideas or possibilities which remain essentially true to what we know about life and good and evil; observations about human condition without preaching.

The researcher concludes that fantasy in children's literature can provide a form to experience and the imagination to enjoy for children. It gives children chance to understand the world better. Thus, children's literature through fantasy may able to give children "tools" to enter the world better.

Grenby (2008: 160) believes that the fantasy writing can be “the antithesis of the didactic tradition in children’s literature”. It shows the way those who are subordinate in their home worlds become those who bear the fate of the world resting in their shoulders once they enter the fantasy worlds. It can be seen through two examples namely Bilbo Baggins’s *Hobbit* and Lucy Pevensie’s *The Lion, the Witch and the Wardrobe*. Fantasy does not dictate children but it gives children spaces to explore their lives and world better. In addition, the ‘real’ portrayal of children and childhood which ought to be the main focus of children’s literature becomes the center of the fantasy stories. He (2008: 166) also states that the fantasy introduces children as the readers with empowerment because in this genre contains “the new world where nobody knows the rule, children are not placed to a competitive disadvantage, and consequently feel the equal of adults in a way that they do not do in their real lives”. Those qualities of the fantasy genre become the reasons why researcher focuses on the fantasy rather than other genres.

B. Child Empowerment

The word of “empowerment” has been popular in recent years. It happens as according to Rappaport (in Lord and Hutchinson, 1993: 2) empowerment leads people to be aware. Thus, empowerment is used to certain issues related to equality and equity. It can also be intended to solve some problems in reality, including what happens to children. Child empowerments need to be done to make children aware with their capability, equity and position. It is in

line with the aim of literature which is to equip children with capabilities and ‘tools’ to enter the world. As what Kieffer (in Sadan, 2004: 75) says, empowerment is an interactive process occurring between a person and his/her environment.

Kieffer (in Sadan, 2004: 75) also adds that the result of this process can be skills, which are important for insights and abilities, and essential features such are consciousness, participation and capacities to cope with frustration and to struggle over his/her environment. Thus, empowerment can stimulate changes, both internal and external, to children. Therefore, for the sake of this research, child empowerment can be defined as an interactive and active process to make children aware of their capabilities and own power to make decisions, deal with problems and engage with the world. Children’s literature and child empowerment can work together to give children wider chances to discover, be aware and explore their lives for better and brighter future.

1. Kinds of Empowerment

There are two kinds of empowerment: individual and community. According to Sadan (2004: 84), “individual empowerment is a process of personal development. The process involves both development of skills and abilities and a more positive self-definition”. This empowerment emphasize on personal changes. This kind of empowerment is established in order to make children develop their skills, ability, self-definition and identity. It can be associated with children’s literature. Children’s literature may empower

every child to achieve their own dream, desire and self-definition without being compared and standardized with others.

In addition, Sadan (2004: 85), states that “community empowerment is the increased control of people as a collective over outcomes important to their live”. This empowerment highlights in collective change in order to make the children have opportunities to exercise more control in their lives. Children’s literature may be able to give information and awareness for all children about their position and power. They are stronger and more capable than what most adults believe about them.

2. Empowerment Factors

According to Lord and Hutchinson (1993: 10), there are four factors initiating the empowerment. These factors are such as giving opportunities to child characters to be involved in a crisis or “life transition”, representing children in acting on anger or frustration, giving children new information about their situation, and building children on inherent strengths and capabilities. The researcher believes that those factors can stimulate the empowerment and act as a catalyst for empowerment process. In addition, people may develop the new direction for themselves. Thus, these factors may help children to be empowered and indicate they can change for better.

a. Giving opportunities to child characters to be involved in a crisis or “life transition”

Kieffer (in Lord and Hutchinson, 1993: 11) believes that by being involved in a crisis or life transition can make children aware with their situations. It may create the awareness and opportunity for some children. The researcher maintains that children may develop their awareness and capability by facing problems, crises, or life transitions in their life. Adults or writers need to give children trust to face the problem and solve it with their capability and knowledge. This chance can be applied in children’s literature by representing and trusting child characters to be involved in the “life-transition” or crisis.

b. Representing children in acting on anger or frustration

The feeling of anger and frustration may initiate the feeling of motivated. Lerner (in Lord and Hutchinson, 1993: 11) states that “anger can be immobilizing or be a major force behind an individual’s desire to accomplish”. This feeling may influence people to gain control supported by their anger and hope. They need to represent children in facing and acting on anger or frustration in their lives especially in the stories. This anger and frustration are needed as their ‘stepping stone’ to reflect and change. Therefore, children should not be presented passive when they face discrimination or bad treatment from others.

c. Giving children new information about their situation

Information is needed for guiding children that they are put in the lower position. It also occurs in empowerment. Information can be related to their rights, choices, position, capabilities, strengths, children issues and others. Those kinds of information are needed to give insights for those children and initiated the process of empowerment. According to Lord and Hutchinson (1993: 12), “this new information allowed participants to get on their lives and begins to make contribution to their community, their families and themselves”. Therefore, it can be concluded that this information is very essential in the empowerment process. Thus, children’s literature gives an access for children to get the information about their situations.

d. Building children with inherent strengths and capabilities

According to Lord and Hutchinson (1993: 12), some personal characteristics and qualities supporting the empowerment include “strong values, being resourceful, determination, taking responsibility, internal strength, growing self-confidence, strong desire to improve, and hope for a better future”. Those characteristics may become children’s inherent strengths and capabilities to cope with problems and face difficult times in their lives.

In addition, those above factors are maintained with the support from people. According to Lord and Hutchinson (1993: 13-14), there are three types of supports such as practical support, moral support and mentoring. The first support called as practical support can be in the form of providing information

related to people's ability to make decisions or to solve problems. The second support called as moral support can make people believe in themselves and recognize their strength. The third one is called mentoring. It is important to provide the role model to support them to be empowered. The mentor ought to be those who have faced the same experience like them.

3. The Impacts of Empowerment

According to Parsons (in Sadan, 2004: 76), empowerment can result in external and internal changes. Internal changes may occur in the inside of the children. These changes refer to their sense and belief in their own ability to make decisions and to solve their own problems. These changes may refer to their psychological changes. External changes can be seen through their ways to act and to implement their knowledge. Different from internal changes, external changes refer to political ones. Those changes impacted on child empowerment are formulated into four kinds of personal growth proposed by Saxby (1991: 8-9). Those changes are explained in the following.

a. Cognitive aspect

This change refers to what Saxby (1991: 8) says as “the ‘hard’ knowledge of fact and data and the ‘soft’ knowledge of the human heart”. The researcher believes that empowering children in children's literature can be a medium to give both hard and soft knowledge for them in a better and proper way. The knowledge may guide them to understand the world more and better.

b. Social aspect

This change is seen from their awareness with the social values existing in their surroundings. As what Saxby (1991: 8) says, children's literature is able to provide and grow the awareness of social values. In addition, by giving them empowerment through child characters in children's literature, they are able to face the world bravely. It happens because they know their identity and understand that they are not inferior.

c. Ethical aspect

Child empowerment allows them to see the world better. Children may see that the world is not between good and evil. According to Saxby (1991: 8-9) children may understand that there are the dark side of hero figure, the grey area of human behavior and the possibility of the rats to inherit the earth in the world they live in. Thus, there is no representation of one-hundred-percent good or bad characters in the story. They may have their own goodness and badness.

d. Spiritual aspect

Child empowerment in children's literature may guide them to take a journey into their human spirit and action. They may face problem as Saxby (1991: 9) states that "the great dilemmas are those of the human spirit". The empowerment may influence them on the way they face the problem and find the solution by their own or by the help of others.

4. Disempowerment in Children's Literature

The disempowerment in children's literature is presented in order to understand more about the empowerment which is the opposite of it. Children's literature may empower children by placing them as the center of the story. Children's literature should make children understand about life in order to prepare them for the future. Nodelman (1992: 29) criticizes some disempowerments existing in children's literature by mentioning some situations. These conditions may help people understand about children because child empowerment is the antithesis of these situations such as inherent inferiority, inherently adult-centred, inherent femaleness, silencing and inherent silence, power and domination.

a. Inherent inferiority

Children's literature is written by adults for children as the readers. Most adults perceive that children have inability to speak, write, think and study for themselves and believe that the inability make them inferior. Thus, Nodelman (1992: 29) argues that "the inability of children to speak for themselves is not inferiority at all, but a wonderfully state of innocence". The researcher feels certain of Nodelman's statement because the inability does not show the inferiority at all. In addition, most writers underestimate children's ability to read the text. They make stories as simpler as possible, portray obvious bad and good characters and conclude conclusion of the stories explicitly. However, adults who write children's literature with child empowerment may

consider children to own certain capabilities gained through their education and experience and make stories more difficult, challenging and complex. Moreover, they should represent children with the “real” description and powerful characterization.

b. Inherent femaleness

Adults become the representation of children in order to speak and write for them. Adults try to define children and the childhood by recalling their own childhood or by interpreting what they see and observe. Yet, Nodelman (1992: 30) states that “there is no representation can be truly objective”. It happens in the some children’s literature where children are represented subjectively: they are charming, passive, cute, docile, kind, innocence, honest, irrational and so on. Children in the stories exist to please adults and are manifested as what adults’ want. However, children should be empowered by empowered with strong but critical characters.

c. Inherently adult-centered

Nodelman (1992: 30) suggests that “we encourage in children those values and behaviors that make children easier for us to handle: more passive, more docile, more obedient—and thus, more in need of our guidance and more willing to accept the need of it”. The researcher believes that children are represented to benefit adult. Thus, they want children to imitate what children in the stories do. Child empowerment puts children’s literature as the child-

centered idea—for the benefit of children. Child empowerment is not to dictate children but to give children opportunities to discover and explore their own selves.

d. Silencing and inherent silence

Speaking for children means that someone tries to silence them. In fact, adults speak for children. Nodelman (1992: 30) states that “we produce a children’s literature that is almost totally silent on the subject of sexuality, presumably in order to allow ourselves to believe that children are innocent as we claim—that their lives are devoid of sexuality”. It proves that adults try to make limitation on which subject should be discussed and applied in the stories of children’s literature. It shows that adults want to keep children silent in certain subjects. Child empowerment tries to encourage children to be able to speak, criticize, decide and act by their own. They have not only weakness but also strength.

e. Power and domination

Knowledge especially “knowledge of ‘childhood’ (Nodelman, 1992:31)” becomes adult’s source of power to justify their doing in order to dominate children consciously and unconsciously. Children’s literature may be classified as the subtle way for adult to dominate children. They try to shape children with lower-position and passive fictional characters which they create

in the stories. Child empowerment in children's literature gives children power and control to influence the others including adults.

C. The Previous Studies

There are some relevant previous researches which have been done before this research on *Child Empowerment in J. K. Rowling's Harry Potter and the Sorcerer's Stone* under the same topic of child empowerment, children's literature and/or the same novel. Those researches are explained below. The first research which is under the same topic refers to Afdina Afitri's *Empowerment of Children in Edith Nesbit's The Railway Children* which was done in 2004. Afitri's research aims to identify the child empowerment and describe the kinds of empowerment in the novel. In addition, Afitri's research is focused on the main characters' characterization: thought, action and feeling, and other characters' and the author's comment dedicated to the main characters in order to analyze the child empowerment in the novel.

The second research which is done under the same novel refers to Anthony Lennard's *Harry Potter and the Quest for Values: How the Boy Wizard Can Assist Young People in Making Choices* which was done in 2007. Lennard's research analyses the Harry Potter series. It focuses on Harry Potter as the main character in order to assist young readers to feel the aspects in the novel such as choices, power and thinking skills, and influence them to be useful contributors of the modern world. In addition, Lennard's research is done to argue the use of these novels for promoting Christian values and to understand

the appropriateness of these novels with values education in the curriculum area of religious education.

The third research refers to Darius Callier's *Role of Women/Female Characters in HP:SS* which is done in 2008. Callier's research is done on the same novel. It aims to identify marginalization for women/female characters, the women/female characters empowerment and their roles in the supreme authority. Thus, Callier's focuses on the female characters such as Hermione Granger, Molly Weasley and Minerva McGonagall.

However, this research on *Child Empowerment in J. K. Rowling's Harry Potter and the Sorcerer's Stone* is different from Afitri's, Lennard's and Callier's research because the researcher tries to establish analysis by emphasizing in finding problems face by children, the process of child empowerment and the influences of the child empowerment through understanding and analyzing four children characters in the novel: Harry Potter, Hermione Granger, Ronald Weasley and Neville Longbottom. This research differs from Afitri's research because it focuses on glorifying their problems as children, explaining the existence the process of child empowerment, and revealing changes as the result of the process of child empowerment. This research differs from Lennard's research because it analyses the importance of child empowerment existence not only in Harry Potter but also other children characters. It is also dedicated to know children's position and situation in the novel not the readers which are in the outside of the novel. In addition, the research is different compared with

Callier's because it focuses on both male and female children characters. In conclusion, the researcher can propose the novelty of this research by comparing with those previous relevant researches.

D. Theoretical Framework

In order to help in understanding this research on *Child Empowerment in J. K. Rowling's Harry Potter and the Sorcerer's Stone*, the theoretical framework is needed to guide and understand the analysis according to the researcher's way of thinking. It is started from the theories: children's literature and child empowerment which are used to analyze the novel.

It begins with the theory of children's literature. The use of children's literature is to explain the children's positions and the representation of their childhood. In fact, children's literature has some aims. Those aims are to equip children with "tools" to understand and enter the world better and to place them in higher position. Thus, the 'good' children's literature has to present children characters for children as the readers with the proper representation. The proper representation should be done by putting them in the higher position and providing them with trust and power.

The aims of children's literature are in line with the aims of child empowerment theory. Thus, the combination between children's literature and child empowerment is useful to make children aware with their conditions, situations, powers and abilities. Child empowerment can work hand in hand with children's literature to critic any didactic literature for children. Thus, this

novel is also analyzed by using this child empowerment theory. The child empowerment theory is broken down into four categories such as kinds, factors, impacts and disempowerments. The kinds of children empowerment refers to the identification of those kinds of empowerment applied in the novel. In addition, the factors and the impacts of child empowerment can be analyzed to understand the influence of child empowerment to child characters in the novel. Meanwhile, the disempowerments can be used to understand child empowerment better.

Yet, this research tries to analyze four children characters out of all children characters in the novel. These characters are Harry Potter, Hermione Granger, Ronald Weasley and Neville Longbottom. Those characters are chosen because they are the most outstanding ones from others. In addition, this limitation is very beneficial in order to do deeper analysis and understanding with those characters.

The theoretical framework of this research can be seen in Figure 1 below.

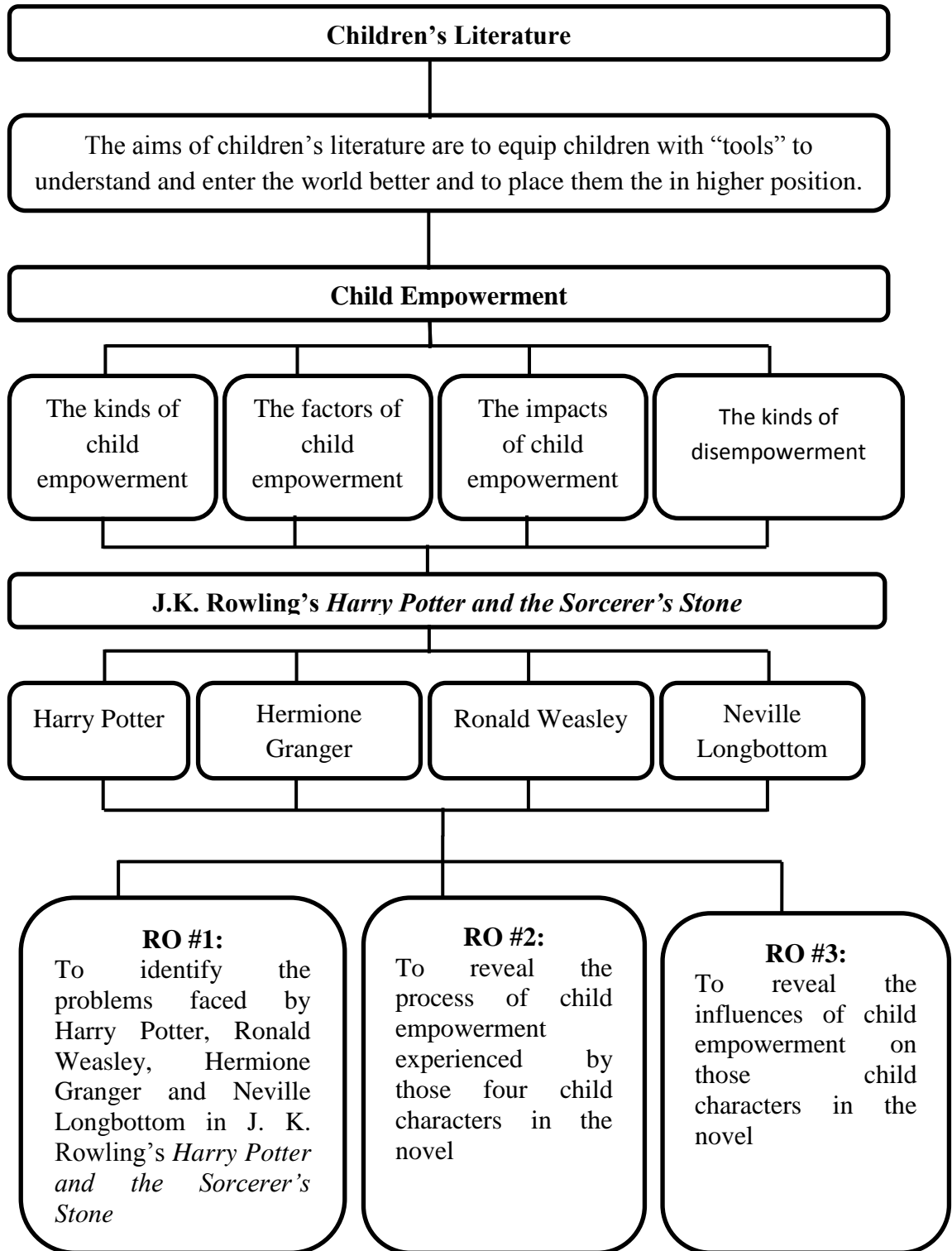


Figure 1: The Scheme of Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. The Research Design

As what has been mentioned in the first chapter, this research has three objectives namely to identify the problems faced by Harry Potter, Ronald Weasley, Hermione Granger and Neville Longbottom in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*; to reveal the process of child empowerment experienced by those four child characters in the novel and to reveal the influences of child empowerment on those child characters in the novel. Thus, in order to answer those objectives, the researcher needs a research design. As Cheek (2008: 761) said, a research design "combines three broadly connected and interdependent components: the theoretical, methodological, and ethical considerations relevant to the specific project". Thus, the research design provides a framework for the data collection and analysis, guides the implementation of research method and helps prioritize the decisions made during the research process. Thus, the research design is crucial because it guides the researcher with ways to achieve the answers for those objectives.

There are two common types of research namely quantitative and qualitative. According to Vanderstoep and Johnston (2009: 7), "quantitative research specifies numerical assignment to the phenomena under study, whereas qualitative research produces narrative or textual description of the

phenomena under study". They stated that the research can be classified either quantitative or qualitative depending on its finding. By considering the above objectives, this research needs to produce and find narrative description as the finding in order to explain and analyze the phenomena. In addition, the phenomena are not numerical. In conclusion, the qualitative research is the most appropriate one to this research. In a more specific way, this research is a descriptive qualitative research.

B. Data Types

Data are crucial things in this research. According to Vanderstoep and Johnston (2009: 7), the type of data in the qualitative research refers to the phenomena which are explained in a narrative way. Thus, the data used in the qualitative research are taken from the narrative expressions in the novel. Since this research is the qualitative one, the phenomena refers to the significant expressions in the form of sentences, paragraphs and discourses related to the child empowerment in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*.

C. The Data Source

The data source refers to one of J. K. Rowling's novels entitled *Harry Potter and the Sorcerer's Stone* which provides the researcher with the significant expressions in the form of sentences, paragraphs and discourses related to (1) the problems faced by children, (2) the process of child empowerment and (3) the influences of child empowerment. This first novel

of Harry Potter series was published by Scholastic, New York in October 1998. It is consisted of 309 pages with 17 chapters.

D. Research Instruments

The primary instrument of this research is the researcher herself. As what Vanderstoep and Johnston (2009: 211) said, “the researcher’s interpretation is, therefore, only one of many possible valid interpretations of a given text”. Thus, she acted as the interpreter of those data related to the purposes of this research from *Harry Potter and the Sorcerer’s Stone*. The second instrument used in this research is the data table. There are three data tables which help the researcher in working and interpreting the data. Those tables could be seen in the following.

The first table is needed to answer the first research question. It was designed in order to identify the children’s problems faced by Harry Potter, Ronald Weasley, Hermione Granger and Neville Longbottom. This table helps the researcher find the sources and kinds of those problems. The first table can be seen in Table 1 below.

Table 1: **Kinds of Problems Faced by Children**

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
1	2	This boy was another good reason for keeping the Potters away; they didn’t want Dudley mixing with a child like that.	The Dursleys want to stay away from Harry because he is considered bad.	I. External	A. People’s negative judgment

Next, the second table is crucial to this research because it could help the researcher to answer the second research question. Thus, it was used to reveal the process of child empowerment experienced by those four child characters in the novel. The second table can be found in Table 2 below.

Table 2: **The Process of Child Empowerment**

Data No.	Page	Quotation	Explanation	Category
1	120	When Neville Longbottom, the boy who kept losing his toad, was called , he fell over on his way to the stool. The hat took a long time to decide with Neville. When it finally shouted, “GRYFFINDOR,” Neville ran off still wearing it, and had to jog back amid gales of laughter to give it to “MacDougal, Morag.”	Neville who seems as a weak child is accepted in Gryffindor which is a dormitory for brave students.	Giving children chance

Next, the third table is necessary to this research to answer the third research question. Thus, this table was used to reveal the influences of child empowerment on those child characters in the novel. The third table was designed to find children’s changes which are crucial because they are the result of child empowerment. The third table can be found in the Table 3 below.

Table 3: The Influences of Child Empowerment

Data No	Page	Category	Quotation	Explanation
1	277	Becoming knowledgeable	She leapt up and struggled toward a damp wall. She had to struggle because the moment she had landed, the plant had started to twist snakelike tendrils around her ankles. As for Harry and Ron, their legs had already been bound tightly in long creepers without their noticing.	Hermione is able to elude the plant.

E. The Technique of Data Collection

The technique of data collection is about the researcher's steps to obtain the data used in this research from J. K. Rowling's *Harry Potter and the Sorcerer's Stone*. There were two steps done as parts of the technique of data collection. The first step referred to the close reading and re-reading activities. In this step, the researcher had to do the comprehensive and thorough reading. The researcher checked and read the novel again and again to get more convincing data and acquire deeper understanding. During the reading process, the researcher took notes because she needed to gather the relevant data related to the problems faced by children, the process of child empowerment, children's changes after being influenced by the child empowerment.

The second step was done by categorizing the raw data. The raw data were processed by (1) interpreting, identifying and labeling them into three categories: children's problems, the process of child empowerment, and the influences of child empowerment; and (2) re-examining the categories. Those data were formulated into three tables which became the secondary research instruments.

F. Data Trustworthiness

The triangulation is essential in establishing the trustworthiness which is crucial in ensuring the quality of the research findings. Julien (2008: 120) suggests that triangulation is intended to confirm the data in determining whether or not the researcher's interpretation is reliable and valid. In this research, the first and second supervisors helped the researcher in checking the data. In addition, there are two friends under the same study program who also helped the researcher in checking the data. These friends were chosen because they were in the same concentration and used the same topic, children's literature, in their thesis.

G. Data Analysis

To analyze the data, content analysis is used. According to Julien (2008: 120), content analysis can be defined as some activities in processing the data which start from categorizing into logical categories, looking for the relation and discovering the idea. Thus, it refers to the process of making the raw data

into some categories, searching the relation among them, discovering the meaning and giving more logical thinking. Therefore, the content analysis is very important to analyze the data and to be established in this research.

There were some phases of data analysis done by the researcher. Those phases are listed in the following:

1. obtaining the raw data from the novel by close reading, re-reading and taking notes;
2. classifying and sorting those raw data into the three tables based on their categories;
3. identifying those data in each category into more specific sub-categories which were existed in the three tables;
4. re-examining the data in those tables by checking, combining and comparing them by drawing the relation among them;
5. interpreting those data and acquiring the new idea or information from them, and
6. reporting the data analysis by describing the findings into a narrative form which could be shared and read by other people.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

There are two major parts in this chapter. The first major part is the research findings which are essential to answer the research questions. It is broken down into three divisions in which each of them answers one research question. To identify the problems faced by Harry Potter, Hermione Granger, Ronald Weasley and Neville Longbottom in Rowling's *Harry Potter and the Sorcerer's Stone*, the researcher finds some problems which are categorized into some classifications. To reveal the process of child empowerment experienced by those four characters in the novel, the researcher identifies five ways to empower those children. To reveal the influences of child empowerment to those child characters in the novel, the researcher finds some changes as the result of this process. The last major part is the discussion on the further implication of these research findings in Rowling's *Harry Potter and the Sorcerer's Stone* and child empowerment.

A. Research Findings

After reading and examining Rowling's *Harry Potter and the Sorcerer's Stone*, the researcher finds data which have been divided into three tables: problems faced by the children, the process of child empowerment and the influences of child empowerment. The data can be found in the Appendices. These data have been selected purposively in order to fulfill the purposes of the research.

1. Kinds of Problems Faced by Children

In Rowling's *Harry Potter and the Sorcerer's Stone*, the researcher finds various data related to problems faced by children. These problems faced by children are divided into two categories: the source of problems as the main category and the kind of problems as the sub category. The problems from external sources are divided into three categories and the ones from internal sources are divided into two categories. These findings are explained in the following.

a. Problems from External Sources

Problems from external sources mean difficulties faced by children which come from many external factors outside the children themselves. In the novel, the problems faced by children from external sources come from other people. These problems from external sources are classified into three parts. These parts are people's negative judgment, people's suppression and people's mistreatment. These classifications become problems faced by children because they make children face several difficulties in their lives. These problems from external sources are explained further in the following.

1) People's Negative Judgment

In Rowling's *Harry Potter and the Sorcerer's Stone*, there are some people's negative judgments faced by Harry Potter, Hermione Granger, Ronald Weasley and Neville Longbottom. These negative judgments come from other people such

as family members, teachers, friends and others. The judgments make children suffer because they are stereotyped falsely and unfairly.

Some adults think that they know children especially how children think and do. However, they actually do not understand them well. What they know is not in line with children's action and thought. It happens because adults do not perceive children as they really are. Yet, they "add" their own judgment when they see children. As a result, children face difficulty in communicating with them and experience problems in their life. One of the examples can be seen through the following quotation.

He wouldn't believe they were lost, was sure they were trying to break into it on purpose, and was threatening to lock them in the dungeons when they were rescued by Professor Quirrell, who was passing. (Rowling, 1998: 132)

This quotation shows that Filch, the caretaker of Hogwarts believes that Harry and Ron broke the rule by trying to enter to the forbidden corridor. He neither trusts both children nor wants to hear any reason from them. Filch judges them according to what he thinks about them as bad and naughty children. Meanwhile, Harry and Ron experience a hard time because they get false judgment from adults.

Furthermore, children rarely get the trust from adults. They are considered as both too weak to tell the truth and too confused to differentiate between good and bad. Adults do not trust them because they think children should not be trusted. It can be seen through the quotation below.

But Uncle Vernon didn't believe him. No one ever did. (Rowling, 1998: 24)

This quotation shows that there is no one who trusts the children. When children say the truth, they are not believed by adults. It can be concluded that these children have no one on their side.

Moreover, some adults draw a conclusion over a phenomenon on its surface. It means that the conclusion comes from the surface understanding without finding more evidences and facts. As a result, these adults come with a false judgment but they do not realize that they have formed the wrong one. In some cases, adults make the children feel that they should accept the punishment and adults' decision over them. Again, children become the victim of this unfair and wrong judgment made by adults or other people.

“I think I've got a good idea of what's been going on,” said Professor McGonagall. “It doesn't take a genius to work it out. You fed Draco Malfoy some cock-and-bull story about a dragon, trying to get him out of bed and into trouble. I've already caught him. I suppose you think it's funny that Longbottom here heard the story and believed it, too?” (Rowling, 1994: 243)

The above datum shows how Professor McGonagall as an adult thinks that Harry and Hermione as children spread the false rumor. She draws a conclusion without finding more information. Meanwhile, Hermione and Harry cannot do anything about it because Professor McGonagall has bigger power and higher position. They also feel afraid and surprised to say the explanation about what has happened when their teacher catches them red-handed.

As a result, these problems faced by children arise because adults' or people's judgments do not represent what the children really are. Adults consider their opinion and judgment over things as the true ones. They seem to neglect others' opinions and ideas which are not similar as theirs.

2) People's Suppression

Another kind of problems faced by children in Rowling's *Harry Potter and the Sorcerer's Stone* which comes from external sources is people's suppression. The people suppression found in this novel generally comes from adults. The suppression shows how adults use their power to limit children's access and prohibit them to do anything that they should not do.

Some adults may suppress children by making some limitations. These limitations aim to control children and bound them in ways they think better. An example of people's suppression can be seen below.

But Uncle Vernon wasn't going to give in without a fight.
 "Haven't I told you he's not going?" he hissed. "He's going to Stonewall High and he'll be grateful for it. I've read those letters and he needs all sorts of rubbish — spell books and wands and —" (Rowling, 1998: 58)

The above datum shows that Uncle Vernon tries to block Harry's access to go to Hogwarts. Instead, Uncle Vernon believes his consideration to put him in Stonewall High is better for Harry and thinks that it will make Harry happy. He acts as if he knew the best. It illustrates adults who want to establish his consideration over children and neglect what children need and want. In addition, this adult does not want to be interrupted or questioned if the children ask and complain them. Adults suppress children to follow adults' decision and do what adults ask them to do.

In addition, adults may suppress children by making some prohibitions. These prohibitions aims to prevent children do what adults do not want them to do. In this novel, there are some examples of prohibitions. One of the examples can be seen below.

But he wished he hadn't said anything. If there was one thing the Dursleys hated even more than his asking questions, it was his talking about anything acting in a way it shouldn't, no matter if it was in a dream or even a cartoon — they seemed to think he might get dangerous ideas. (Rowling, 1998: 22)

According to the above datum, Dursleys neither want to get any questions nor hear any strange and imaginative things come out from Harry's mouth. The Dursleys prohibit Harry to ask them questions and say all sorts of things. In this case, children have to remain silent, accept everything adults decide and do everything adults ask.

In conclusion, children are suppressed by other people surround them. People's suppression can be in the form of limitation and prohibition. Children cannot do what they want to do and have to accept adults' decision. Therefore, children have to be in an inferior position and cannot explore everything in their lives freely. They do not have any option and decision.

3) People's Mistreatment

People's mistreatment is another kind of problems faced by children in Rowling's *Harry Potter and the Sorcerer's Stone*. It comes from external sources. The people's mistreatment which refers to the way people deals with children are not in line with children's needs. The mistreatment can be various such as people's attitude, action and behavior.

The people's mistreatment can be in the form of adults' rejection to acknowledge if they are wrong. They do not want to hear children's opinion when these children say the true things and they do not give the children freedom. The people's mistreatment becomes problems faced by children because they make

children in the inferior position. By being in the inferior position, children cannot do what they want. Therefore, they do not feel satisfied with their life. In fact, there are some kinds of people's mistreatment found in the novel. The three of them are explained below.

The first people's mistreatment refers to the way adults do not want to hear any opinion from children. They treat children as the one who cannot be trusted. In addition, they think children are the source of problem which they cannot leave alone without control. This people's mistreatment also shows that children are underestimated to think and do proper ways as adults. These adults think that children always play around here and there and they cause many problems for adults. This situation appears in the datum which can be seen below.

"I won't blow up the house," said Harry, but they weren't listening.
 "I suppose we could take him to the zoo," said Aunt Petunia slowly, ". . . and leave him in the car. . . ."
 "That car's new, he's not sitting in it alone. . . ." (Rowling, 1998:23)

According to above datum, Harry has a limited chance to speak and there is no one who wants to hear his opinion including his own family member. Moreover, the Dursleys believe that he can make a trouble easily. On the other hand, the child feels that he has no power and it can attenuate their confidence. Moreover, other people do not acknowledge if children have been proven saying the truth. It can be seen in the following datum:

"Malfoy tricked you," Hermione said to Harry. "You realize that, don't you? He was never going to meet you — Filch knew someone was going to be in the trophy room, Malfoy must have tipped him off."
 Harry thought she was probably right, but he wasn't going to tell her that. (Rowling, 1998: 159)

The above datum shows how people's pride does not allow them to acknowledge that they are wrong and others are right. It also happens when a child says a true thing but others seem to ignore what she/he says. Although the result says that the child says the true thing, other people neither acknowledge nor say that the child is right. Therefore, children are treated unfairly and falsely.

Another people's mistreatment refers to the way other people make children suffer by these people's attitude toward them. Other people make children suffer by treating them in a bad way which is not in line with what children want. As a result, children have to face unpleasant experience. They also cannot do what they want to do and cannot become their true selves. It occurs because they are afraid to show their true selves which worsen people's mistreatment.

Hermione and Neville were suffering, too. They didn't have as bad a time as Harry, because they weren't as well-known, but nobody would speak to them, either. Hermione had stopped drawing attention to herself in class, keeping her head down and working in silence. (Rowling, 1998: 245)

Both Hermione and Neville suffer the bad treatment from other students after the incident. They are being isolated by them. Moreover, an active child such as Hermione Granger has to draw herself from people's attention as the result of people's mistreatment. Therefore, people's mistreatment can limit children's freedom and exploration in their life. There is another treatment which makes children suffer which can be seen in the following.

Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobbly knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose. (Rowling, 1998: 20)

Harry has to live miserable with the Dursleys. He is treated like a servant rather than a family member. He has to sleep in the cupboard rather than in the bedroom, wear very big and worn-out clothes and get bad treatment from his cousin. Indeed, children cannot be happy and satisfied in their lives by getting those bad treatments.

The next people's mistreatment is that children are expected to do many things but they do not give them proper appreciation once the children do what they expect. This situation appears in the novel which can be seen in the following.

“Five,” said Ron. For some reason, he was looking gloomy. “I’m the sixth in our family to go to Hogwarts. You could say I’ve got a lot to live up to. Bill and Charlie have already left — Bill was head boy and Charlie was captain of Quidditch. Now Percy’s a prefect. Fred and George mess around a lot, but they still get really good marks and everyone thinks they’re really funny. Everyone expects me to do as well as the others, but if I do, it’s no big deal, because they did it first. You never get anything new, either, with five brothers. I’ve got Bill’s old robes, Charlie’s old wand, and Percy’s old rat.” (Rowling, 1998: 99-100)

The datum shows that people burden Ron by expecting him to do great things as what his brothers do. Moreover, people do not approve Ron as the way he is but as the way his brothers are. Yet, when he does well like his brothers, no one compliments and appreciates it. This situation can make children think that they are invaluable for the people. They are neither well-appreciated nor well-motivated. People always compare him with his brothers and it can attenuate his confidence. The children with similar situation like Ron may think that they waste their energy to do better because no one sees and values it. Therefore, children cannot believe in themselves and do better in the future.

In conclusion, another kind of problems faced by children refers to how people treat children in unfair ways. These people neither believe nor acknowledge children. The people's mistreatment can make children neither fulfill their need nor have people in their sides.

b. Internal Problems

Besides problems from external sources, there are internal problems which come from the children themselves. Internal problems mean the difficulties come from their own selves. In other words, the source of these problems is their own selves. These children's internal problems are classified into two parts. These parts are children's inferior feeling and negative thinking. These children problems make children disbelieve their own strength. By disbelieving their strength, children cannot develop it in order to make them more mature and stronger.

These problems from internal sources are fewer compared to problems from external sources. However, they also play significant roles in making children suffer in their lives and facing more difficulties in the future. These internal problems are explained further in the following.

1) Children's Inferior Feeling

Inferior feeling is one of the problems faced by children which come from children's inner selves. The children's inferior feeling becomes problems faced by children because it makes them believe that they are not capable and have no

potency in certain areas. Thus, the inferior feeling can make them stick living in the same place and block their access to develop their characters. Furthermore, they disbelieve their own selves. Therefore, they cannot move on from their current position and do not value the real them.

Inferior feeling makes them underestimate their own selves. They fail to understand that they can actually do better compared to what they think. These children are not confident and cannot access more chances in their lives. This situation is reflected in the novel as:

Harry smiled weakly. Yes, trying on the hat was a lot better than having to do a spell, but he did wish they could have tried it on without everyone watching. The hat seemed to be asking rather a lot; Harry didn't feel brave or quick-witted or any of it at the moment. If only the hat had mentioned a House for people who felt a bit queasy, that would have been the one for him. (Rowling, 1998: 118-119)

This datum shows that Harry is not confident enough to do something in front of other people. He also underestimates himself by judging he is not brave and quick-witted. In fact, he can manage to do that thing and become a great wizard. In conclusion, he understands his own self in the false way.

The inferior feeling can create more problems in children lives. Their inferior feeling which is in the form of worry and nervousness makes them easy to get afraid. In some cases, the inferior feeling can make children take a wrong decision. This situation is reflected in the below datum.

But Neville, nervous and jumpy and frightened of being left on the ground, pushed off hard before the whistle had touched Madam Hooch's lips. "Come back, boy!" she shouted, but Neville was rising straight up like a cork shot out of a bottle — twelve feet — twenty feet. Harry saw his scared white face look down at the ground falling away, saw him gasp, slip sideways off the broom and — (Rowling, 1998: 147)

This above datum shows that Neville is nervous and frightened. He is afraid if he is left behind and he decides to do something before the others. His decision and action lead him into a big accident. As a result, he has to face another problem from his inferior feeling.

Furthermore, inferior feeling which is in the form of cowardly feeling can make children want to stay out of the trouble. In the other words, they do not try to challenge and solve the problems but they try to avoid them. Thus, the problems are always there unsolved. Moreover, children cannot develop their capability and strength in facing problems. This situation can be seen in the following.

“Go to Professor McGonagall!” Hermione urged Neville. “Report him!” Neville shook his head. “I don’t want more trouble,” he mumbled (Rowling, 1998: 218).

This datum shows that Neville is someone who wants to stay out from more trouble ahead. He can be classified as a coward. He does not want to end his vulnerability by reporting the one who always bully him. Moreover, he does not do anything to fight back against the doer. Thus, the doer is safe and Neville still gets bullying from that person.

In summary, problems can also come from children’s inner selves. The inferior feeling can be in the form of underestimate, nervousness, worry and coward. These feeling can make children to distrust their own capability. These inferior feeling can also be the flaw in children’s characters.

2) Children's Negative Thinking

Children's negative thinking is another kind of children's internal problems. This problem comes from the way children perceive, think and consider about themselves. The negative thinking becomes problems faced by children because it makes children distrust and underestimate themselves.

An example of children's negative thinking is that children do not believe their own selves. They think that they cannot fulfill others' expectation and underestimate their capability. Moreover, they cannot trust their own decision and strength in either facing problems or living with other people. This situation is reflected in the following quotation.

“Everyone thinks I'm special,” he said at last. “All those people in the Leaky Cauldron, Professor Quirrell, Mr. Ollivander . . . but I don't know anything about magic at all. How can they expect great things? I'm famous and I can't even remember what I'm famous for. I don't know what happened when Vol-, sorry — I mean, the night my parents died.” (Rowling, 1998: 86)

The above quotation shows Harry does not trust his own self to be special as what people think and he underestimates his own self. He is afraid if he cannot manage to fulfill others' expectation and he distrust his own strength.

Another example of children's negative thinking refers to the way children feel afraid that they cannot manage to get happiness and are left behind from other people. Moreover, their fear also makes them think negatively and influences their brain to bring bad scenarios. This situation can be seen clearly in the below datum.

He was going to be expelled, he just knew it. He wanted to say something to defend himself, but there seemed to be something wrong with his voice. Professor McGonagall was sweeping along without even looking at him; he had to jog to keep up. Now he'd done it. He hadn't even lasted two weeks.

He'd be packing his bags in ten minutes. What would the Dursleys say when he turned up on the doorstep? (Rowling, 1998: 150)

The datum explains the way Harry keeps thinking a horrible negative thought that his existence in the Hogwarts is a mistake and he is being expelled from the school. He thinks negatively because he does not feel confident and do not know how to defend himself in facing Professor McGonagall. Therefore, negative thinking appears in his mind.

To conclude, this negative thinking comes from children themselves. By having negative thinking, children think that they are capable neither to face the problems nor to solve them. Thus, it makes children weak and vulnerable. The children's weakness and vulnerability lead them in a lower position.

2. The Process of Child empowerment

In this novel, there are various data related to child empowerment. These data shows that there are many avenues to give child empowerment to the four child characters. These data are classified into five characterizations of the process of child empowerment: giving them chance, making them complex characters, giving children important positions, making children capable and giving children trust. The further explanation of the process of child empowerment can be found in the following.

a. Giving Children Chance

Giving these child characters chance can be one of way to empower the children. Giving children chance can be done by allowing them to enter the great

place to learn and explore. In this novel, Rowling defines giving children chance by making these four characters into a dormitory in Hogwarts named Gryffindor. Gryffindor is classified as a dormitory which is designed for those who are brave, loyal and courageous (Rowling, 1998: 118). In addition, these four characters: Harry Potter, Hermione Granger, Ron Weasley and Neville Longbottom are accepted in Gryffindor.

When Neville Longbottom, the boy who kept losing his toad, was called, he fell over on his way to the stool. The hat took a long time to decide with Neville. When it finally shouted, “GRYFFINDOR,” Neville ran off still wearing it, and had to jog back amid gales of laughter to give it to “MacDougal, Morag.”(Rowling, 1998: 120)

The above datum illustrates that Neville who seems weak is accepted in Gryffindor which is a dormitory for brave students. Neville is given a chance to prove that he is able to show his bravery, loyalty and courage. He has suffered from people’s negative judgment that he is weak and clumsy. Thus, by giving him chance, he has an opportunity to erase the negative judgment made by other people.

Giving children a space to explore their capability can be in the form of freedom. An adult may give children opportunity by providing them chances to explore many experiences in their lives. In the novel, Rowling represents a “tool” to give the children chance by providing “*the invisibility cloak*” (Rowling, 1998: 201). It can be seen through the quotation.

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

The quotation illustrates that Harry gets an Invisibility Cloak that allows him to do what he wants to do in order to explore the school, Hogwarts without being seen by others. Harry has freedom without getting punishment when he is wandering around the school at night. By having this freedom and chance, Harry finds many things which are useful to solve problems like discovering the Mirror of Erised and finding the Sorcerer's Stone.

The novel also shows another way to give children chance which refers to adults' acknowledgment and approval. The acknowledgment and approval make children confident and eager to perform better.

“Absolutely,” said Professor McGonagall crisply. “The boy's a natural. I've never seen anything like it. Was that your first time on a broomstick, Potter?” (Rowling, 1998: 151).

This datum shows that McGonagall has approved Harry's capability in flying. This approval and acknowledgment leads him to be a Seeker of Gryffindor's Quidditch team. By giving Harry chance, the child is able to prove that he is talented.

By giving children chance, children can explore the world wider. This chance is essential to provide these characters spaces to explore and prove that they are able to do things that they want to do. They can also manage to develop their ability, experience new things and find their real identity. In the other words, giving children chance is vital to support children to be better.

b. Making Them Complex Characters

In Rowling's *Harry Potter and the Sorcerer's Stone*, the writer characterizes children who are represented by Harry Potter, Hermione Granger, Ronald Weasley and Neville Longbottom with the combination of bad and good personalities. These children are not perfect but they are complex. In other words, they are neither white nor black characters.

The first way to make them complex characters can be done by representing them with rebellious personality. Being rebellious can show that children are active in responding and disobeying other people especially adults. In the novel, children can rebel against people's mistreatment, suppression and unfair judgment. They can speak their disagreement and opinion when they consider other people do something wrong. They are no longer in the inferior position which is always connected with passivity and vulnerability. Therefore, they are able to take control. This situation is revealed in this below quotation.

Where's my letter?" said Harry, the moment Uncle Vernon had squeezed through the door. "Who's writing to me?"
 "No one. It was addressed to you by mistake," said Uncle Vernon shortly. "I have burned it."
 "It was *not* a mistake," said Harry angrily, "it had my cupboard on it."
 (Rowling, 1998: 36-37)

Harry can actively rebel instead of becoming a compliant child especially when he gets unfair treatment. He knows that the letter is meant to him which has been stated clearly in the address on the envelope. That is why he tries to rebel against his uncle who tries to manipulate the fact about it and does a wrong thing over his belonging. Moreover, children can own power to defend their belongings and needs.

The next way to make children complex characters can be done by representing them with curiosity. By being curious, it expresses that children want to learn something new and dig more information about that matter. Thus, they try to ask other people in order to fulfill their hunger for information. Indeed, curiosity can initiate children to develop their knowledge and maintain their bravery by asking other people. This situation is mirrored in the following datum.

Harry sat and thought about this while Hagrid read his newspaper, the *Daily Prophet*. Harry had learned from Uncle Vernon that people liked to be left alone while they did this, but it was very difficult, he'd never had so many questions in his life.

"Ministry o' Magic messin' things up as usual," Hagrid muttered, turning the page.

"There's a Ministry of Magic?" Harry asked, before he could stop himself. (Rowling, 1998: 64)

That datum illustrates the way children knew that they should not ask people while they are reading newspaper. Yet, the children have a big curiosity and courage to know more. Therefore, they ignore the etiquette and ask what they want to know. As a result, they are able to get more information and broaden their knowledge.

In this novel, children are also represented with bravery and courage in order to make them complex characters. These children are able to take control over their fear. They are able to challenge their own selves to face the problems and handle their fear. By being brave and courageous, children are able to try a new thing, explore the world wider, find more information and experience, and take a risk in order to solve their problems. Furthermore, representing children with bravery and courage are able to bring more power to children to run their life fully

and solve their problems by their own. In addition, children have courage to help other even if they have to sacrifice their own selves.

Yes . . .” said Ron softly, “it’s the only way . . . I’ve got to be taken.”

“NO!” Harry and Hermione shouted.

“That’s chess!” snapped Ron. “You’ve got to make some sacrifices! I make my move and she’ll take me — that leaves you free to checkmate the king, Harry!” (Rowling, 1998: 283)

He has courage and sacrifice himself in order to stop the Sorcerer’s Stone from being taken by Voldemort.

Telling a lie can also be done by children. Most people believe that children are innocent, honest and pure. Yet, this novel reveals that children have one of complex characterizations which is lying. This condition is represented in this quotation.

Harry was rather quiet as he ate the ice cream Hagrid had bought him (chocolate and raspberry with chopped nuts).

“What’s up?” said Hagrid.

“Nothing,” Harry lied. (Rowling, 1998: 79)

The quotation illustrates that a child can also tell a lie when he/she wants to hide something from adults. They try to cover their feeling and thinking from adults. In addition, children can lie to adults in order to save their friends or prevent things get worse (Rowling, 1998). By lying, it demonstrates that children have awareness of their privacy which they do not want to share with adults or children realize that they have done something wrong so they try to avoid punishment by covering the truth. Therefore, children are not really innocent, pure and honest.

Another way to make children complex characters can be done by representing them with perceptive personality. In other words, children can understand and notice the situation quickly. They are able to know way to do by

this understanding. In addition, they are able to show their own consideration over things in their lives including making a friend.

He turned back to Harry. “You’ll soon find out some wizarding families are much better than others, Potter. You don’t want to go making friends with the wrong sort. I can help you there.”

He held out his hand to shake Harry’s, but Harry didn’t take it. (Rowling, 1998: 108)

A child can understand which is good and bad for them. He has his own standard to choose the one he can make friends with. It shows that they are able to make a judgment and decision by their own. They come to that decision after doing some observations.

In the novel, children are represented with determination. By this personality, these children do not fear to face obstacles in front of them when they try to achieve their goal. They focus on their aims and prioritize what they need to do. They even can break the rule if needed.

SO WHAT?” Harry shouted. “Don’t you understand? If Snape gets hold of the Stone, Voldemort’s coming back! Haven’t you heard what it was like when he was trying to take over? There won’t be any Hogwarts to get expelled from! He’ll flatten it, or turn it into a school for the Dark Arts! Losing points doesn’t matter anymore, can’t you see? D’you think he’ll leave you and your families alone if Gryffindor wins the House Cup? If I get caught before can get to the Stone, well, I’ll have to go back to the Dursleys and wait for Voldemort to find me there, it’s only dying a bit later than I would have, because I’m never going over to the Dark Side! I’m going through that trapdoor tonight and nothing you two say is going to stop me! Voldemort killed my parents, remember?” (Rowling, 1998: 270)

Harry has an ability to prioritize what he should do and owns power to do something as what he believes should be done soon. He has been determined to stop Snape and Voldemort in getting the stone even if he should break the school rule. He does not fear and determine to do what he thinks as the most appropriate

thing to do. He also provides some rational reasons behind his action and determination.

Another complex characterization found in the novel is revengeful personality. Children can also take revenge when they get bad treatment from the others. This revengeful personality shows that children are able to fight back against unfairness. Children can be active in responding the mistreatment by trying to take control. These children do not take for granted for every mistreatment that they get. Moreover, they try to make those who have done mistreatment aware that those people have done something wrong.

Hagrid almost had to drag Harry away from *Curses and Counter-curses (Bewitch Your Friends and Befuddle Your Enemies with the Latest Revenges: Hair Loss, Jelly-Legs, Tongue-Tying and Much, Much More)* by Professor Vindictus Viridian.

“I was trying to find out how to curse Dudley.”

“I’m not sayin’ that’s not a good idea, but yer not ter use magic in the Muggle world except in very special circumstances,” said Hagrid. (Rowling: 1998: 80)

Harry wants to take a revenge on Dudley who treats him badly. Harry has courage to fight back against unfairness. Harry tries to make Dudley regret as he has given many miserable things in Harry’s life. Harry has to face many difficulties as being his human punching bag (Rowling, 1998: 20) and having no friend because of him (Rowling, 1998: 30). That is why Harry wants to take revenge on him for his mistreatment.

To summarize, by making these children complex characters, children are able to exercise more power in their lives and show their capability. Children can be rebellious, courageous, active, curious, lying, determined, perceptive, and revengeful. They can be who they really are without being standardized.

c. Giving Them Important Positions

In this novel, these four child characters are represented with important positions which make them neither inferior nor vulnerable. They are young people but can do many things in their life. They have capability which makes them important and place them in a higher level compared to adults or other children.

Giving children important positions can be done by providing these children with certain capabilities to defeat adults. They are able to have special ability which can stop adults' wrong doing. Thus, people treat the children differently in a special way.

“You-Know-Who killed 'em. An' then — an' this is the real myst'ry of the thing — he tried to kill you, too. Wanted ter make a clean job of it, I suppose, or maybe he just liked killin' by then. But he couldn't do it. Never wondered how you got that mark on yer forehead? That was no ordinary cut. That's what yeh get when a powerful, evil curse touches yeh — took care of yer mum an' dad an' yer house, even — but it didn't work on you, an' that's why yer famous, Harry. No one ever lived after he decided ter kill 'em, no one except you, an' he'd killed some o' the best witches an' wizards of the age — the McKinnons, the Bones, the Prewetts — an' you was only a baby, an' you lived.” (Rowling, 1998: 55-56)

Other people cannot escape from death when they face Voldemort. In the other words, Voldemort has killed many people including Harry's parents. On the other hand, Harry is safe and alive. He can defeat him when other adults cannot do that.

Representing children with appreciation and acknowledgment can be another form of giving them important positions. By being appreciated, valued and acknowledged, children have confidence to live among the society. They are able to show their capability better rather than those who are underestimated and ignored.

First — to Mr. Ronald Weasley . . .”

Ron went purple in the face; he looked like a radish with a bad sunburn.
 “. . . for the best-played game of chess Hogwarts has seen in many years, I award Gryffindor House fifty points.” (Rowling, 1998: 305)

Ron is awarded because he sacrifices himself in playing the giant wizard chess and shows his special capability to win the match against McGonagall's chess in order to save the stone. He is considered giving a great contribution in saving the stone. That is why Dumbledore gives him 50 points.

Furthermore, representing children with an important position can be done by making them play an important role in the family. This novel shows that children are not just young people living under the same roof but they are valuable for the family. They are hoped and appreciated for passing a certain level in their lives. The family members even make a celebration and commotion for their success.

“Well, my gran brought me up and she's a witch,” said Neville, “but the family thought I was all-Muggle for ages. My Great Uncle Algie kept trying to catch me off my guard and force some magic out of me — he pushed me off the end of Blackpool pier once, I nearly drowned — but nothing happened until I was eight. Great Uncle Algie came round for dinner, and he was hanging me out of an upstairs window by the ankles when my Great Auntie Enid offered him a meringue and he accidentally let go. But I bounced — all the way down the garden and into the road. They were all really pleased, Gran was crying, she was so happy. And you should have seen their faces when I got in here — they thought I might not be magic enough to come, you see. Great Uncle Algie was so pleased he bought me my toad.” (Rowling, 1998: 125)

Neville's family is happy by knowing that Neville becomes a wizard. Neville is very important for his family. His great uncle even gives him a present to celebrate his new status. That is why they care with Neville's life. This care and treatment makes a child know that they are special. This child is loved by his family.

Children are also placed according to their capability. The placement is important to value and acknowledge children's ability and skill. Thus, children with special capability and talent can be placed in an important position in their community including family, friends, school and other group. In this novel, this situation is reflected in the following datum.

"This," said Wood, "is the Golden Snitch, and it's the most important ball of the lot. It's very hard to catch because it's so fast and difficult to see. It's the Seeker's job to catch it. You've got to weave in and out of the Chasers, Beaters, Bludgers, and Quaffle to get it before the other team's Seeker, because whichever Seeker catches the Snitch wins his team an extra hundred and fifty points, so they nearly always win. That's why Seekers get fouled so much. A game of Quidditch only ends when the Snitch is caught, so it can go on for ages — I think the record is three months, they had to keep bringing on substitutes so the players could get some sleep. (Rowling, 1998: 169)

Harry joins the Gryffindor's Quidditch team and is trusted to fill an important position in the team by being a Seeker. The Seeker is able to get 150 points once he or she is able to catch the Golden Snitch during the match. Harry is considered competent to be the seeker for his own house, Gryffindor.

In conclusion, by giving them an important position, children have a medium to be acknowledged that they are special and capable to do something by their own. In other words, they can exercise power in their live. Thus, they are no longer in inferior positions.

d. Making Them Capable

Making them capable is another kind of the process of child empowerment found in the novel. Children can be presented with their special strength like inherent capability and will. In this novel, children are presented to be able to take

control over adults. In the other words, they are capable to defeat adults by their inherent capability and will.

He saw his reflection, pale and scared-looking at first. But a moment later, the reflection smiled at him. It put its hand into its pocket and pulled out a blood-red stone. It winked and put the Stone back in its pocket — and as it did so, Harry felt something heavy drop into his real pocket. Somehow — incredibly — *he'd gotten the Stone*. (Rowling, 1998: 292)

Harry is able to get the stone faster compared to Quirrel. Harry knows what to do in order to defeat an adult. He has an amazing brain too. Thus, he can manage to use what he learns to help him get the stone. Therefore, children can use their power to achieve their goals.

Moreover, children's inherent strength helps them to get trust from other people. People trust them because they have proven their capability. Therefore, the other people are willing to follow their instruction. This situation is reflected in the below datum.

Ron also started teaching Harry wizard chess. This was exactly like Muggle chess except that the figures were alive, which made it a lot like directing troops in battle. Ron's set was very old and battered. Like everything else he owned, it had once belonged to someone else in his family — in this case, his grandfather. However, old chessmen weren't a drawback at all. Ron knew them so well he never had trouble getting them to do what he wanted. (Rowling, 1998: 199)

Ron has a special capability that he is best in the wizard chess area. He is able to teach his friends ways to play the chess. He also finds that he never has a trouble in operating or instructing the chess. Therefore, when Ron, Harry and Hermione have to play the wizard chess, Ron takes the control.

“Well, Harry, you take the place of that bishop, and Hermione, you go there instead of that castle.”

“What about you?”

“I'm going to be a knight,” said Ron. (Rowling, 1998: 282)

Ron has a power to order his friends because he has a special capability better than others in playing wizard chess. His friends, Harry and Hermione follow and accept his instruction without being offended.

To summarize, making children able is crucial for children. It is very crucial because it helps them to take control, achieve their goals, gain more trust from other people, face more experiences and learn new things. That is why making them capable can be essential to assist children to run their life better.

e. Giving Them Trust

By providing and giving trust to children, children may have power and freedom. The power and freedom are important in child empowerment. This situation happens because trusting the children makes people let children to do what they want to do. They are trusted to be who they really are. They get freedom and power in their life. Thus, children have chances to explore the world wider and develop their capability.

In this novel, trust is given to these children in the form of people's acknowledgment. This acknowledgement refers to the way adults and other people approve children's decision and acknowledge their ability. It is essential for children to own power to run their life fully. This situation can be seen in the following quotation.

Harry gripped the edges of the stool and thought, *Not Slytherin, not Slytherin.*

“Not Slytherin, eh?” said the small voice. “Are you sure? You could be great, you know, it's all here in your head, and Slytherin will help you on the way to

greatness, no doubt about that — no? Well, if you're sure — better be GRYFFINDOR!" (Rowling, 1998: 121)

This quotation shows that a child's opinion is considered in choosing his appropriate dormitory. The Sorting Hat is considered that Slytherin will be the most appropriate one for Harry. However, the hat approves Harry's opinion to not put him in Slytherin and places him in Gryffindor.

Another way to give children trust is by letting children to develop their capability knowledge and strength by themselves. Other people especially adults provide children with chances, supports and tools without giving many interferences. These chances, tools and supports are essential to provide them avenues in solving their problems. Thus, they are able to solve their problems by their own perspective. This situation is reflected in the datum below.

"Well, I got back all right," said Hermione. "I brought Ron round — that took a while — and we were dashing up to the owlery to contact Dumbledore when we met him in the entrance hall — he already knew — he just said, 'Harry's gone after him, hasn't he?' and hurtled off to the third floor."
 "D'you think he meant you to do it?" said Ron. "Sending you your fathers cloak and everything?" (Rowling, 1998: 302)

This datum shows that an adult trust a child. In the novel, Dumbledore believes that Harry can stop Voldemort to own the Sorcerer's Stone successfully by providing him chances and tools. Dumbledore does not give Harry instruction to go after Voldemort in getting the stone. He only gives Harry a chance to go with Hagrid in taking the Sorcerer's Stone, the invisibility cloak which belongs to Harry's father, advice which enlighten Harry's mind in understanding the Mirror of Erised and freedom in exploring the castle. Harry is able to know the existence of the stone and find out someone try to steal it from Hogwarts. In addition, Harry

accompanied by his friends, Ron and Hermione tries to stop Voldemort. A child with other's trust can do better beyond people's expectation.

Adults can trust children by believing that children are able to face their problems by themselves. By letting children face problems, people can help them to experience difficulties in their lives. The experiences are beneficial for children to be mature and wise. Children should not be spoiled but they need to be loved. Other people should provide enough care, consideration, attention and trust for children to live better.

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

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

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

“Exactly,” said Dumbledore, looking very seriously over the top of his half-moon glasses. “It would be enough to turn any boy's head. Famous before he can walk and talk! Famous for something he won't even remember! Can't you see how much better off he'll be, growing up away from all that until he's ready to take it?” (Rowling, 1998: 13)

The above quotation shows that Dumbledore wants Harry to live far away from the admiration and acclamation in Magic world. Instead of making Harry live with a good wizard, he trusts Harry to grow better and do well even if he lives with his aunt and uncle who cannot be nice to him. It happens as the admiration and acclamation can spoil children and block children's development. Therefore, he

wants Harry to experience problems and develop his inner selves. At the end, Harry is able to grow as an independent, brave, active and leading child.

By giving children trust, people especially adults can provide wider chances for children to explore their lives, find their true selves, learn many things and develop their capability. Trusting these children means that children have power and freedom to make decision, speak their opinion and do what they want in proper ways. Adults and children can work together to achieve their goals.

3. The Influences of Child empowerment

The child empowerment influences the four child characters in the novel. These influences or changes are classified into four categories namely becoming knowledgeable, aware, sociable and proactive. The explanation of these research findings can be found below.

a. Becoming Knowledgeable

By getting empowerment, these four child characters namely Harry Potter, Ronald Weasley, Hermione Granger and Neville Longbottom are recognized becoming more knowledgeable than before. This situation can be seen by the improvement of their hard and soft knowledge. Thus, children becoming knowledgeable mean that they turn to be broad-minded. Child empowerment which makes children to explore their life and develop their capability result them to get more information and experience. By having these things, children can

fulfill their brain with knowledge and understanding. When they are needed, they can use their knowledge and understanding to help them.

One of the examples of becoming knowledgeable is that they are trained to understand the situation and know how to act in that particular moment.

She leapt up and struggled toward a damp wall. She had to struggle because the moment she had landed, the plant had started to twist snakelike tendrils around her ankles. As for Harry and Ron, their legs had already been bound tightly in long creepers without their noticing. (Rowling, 1998: 277)

This datum illustrated that a child named Hermione Granger is able to know that she and her friends, Harry and Ron have landed in the plant which later known as “Devil’s Snare” (Rowling, 1998: 277). She has been able to elude the plant by leaping and struggling toward the wall rather than being passive. She has developed her skill in noticing and understanding the situation after learning many things. Moreover, she is able to help Harry and Ron from being bounded by this snakelike plant by spelling certain charm.

By becoming knowledgeable, children know ways to achieve their goals. They find the ways because they learn many things and have freedom to practice them. This situation can be seen below.

Harry had almost forgotten that the exam results were still to come, but come they did. To their great surprise, both he and Ron passed with good marks; Hermione, of course, had the best grades of the first years. Even Neville scraped through, his good Herbology mark making up for his abysmal Potions one. They had hoped that Goyle, who was almost as stupid as he was mean, might be thrown out, but he had passed, too. It was a shame, but as Ron said, you couldn’t have everything. (Rowling, 1998: 307)

The result shows that they are capable to pass the exam. In the beginning of the story, Harry has thought that he will be worse in the class but he turns to be better and more knowledgeable day by day since he enters Hogwarts. Ron who has

underestimated his capability is able to pass the exam with good marks. Hermione who comes from an ordinary family which is named as “Muggle” (Rowling, 1998: 53) becomes the best among the students. Moreover, Neville has a great mark in Herbology. They turn to be knowledgeable because they can study, learn and practice many things in the school. Thus, they have capability using their knowledge to achieve their goal for passing the exam.

Becoming knowledgeable means that children are able to do proper things when they have to deal with some kind of test in their life. In this novel, when Harry, Ron and Hermione have to deal with various tests in order to save the stone, they use their knowledge to solve and face these tests. Harry who has a special talent in flying is able to find the winged key (Rowling, 1998: 270). Meanwhile, Ron is able to play the wizard chess excellently (Rowling, 1998: 282). Hermione who has gifted with great logic is able to solve the puzzle which can be seen in the following datum.

Hermione read the paper several times. Then she walked up and down the line of bottles, muttering to herself and pointing at them. At last, she clapped her hands.

“Got it,” she said. “The smallest bottle will get us through the black fire — toward the Stone.”(Rowling, 1998: 286)

Hermione who is a female child has developed her brain everyday by reading books. That is why she has wide knowledge which helps her to solve the problem. She can find the answer of the puzzle which leads one of them to pass through the black fire.

Therefore, becoming knowledgeable means that children can understand the problems, know the ways to solve them, use many sources including their own

capability and improve their logic. By becoming knowledgeable, children are ready to enter the new phases of their life. Moreover, they find it easy in facing problems in the future.

b. Becoming Aware

Child empowerment can influence these four child characters by making them become aware. Becoming aware means that children are able to understand that the world is consisted of neither totally good nor totally bad people. They are aware that there are good people with bad sides and vice versa.

One of examples of becoming aware is that children are able to value people properly by observing them objectively. They manage to see people deeper. This situation is reflected in the datum below.

“Oh,” said the boy, “I’ve heard of him. He’s a sort of servant, isn’t he?”
 “He’s the gamekeeper,” said Harry. He was liking the boy less and less every second.
 “Yes, exactly. I heard he’s a sort of savage — lives in a hut on the school grounds and every now and then he gets drunk, tries to do magic, and ends up setting fire to his bed.”
 “I think he’s brilliant,” said Harry coldly. (Rowling, 1998: 78)

Harry sees people from their neither appearance nor background. He sees them from their personality. Harry does not like Draco Malfoy who comes from a well-positioned family because he underestimates people who come from the lower class. Yet, Harry likes Hagrid who is a gamekeeper and comes from the low class because he is kind and friendly. Rather than judging a person through their social status, Harry chooses to consider a person from his or her capability.

Children become aware after passing through the process of child empowerment. Becoming aware can be seen by being able to know what to do in certain situation. This situation is presented in the novel which can be seen in the following.

This was so unfair that Harry opened his mouth to argue, but Ron kicked him behind their cauldron. “Don’t push it,” he muttered, “I’ve heard Snape can turn very nasty.” (Rowing, 1998: 139)

The datum illustrates that children can consider that arguing can worsen the situation in that particular moment. Arguing a person, who is close-minded, bad temperament and unpleasant, cannot be the best solution to solve the problem. Ron understands it and advises Harry to let it go. It can be a strategic to deal with a temperamental and horrible person.

Children can change their perspective toward a thing in their life too. Children can change their attitude when they are needed. Ron who has careless personality becomes more cautious in a certain situation (Rowling, 1998: 112). Hermione also has changed. It can be seen in the following datum.

Hermione had become a bit more relaxed about breaking rules since Harry and Ron had saved her from the mountain troll, and she was much nicer for it (Rowling, 1998: 181).

Hermione’s perspective and attitude have changed about breaking the school rule.

By becoming aware, children have understanding about people, situation and themselves better. Children know that people have good and bad sides. Thus, they can judge them through making judgment and evaluation in fair way. Moreover, this awareness perpetuates them to do proper action in the particular situation. They know that they can change their attitude and perspective if needed. They do

it because every situation needs to be solved differently. Therefore, they are able to prevent the condition from getting worse in the future.

c. Becoming Sociable

After experiencing the process of empowerment, another influence faced by children is by becoming sociable. Becoming sociable means that children are ready to live among the society and they can get along well with the members of the society. Moreover, society can see that children are able to communicate with them in an appropriate way. Thus, society can learn to neither underestimate the children nor treat them inferior. Therefore, becoming sociable can be a tool for children to be ready to enter the next phases in their life.

In this novel, becoming sociable can be illustrated by children know how to act with other people especially their friends. Children can done some of sociable ways such as listening to their stories, enjoying moments together and comforting them when they are down. This situation can be seen below.

Harry didn't think there was anything wrong with not being able to afford an owl. After all, he'd never had any money in his life until a month ago, and he told Ron so, all about having to wear Dudley's old clothes and never getting proper birthday presents. This seemed to cheer Ron up. (Rowling, 1998: 100)

Ron feels unhappy with his current condition which he gets his brothers' hand-me-downs. Harry tries to comfort him by telling his own miserable life. By knowing that he is not alone, Harry's story cheers Ron up. It occurs because someone needs another person who understands him or her in order to lighten his or her burden. Having someone in his or her side can double the happiness and lighten the misery. In addition, becoming sociable as what has been done by Harry

symbolizes that a child is able to aware with other people's feeling and his or her surroundings. Thus, they also learn to do things which do not hurt their friends' feeling. This thing is presented in the novel too.

The rock cakes were shapeless lumps with raisins that almost broke their teeth, but Harry and Ron pretended to be enjoying them as they told Hagrid all about their first lessons. Fang rested his head on Harry's knee and drooled all over his robes (Rowling, 1998: 140).

Furthermore, becoming sociable means that children can share their belongings with other people. Thus, children are not selfish and stingy. These belongings can be food, book, money, experience, skill, etc.

“Go on, have a pasty,” said Harry, who had never had anything to share before or, indeed, anyone to share it with. It was a nice feeling, sitting there with Ron, eating their way through all Harry's pasties, cakes, and candies (the sandwiches lay forgotten). (Rowling, 1998: 102)

According to the datum, it illustrates that Harry has Ron as his friend to share with. Harry used to have nothing and no one to share with. Now, he has money which allows him to buy foods and other things that he wants. In addition, Ron has become Harry's friend. Children can experience a great feeling when they are able to share something with their friends. They are able to feel the happiness of sharing. By sharing, these two people can get closer and friendlier.

Besides sharing, these children can be more sociable by proving their solidarity. They are capable to help one another if needed. They are willing to do many things such as providing supports, doing some beneficial actions and giving useful advices. This situation is fund in the novel.

“All — all three of us?”

“Oh, come off it, you don't think we'd let you go alone?”

“Of course not,” said Hermione briskly. “How do you think you’d get to the Stone without us? I’d better go and look through my books, there might be something useful. . . .” (Rowling, 1998: 271)

Ron and Hermione have proven their solidarity to Harry by accompanying him to get the Sorcerer’s Stone. They do not feel afraid of being expelled from the school. Thus, their bonding as friends is strong. Moreover, the goal is essential for saving their school, Magic world and other people. It happens as Voldemort, who is an evil wizard, can control over the Magic world again using the Sorcerer’s Stone. Becoming sociable representing in this situation is essential in making children aware in supporting their friends and helping them to achieve their goal especially for greater benefits.

In a conclusion, by becoming sociable, these four child characters can learn ways to interact with other people including sharing with friends, comforting one to another and proving their solidarity by helping their friends. They comprehend the social values and norms. Thus, becoming sociable means that children can learn ways to get along with people and value them. As the result of becoming sociable, they are ready to enter their community with confidence.

d. Becoming Proactive

Child empowerment brings another influence named becoming proactive on these four child characters. In this novel, becoming proactive means that children with empowerment initiate an action because they feel unsatisfied with their condition and situation. They aware that they need to change the problematic condition instead of being passive and accepting it. Children try to participate by

giving an idea, action and effort to make the problematic condition can be solved.

They are able to make a plan like what has been done by Harry Potter below:

Harry walked round and round his new room. Someone knew he had moved out of his cupboard and they seemed to know he hadn't received his first letter. Surely that meant they'd try again? And this time he'd make sure they didn't fail. He had a plan. (Rowling, 1998: 39)

Harry has made a plan as the result of the unfair condition done by his uncle, Vernon Dursley. The unfair condition refers to the way Uncle Vernon has taken and burned Harry's mail without his permission. Meanwhile, the sender has sent another mail as she or he knows that Harry has not received his mail. By having this limitation and suppression, Harry is initiated to design a plan that can help him to get the mail before his uncle. This condition shows that a child is able to think by their own and make an action if needed.

Another example of becoming proactive refers to children who can challenge their own selves to do action beyond their comfortable zone. They have to face difficulties to get the experience and develop their inner selves. One of the examples found in the novel can be seen below.

The next morning in Defense Against the Dark Arts, while copying down different ways of treating werewolf bites, Harry and Ron were still discussing what they'd do with a Sorcerer's Stone if they had one. It wasn't until Ron said he'd buy his own Quidditch team that Harry remembered about Snape and the coming match.

"I'm going to play," he told Ron and Hermione. "If I don't, all the Slytherins will think I'm just too scared to face Snape. I'll show them . . . it'll really wipe the smiles off their faces if we win." (Rowling, 1998: 220-221)

In the upcoming Quidditch match, Snape, who hates Harry, becomes the referee.

Snape is considered blocking Harry's access to win the competition because he is bias and takes side to make his own House, Slytherins, win. However, Harry is

going to join the match despite the fact. He tries to challenge his own self to prove that he is not afraid and becomes a coward because of Snape's presence. He has determined to win the match as well.

The next example of becoming proactive means that children can fight against his old side by improving their confidence. These children are able to win against their weakness, vulnerability, passivity and inferiority. They can change their own selves for the betterment as the first step to change their life. One of the examples found in the novel can be illustrated successfully by Neville Longbottom.

“You know how I think they choose people for the Gryffindor team?” said Malfoy loudly a few minutes later, as Snape awarded Hufflepuff another penalty for no reason at all. “It's people they feel sorry for. See, there's Potter, who's got no parents, then there's the Weasleys, who've got no money — you should be on the team, Longbottom, you've got no brains.” Neville went bright red but turned in his seat to face Malfoy.

“I'm worth twelve of you, Malfoy,” he stammered. (Rowling, 1998: 223)

Neville has become braver in facing his problem and enemy. He has successfully fought against his old self who is weak, passive and cowardly. In addition, he has dealt Malfoy who has been bullying him for the whole year by saying he is worthier compared to Malfoy. He has confidence to show that he is able and brave.

By becoming proactive, the children can initiate to make a change, challenge their own selves to do an action and improve their confidence. These benefits are essential for children's psychological development. Thus, children's psychology can be developed in the appropriate way using the child empowerment.

B. Discussions

Most children's literature authors, especially those who come from Indonesia usually create stories that dictate children. They do several ways to use their power in making the story for the children. Three of them are explained in the following. Number one is that these authors usually believe that they should represent children with angelic characters like docile, passive, kind, honest and powerless rather than portraying them with naughty, rebellious, active, lying and powerful personality which is considered bad for children. Thus, these angelic characters are essential to control the children. Number two is that these authors usually make child characters in the story as the perfect and heroic role models. They represent children who their way to act, speak and think in front of other people is able to make the child readers follow them. Thus, these authors try to standardize children's attitude and behavior and shape their mind to think like adults do. Number three is most of authors usually represent children without problems even if there is a problem in the story, adults come to help them. These authors believe that children are able to neither face the problem nor find the solution. Thus, the stories turn to be flat, simple and boring. That is why the stories written by these authors do not make the child readers interested and happy to read them. These understandings have been applied to many kinds of children's literature for years.

J. K. Rowling's *Harry Potter and the Sorcerer's Stone* is a fantasy novel of children's literature. This novel is interesting to analyze because it represents various problems faced by Harry Potter, Hermione Granger, Ronald Weasley and

Neville Longbottom such as unfair treatment, bias stereotype, suppression, distrust, etc. These four children's lives and personality have changed after they enter the school of magic, Hogwarts. In addition, this novel shows many facts which differ from what have been believed by the above authors. Therefore, the researcher provides some interpretations related to this situation, children's literature and child empowerment in order to reveal the reasons behind it. Thus, by establishing the research under the title *Child empowerment in J. K. Rowling's Harry Potter and the Sorcerer's Stone*, the researcher finds some interesting ideas.

The researcher finds that this novel represents child characters with problems. These problems are various and they are categorized based on the research findings in the novel. Problems from external sources come especially from adults such as people's mistreatment, negative judgment and suppression. Meanwhile, problems from internal sources refer to children's flaw. They have negative thinking and inferior feeling that come from their inner selves. However, this flaw can lead children to develop. By representing children with problems, it means that problems can initiate children to do actions which improve their life. The existence of problems does not only make children face difficulties but also initiate children to make a change. These problems also show that what have existed in the reality can be presented in the stories. Moreover, problems are essential to make children's literature alive and more challenging.

In addition, the researcher reveals the process of child empowerment which has been experienced by the child characters after having the problems. Child characters need to be empowered to support their independence, ability, initiative,

etc. Children can be empowered through many ways. Some of the ways are found in the novel and these findings are classified into five categories. The researcher finds five steps of the process of child empowerment, namely giving them chance, making them complex characters, giving them important positions, making them able and giving them trust. These steps are essential to develop children, help them in solving problems without giving much interference and believe them to do better by their own. Therefore, children can experience and learn many things by facing the problems. Thus, problems can broaden their knowledge, give them deeper insight about life and provide them space to explore. Avoiding problems or making adults solve the problems makes children learn nothing. As the result, comparing to avoid representing children without problems, giving them problem and child empowerment is better.

Furthermore, the researcher reveals the influences of child empowerment experienced by children. Children are able to be better by becoming knowledgeable, sociable, aware and proactive. By facing these changes, children can be ready to enter the next phases of their life with abundance preparations. They are not only able to face problem but also capable to be accepted in the society. Thus, representing children's literature with problems and child empowerment is a crucial matter.

CHAPTER V

CONCLUSIONS

The researcher finds that J. K. Rowling's *Harry Potter and the Sorcerer's Stone* contains child empowerment. The child empowerment is broken down into three classifications in line with the research objectives: the problems faced by children, the process of child empowerment and the influences of child empowerment on the four child characters named Harry Potter, Hermione Granger, Ronald Weasley and Neville Longbottom.

The first is that these four child characters face many problems in the novel which are classified into two big categories: external and internal depending on the source of problems. The problems from external sources which commonly occur because of adults are people's negative judgment, people's suppression and people's mistreatment. Meanwhile, the problems from internal sources are children's inferior feeling and negative thinking. These problems originate from children's inner selves. Thus, this kind of children's literature represents children with various problems.

The second one is that these four characters are empowered in five ways. These ways found in the novel refer to the process of empowerment namely giving children chance, making them complex characters, giving them important positions, making them capable and giving them trust. These ways are crucial to provide children with opportunity to do exploration, support them to be

influential, acknowledge them to be who they are and believe that they are able to solve problems.

The third one refers to the influences of child empowerment on these four child characters. The researcher finds four kinds of change experienced by these children. These four changes are namely becoming knowledgeable, aware, sociable and proactive in solving their problems.

These findings are able to prove that this famous and best seller novel, J. K. Rowling's *Harry Potter and the Sorcerer's Stone* can provide the story with child empowerment. Thus, this novel can place children as important characters, show the appreciation and acknowledgement toward children's presence and capability, represent child characters which is in line with children in real life and provide enjoyment for its readers. The novel can be a perfect example for great children's literature with child empowerment.

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A. Table 1: **Kinds of Problems Faced By Children**

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
1	2	This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.	The Dursleys want to stay away from Harry because he is considered bad.	I. External	A. People's negative judgment
2	23	Aunt Petunia looked as though she'd just swallowed a lemon. "And come back and find the house in ruins?" she snarled.	Aunt Petunia believes that Harry is a trouble maker.		
3	24	But Uncle Vernon didn't believe him. No one ever did.	Harry has no one trusting him including his own uncle.		
4	132	He wouldn't believe they were lost, was sure they were trying to break into it on purpose, and was threatening to lock them in the dungeons when they were rescued by Professor Quirrell, who was passing.	Argus Filch does not trust Harry and Ron, and he does not want to hear any reason from them.		
5	155	Hermione wasn't going to give up that easily. She followed Ron through the portrait hole, hissing at them like an angry goose. "Don't you <i>care</i> about Gryffindor, do you <i>only</i> care about yourselves, <i>I</i> don't want Slytherin to win the House Cup , and you'll lose all the points I got from Professor McGonagall for knowing about Switching Spells."	Harry and Ron are considered selfish because they disregard everything.		

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
6	166	“So I suppose you think that’s a reward for breaking rules? ” came an angry voice from just behind them. Hermione was stomping up the stairs, looking disapprovingly at the package in Harry’s hand.	Hermione thinks that Harry and Ron are students who consider breaking rule is okay to do.		
7	172	“It’s no wonder no one can stand her, ” he said to Harry as they pushed their way into the crowded corridor, “ she’s a nightmare, honestly. ”	Everyone seems to dislike Hermione when she wants to make everything on the right way.		
8	192	“ Rubbish, ” said Hagrid, who hadn’t heard a word of what had gone on next to him in the stands. “Why would Snape do somethin’ like that?”	Hagrid disbelieves what Ron says about Snape who does something bad to Harry.		
9	243	“ I think I’ve got a good idea of what’s been going on, ” said Professor McGonagall. “It doesn’t take a genius to work it out. You fed Draco Malfoy some cock-and-bull story about a dragon, trying to get him out of bed and into trouble. I’ve already caught him. I suppose you think it’s funny that Longbottom here heard the story and believed it, too?”	Professor McGonagall thinks that Harry and Ron spread the false rumor to make other people out of bed.		
1	20	<i>Don’t ask questions — that was the first rule for a quiet life with the Dursleys.</i>	Harry is prohibited to ask the Dursleys questions related to his parents.		B. People’s suppression
2	22	Every year, Harry was left behind with Mrs. Figg, a mad old lady who lived two streets away. Harry hated it there. The whole house smelled of cabbage and Mrs. Figg	The Dursleys suppress Harry by leaving him behind when they go somewhere to celebrate		

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
		made him look at photographs of all the cats she'd ever owned.	Dudley's birthday.		
3	22	But he wished he hadn't said anything. If there was one thing the Dursleys hated even more than his asking questions, it was his talking about anything acting in a way it shouldn't , no matter if it was in a dream or even a cartoon — they seemed to think he might get dangerous ideas.	Dursleys do not want to hear any strange and imaginative things come out from Harry's mouth. Thus, they prohibit him to say all sorts of things.		
4	30	He couldn't remember his parents at all. His aunt and uncle never spoke about them, and of course he was forbidden to ask questions. There were no photographs of them in the house.	The Dursleys prohibit Harry to ask questions and limit his access to know about his parents.		
5	50	"You never told him? Never told him what was in the letter Dumbledore left for him? I was there! I saw Dumbledore leave it, Dursley! An' you've kept it from him all these years? " "Kept <i>what</i> from me?" said Harry eagerly. " STOP! I FORBID YOU! " yelled Uncle Vernon in panic	Uncle Vernon wants to block Harry's access to get the real information and forbids others to tell Harry.		
6	58	But Uncle Vernon wasn't going to give in without a fight. " Haven't I told you he's not going? " he hissed. " He's going to Stonewall High and he'll be grateful for it. I've read those letters and he needs all sorts of rubbish — spell books and wands and —"	Uncle Vernon believes his consideration is better for Harry and thinks that it will make Harry happy. He acts as if he knew the best.		
1	19	Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept.	He has to sleep in the cupboard instead of a bedroom. He is		C. People's mistreatment

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
			treated like a servant rather than a family member.		
2	20	Perhaps it had something to do with living in a dark cupboard , but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's , and Dudley was about four times bigger than he was. Harry had a thin face, knobbly knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose .	He has to live miserable with the Dursleys. He sleeps in the cupboard, wears very big and worn-out clothes and gets bad treatment from his cousin.		
3	23	"I won't blow up the house," said Harry, but they weren't listening . "I suppose we could take him to the zoo," said Aunt Petunia slowly, ". . . and leave him in the car. . . ." "That car's new, he's not sitting in it alone. . . ."	He has a limited chance to speak and there is no one who wants to hear his opinion. Moreover, the Dursleys believe that he can make a trouble easily.		
4	29	He'd lived with the Dursleys almost ten years, ten miserable years , as long as he could remember, ever since he'd been a baby and his parents had died in that car crash.	The Dursleys treat Harry miserably.		
5	30	At school, Harry had no one . Everybody knew that Dudley's gang hated that odd Harry Potter in his baggy old clothes and broken glasses, and nobody liked to disagree with Dudley's gang.	Harry has no friend because of his cousin, Dudley. Everyone seems want to stay away from him.		
6	96	"It's <i>not funny</i> . And look after Ron ." "Don't worry, ickle Ronniekins is safe with us."	Ron's mother and brothers treats as if he were a little boy.		

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
		<p>“Shut up,” said Ron again. He was almost as tall as the twins already and his nose was still pink where his mother had rubbed it.</p>			
7	99-100	<p>“Five,” said Ron. For some reason, he was looking gloomy. “I’m the sixth in our family to go to Hogwarts. You could say I’ve got a lot to live up to. Bill and Charlie have already left — Bill was head boy and Charlie was captain of Quidditch. Now Percy’s a prefect. Fred and George mess around a lot, but they still get really good marks and everyone thinks they’re really funny. Everyone expects me to do as well as the others, but if I do, it’s no big deal, because they did it first. You never get anything new, either, with five brothers. I’ve got Bill’s old robes, Charlie’s old wand, and Percy’s old rat.”</p>	<p>People burden Ron by expecting him to do great things as what his brothers do. Yet, when he does well like his brothers, no one compliments and appreciates it.</p>		
8	101	<p>Ron had taken out a lumpy package and unwrapped it. There were four sandwiches inside. He pulled one of them apart and said, “She always forgets I don’t like corned beef.” “Swap you for one of these,” said Harry, holding up a pasty. “Go on —” “You don’t want this, it’s all dry,” said Ron. “She hasn’t got much time,” he added quickly, “you know, with five of us.”</p>	<p>Ron’s mother always forgets what Ron dislikes. Ron does not get enough attention from her as he has too many siblings.</p>		
9	159	<p>“— and you mustn’t go wandering around the school at night, think of the points you’ll lose Gryffindor if you’re</p>	<p>Hermione is care about the house point but other people</p>		

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
		caught, and you're bound to be. It's really very selfish of you." "And it's really none of your business," said Harry. "Good-bye," said Ron.	seem do not care and treat her as a busybody.		
10	159	"Malfoy tricked you," Hermione said to Harry. "You realize that, don't you? He was never going to meet you — Filch knew someone was going to be in the trophy room, Malfoy must have tipped him off." Harry thought she was probably right, but he wasn't going to tell her that.	Hermione says the right thing but other people judge her as an unpleasant person.		
11	202	"Why aren't you wearing yours, Ron?" George demanded. "Come on, get it on, they're lovely and warm." "I hate maroon," Ron moaned halfheartedly as he pulled it over his head.	Again, Ron's mother forgets that Ron dislikes maroon. She ends up making a maroon sweater for Ron.		
12	217	At that moment Neville toppled into the common room. How he had managed to climb through the portrait hole was anyone's guess, because his legs had been stuck together with what they recognized at once as the Leg-Locker Curse. He must have had to bunny hop all the way up to Gryffindor Tower.	Neville is being targeted as someone's joke or naughtiness because he is weak.		
13	244 - 245	From being one of the most popular and admired people at the school, Harry was suddenly the most hated. Even Ravenclaws and Hufflepuffs turned on him, because everyone had been longing to see Slytherin lose the House Cup. Everywhere Harry went, people pointed and didn't	Harry gets a bad treatment as he loses his dormitory's point. People change their attitude toward him because of that reason.		

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
		trouble to lower their voices as they insulted him.			
14	245	Hermione and Neville were suffering , too. They didn't have as bad a time as Harry, because they weren't as well-known, but nobody would speak to them , either. Hermione had stopped drawing attention to herself in class, keeping her head down and working in silence.	Both Hermione and Neville suffer the bad treatment from other students after the incident. They are being isolated by them.		
15	267	“Something you have to say is more important than the Ministry of Magic, Potter?”	Professor McGonagall underestimates if Harry can say something more important than the ministry of Magic.		
16	272	“You can't go out,” said Neville, “you'll be caught again. Gryffindor will be in even more trouble.” “You don't understand,” said Harry, “this is important.” But Neville was clearly steeling himself to do something desperate. “I won't let you do it,” he said, hurrying to stand in front of the portrait hole. “I'll — I'll fight you!”	Harry thinks that Neville does not understand them and cannot differentiate between what is important and what is not.		
1	100	“I'm not trying to be brave or anything, saying the name,” said Harry, “I just never knew you shouldn't. See what I mean? I've got loads to learn. . . . I bet,” he added, voicing for the first time something that had been worrying him a lot lately, “I bet I'm the worst in the class.”	Harry is worried that he cannot chase after other students. He feels that he is not able to follow the class.	II. Internal	A. Children's inferior feeling
2	106	“Gryffindor,” said Ron. Gloom seemed to be settling on	Ron feels so burdened and he is		

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
		him again. “Mom and Dad were in it, too. I don’t know what they’ll say if I’m not. I don’t suppose Ravenclaw would be too bad, but imagine if they put me in Slytherin. ”	not sure he is able to be in Gryffindor.		
3	118 - 119	Harry smiled weakly. Yes, trying on the hat was a lot better than having to do a spell, but he did wish they could have tried it on without everyone watching. The hat seemed to be asking rather a lot; Harry didn’t feel brave or quick-witted or any of it at the moment. If only the hat had mentioned a House for people who felt a bit queasy , that would have been the one for him.	Harry is not confident enough in front of people. He also underestimates himself by judging he is not brave and quick-witted.		
4	144	Hermione Granger was almost as nervous about flying as Neville was. This was something you couldn’t learn by heart out of a book — not that she hadn’t tried.	Hermione is nervous because she cannot learn flying from books.		
5	147	But Neville, nervous and jumpy and frightened of being left on the ground, pushed off hard before the whistle had touched Madam Hooch’s lips. “Come back, boy!” she shouted, but Neville was rising straight up like a cork shot out of a bottle — twelve feet — twenty feet. Harry saw his scared white face look down at the ground falling away, saw him gasp, slip sideways off the broom and —	Neville is too nervous and frightened. He is afraid if he is left behind. This personality often leads him into a big accident.		
6	157	“ Don’t leave me! ” said Neville, scrambling to his feet, “ I don’t want to stay here alone , the Bloody Baron’s been past twice already.”	Neville is so coward and easy to get afraid.		

Data No.	Page	Quotation	Explanation	The Source of Problems	The Kind of Problems
7	218	<p>“Go to Professor McGonagall!” Hermione urged Neville. “Report him!”</p> <p>Neville shook his head.</p> <p>“I don’t want more trouble,” he mumbled.</p>	Neville is someone who wants to stay out from more trouble ahead. He is a coward.		
1	86	<p>“Everyone thinks I’m special,” he said at last. “All those people in the Leaky Cauldron, Professor Quirrell, Mr. Ollivander . . . but I don’t know anything about magic at all. How can they expect great things? I’m famous and I can’t even remember what I’m famous for. I don’t know what happened when Vol-, sorry — I mean, the night my parents died.”</p>	Harry does not trust his own self to be special.		B. Children’ negative thinking
2	120	<p>A horrible thought struck Harry, as horrible thoughts always do when you’re very nervous. What if he wasn’t chosen at all? What if he just sat there with the hat over his eyes for ages, until Professor McGonagall jerked it off his head and said there had obviously been a mistake and he’d better get back on the train?</p>	He keeps thinking a negative thought and underestimating his own self.		
3	150	<p>He was going to be expelled, he just knew it. He wanted to say something to defend himself, but there seemed to be something wrong with his voice. Professor McGonagall was sweeping along without even looking at him; he had to jog to keep up. Now he’d done it. He hadn’t even lasted two weeks. He’d be packing his bags in ten minutes. What would the Dursleys say when he turned up on the doorstep?</p>	He keeps thinking a horrible negative thought that his existence in the Hogwarts is a mistake and he is being expelled from the school.		

B. Table 2: The Process of Child Empowerment

No	Page	Quotation	Explanation	Category
1	120	“Granger, Hermione!” Hermione almost ran to the stool and jammed the hat eagerly on her head. “ GRYFFINDOR! ” shouted the hat. Ron groaned.	Hermione goes to Gryffindor which is a dormitory belonging to brave people.	A. Giving them chance
2	120	When Neville Longbottom, the boy who kept losing his toad, was called, he fell over on his way to the stool. The hat took a long time to decide with Neville. When it finally shouted, “GRYFFINDOR,” Neville ran off still wearing it, and had to jog back amid gales of laughter to give it to “MacDougal, Morag.”	Neville who seems weak is accepted in Gryffindor which is a dormitory for brave students.	
3	122	And now there were only four people left to be sorted. “Thomas, Dean,” a Black boy even taller than Ron, joined Harry at the Gryffindor table. “Turpin, Lisa,” became a Ravenclaw and then it was Ron’s turn. He was pale green by now. Harry crossed his fingers under the table and a second later the hat had shouted, “GRYFFINDOR!”	Ron is accepted in the dormitory that he wants.	
4	134	Harry was very relieved to find out that he wasn’t miles behind everyone else. Lots of people had come from Muggle families and, like him, hadn’t had any idea that they were witches and wizards.	Harry knows that he has a chance to chase after the others.	
5	151	“Absolutely,” said Professor McGonagall crisply. “The boy’s a natural. I’ve never seen anything like it. Was that your first time on a broomstick, Potter?”	He gets a great chance to be a Seeker. He also has a great capability in flying even if he tries it for the first time.	

No	Page	Quotation	Explanation	Category
6	205	Suddenly, Harry felt wide-awake. The whole of Hogwarts was open to him in this cloak. Excitement flooded through him as he stood there in the dark and silence. He could go anywhere in this, anywhere, and Filch would never know.	He gets an Invisibility Cloak that allows him to do what he wants to do without being seen by others.	
1	36-37	“Where’s my letter?” said Harry, the moment Uncle Vernon had squeezed through the door. “Who’s writing to me?” “No one. It was addressed to you by mistake,” said Uncle Vernon shortly. “I have burned it.” “It was <i>not</i> a mistake,” said Harry angrily, “it had my cupboard on it.”	Harry can actively rebel instead of becoming a compliant child if he gets unfair treatment.	B. Making them complex characters
2	64	“Seems a shame ter row, though,” said Hagrid, giving Harry another of his sideways looks. “If I was ter — er — speed things up a bit, would yeh mind not mentionin’ it at Hogwarts? ” “Of course not,” said Harry, eager to see more magic. Hagrid pulled out the pink umbrella again, tapped it twice on the side of the boat, and they sped off toward land.	Harry can also break rule and hide adults’ secret to fulfill his own curiosity.	
3	64	Harry sat and thought about this while Hagrid read his newspaper, the <i>Daily Prophet</i> . Harry had learned from Uncle Vernon that people liked to be left alone while they did this, but it was very difficult, he’d never had so many questions in his life. “Ministry o’ Magic messin’ things up as usual,” Hagrid muttered, turning the page. “There’s a Ministry of Magic?” Harry asked, before he could stop himself.	Harry has a big curiosity and courage to know more.	
4	79	Harry was rather quiet as he ate the ice cream Hagrid had bought him (chocolate and raspberry with chopped nuts).	A child also owns a bad side. Harry can also tell a	

No	Page	Quotation	Explanation	Category
		<p>“What’s up?” said Hagrid. “Nothing,” Harry lied.</p>	lie.	
5	80	<p>Hagrid almost had to drag Harry away from Curses and Counter-curses (<i>Bewitch Your Friends and Befuddle Your Enemies with the Latest Revenges: Hair Loss, Jelly-Legs, Tongue-Tying and Much, Much More</i>) by Professor Vindictus Viridian. “I was trying to find out how to curse Dudley.” “I’m not sayin’ that’s not a good idea, but yer not ter use magic in the Muggle world except in very special circumstances,” said Hagrid.</p>	Harry wants to take a revenge on Dudley who treats him badly. Harry has courage to fight back.	
6	108	<p>He turned back to Harry. “You’ll soon find out some wizarding families are much better than others, Potter. You don’t want to go making friends with the wrong sort. I can help you there.” He held out his hand to shake Harry’s, but Harry didn’t take it.</p>	A child can understand which is good and bad for them. He has his own standard to choose the one he can make friends with.	
7	134	<p>The class everyone had really been looking forward to was Defense Against the Dark Arts, but Quirrell’s lessons turned out to be a bit of a joke. His classroom smelled strongly of garlic, which everyone said was to ward off a vampire he’d met in Romania and was afraid would be coming back to get him one of these days. His turban, he told them, had been given to him by an African prince as a thank-you for getting rid of a troublesome zombie, but they weren’t sure they believed this story. For one thing, when Seamus Finnigan asked eagerly to hear how Quirrell had fought off the zombie, Quirrell went pink and started talking about the weather; for another, they had noticed that a funny smell hung around the turban, and the Weasley twins insisted that it was stuffed full of garlic as well, so that Quirrell was protected</p>	Children can understand well by observing the situation and adults’ behavior. They know that Quirrell lies and makes up the stories.	

No	Page	Quotation	Explanation	Category
		wherever he went.		
8	141	Harry told Hagrid about Snape's lesson. Hagrid, like Ron, told Harry not to worry about it, that Snape liked hardly any of the students. "But he seemed to really <i>hate</i> me." "Rubbish!" said Hagrid. "Why should he?" Yet Harry couldn't help thinking that Hagrid didn't quite meet his eyes when he said that.	Harry understands when an adult lie by observing their gesture.	
9	164	All they really wanted now was a way of getting back at Malfoy , and to their great delight, just such a thing arrived in the mail about a week later.	They have courage to fight back against Malfoy	
10	190	"He's doing something — jinxing the broom," said Hermione. "What should we do?" "Leave it to me."	She can solve Harry's problem by her own way and thinking.	
11	227	"So we were right, it <i>is</i> the Sorcerer's Stone, and Snape's trying to force Quirrell to help him get it. He asked if he knew how to get past Fluffy — and he said something about Quirrell's 'hocus-pocus' — I reckon there are other things guarding the stone apart from Fluffy, loads of enchantments, probably, and Quirrell would have done some anti-Dark Arts spell that Snape needs to break through — "	Children are also curious about serious matters.	
12	233	So now they had something else to worry about: what might happen to Hagrid if anyone found out he was hiding an illegal dragon in his hut.	Children can worry something like adults generally do.	
13	243	"Harry!" Neville burst out, the moment he saw the other two. " I was trying to find you to warn you , I heard Malfoy saying he was going to catch you, he said you had a drag —"	Neville has been brave enough to look for his friends in the middle of the	

No	Page	Quotation	Explanation	Category
			night and break a school rule in order to inform them something.	
14	265	“Don’t you think it’s a bit odd,” said Harry, scrambling up the grassy slope, “that what Hagrid wants more than anything else is a dragon, and a stranger turns up who just happens to have an egg in his pocket? How many people wander around with dragon eggs if it’s against wizard law? Lucky they found Hagrid, don’t you think? Why didn’t I see it before?”	Harry can guess a weird thing better than Hagrid.	
15	268	“Potter, I know what I’m talking about,” she said shortly. She bent down and gathered up the fallen books. “I suggest you all go back outside and enjoy the sunshine.” But they didn’t.	Children can disobey what an adult asks them to do.	
16	272	But Neville was clearly steeling himself to do something desperate. “I won’t let you do it,” he said, hurrying to stand in front of the portrait hole. “I’ll — I’ll fight you!”	Neville has courage to against his own friends when they do something bad or harmful.	
17	274	At the foot of the first set of stairs, they spotted Mrs. Norris skulking near the top. “ Oh, let’s kick her, just this once, ” Ron whispered in Harry’s ear, but Harry shook his head. As they climbed carefully around her, Mrs. Norris turned her lamplike eyes on them, but didn’t do anything.	Ron can turn to be a bad boy.	
18	283	“Yes . . .” said Ron softly, “it’s the only way . . . I’ve got to be taken.” “NO!” Harry and Hermione shouted.	He has courage and sacrifice himself in order to	

No	Page	Quotation	Explanation	Category
		“That’s chess!” snapped Ron. “You’ve got to make some sacrifices! I make my move and she’ll take me — that leaves you free to checkmate the king, Harry!”	stop the sorcerer’s stone from being taken by someone.	
19	297	“Destroyed?” said Harry blankly. “But your friend — Nicolas Flamel —” “Oh, you know about Nicolas?” said Dumbledore, sounding quite delighted. “You <i>did</i> do the thing properly, didn’t you? Well, Nicolas and I have had a little chat, and agreed it’s all for the best.” “But that means he and his wife will die, won’t they?”	Harry thinks of other people.	
20	309	“Oh, I will,” said Harry, and they were surprised at the grin that was spreading over his face. “They don’t know we’re not allowed to use magic at home. I’m going to have a lot of fun with Dudley this summer. . . .”	Harry wants to take a revenge on Dudley.	
21	270	“SO WHAT?” Harry shouted. “Don’t you understand? If Snape gets hold of the Stone, Voldemort’s coming back! Haven’t you heard what it was like when he was trying to take over? There won’t be any Hogwarts to get expelled from! He’ll flatten it, or turn it into a school for the Dark Arts! Losing points doesn’t matter anymore, can’t you see? D’you think he’ll leave you and your families alone if Gryffindor wins the House Cup? If I get caught before can get to the Stone, well, I’ll have to go back to the Dursleys and wait for Voldemort to find me there, it’s only dying a bit later than I would have, because I’m never going over to the Dark Side! I’m going through that trapdoor tonight and nothing you two say is going to stop me! Voldemort killed my parents, remember?”	Harry has an ability to prioritize what he should do and owns power to do something as what he believes should be done soon.	

No	Page	Quotation	Explanation	Category
1	12	Professor McGonagall's voice trembled as she went on. "That's not all. They're saying he tried to kill the Potters' son, Harry. But — he couldn't. He couldn't kill that little boy. No one knows why, or how, but they're saying that when he couldn't kill Harry Potter, Voldemort's power somehow broke — and that's why he's gone."	A little boy, Harry, can defeat a grown-up dark wizard, Voldemort. Voldemort's power also is vanished when he tries to kill Harry.	C. Giving them important positions
2	12	"It's — it's <i>true</i> ?" faltered Professor McGonagall. "After all he's done . . . all the people he's killed . . . he couldn't kill a little boy? It's just astounding . . . of all the things to stop him . . . but how in the name of heaven did Harry survive?"	Harry who is a little boy can stop Voldemort when other people cannot do it. He is alive when other people were dead.	
3	55-56	"You-Know-Who killed 'em. An' then — an' this is the real myst'ry of the thing — he tried to kill you, too. Wanted ter make a clean job of it, I suppose, or maybe he just liked killin' by then. But he couldn't do it. Never wondered how you got that mark on yer forehead? That was no ordinary cut. That's what yeh get when a powerful, evil curse touches yeh — took care of yer mum an' dad an' yer house, even — but it didn't work on you, an' that's why yer famous, Harry. No one ever lived after he decided ter kill 'em, no one except you, an' he'd killed some o' the best witches an' wizards of the age — the McKinnons, the Bones, the Prewetts — an' you was only a baby, an' you lived."	Other people cannot escape from death when they face Voldemort but Harry is safe and alive. Voldemort has killed many people including Harry's parents.	
4	69	The Leaky Cauldron had suddenly gone completely still and silent. " Bless my soul, " whispered the old bartender, " Harry Potter . . . what an honor. "	Harry is a special child who other adults value him as an important and honorable person.	

No	Page	Quotation	Explanation	Category
5	69	Harry didn't know what to say. Everyone was looking at him. The old woman with the pipe was puffing on it without realizing it had gone out. Hagrid was beaming. Then there was a great scraping of chairs and the next moment, Harry found himself shaking hands with everyone in the Leaky Cauldron.	Everyone wants to shake hand with Harry. He is an important child.	
6	121-122	Harry heard the hat shout the last word to the whole hall. He took off the hat and walked shakily toward the Gryffindor table. He was so relieved to have been chosen and not put in Slytherin, he hardly noticed that he was getting the loudest cheer yet. Percy the Prefect got up and shook his hand vigorously, while the Weasley twins yelled, " We got Potter! We got Potter! " Harry sat down opposite the ghost in the ruff he'd seen earlier.	His dormitory students value him more and are happy by knowing Harry join their dormitory.	
7	125	"Well, my gran brought me up and she's a witch," said Neville, "but the family thought I was all-Muggle for ages. My Great Uncle Algie kept trying to catch me off my guard and force some magic out of me — he pushed me off the end of Blackpool pier once, I nearly drowned — but nothing happened until I was eight. Great Uncle Algie came round for dinner, and he was hanging me out of an upstairs window by the ankles when my Great Auntie Enid offered him a meringue and he accidentally let go. But I bounced — all the way down the garden and into the road. They were all really pleased, Gran was crying, she was so happy. And you should have seen their faces when I got in here — they thought I might not be magic enough to come, you see. Great Uncle Algie was so pleased he bought me my toad."	Neville's family is happy by knowing he becomes a wizard. Neville is very important for his family.	
8	164	Harry ripped open the letter first, which was lucky, because it said: DO NOT OPEN THE PARCEL AT THE TABLE.	Harry gets a special gift (a broomstick) and an	

No	Page	Quotation	Explanation	Category
		It contains your new Nimbus Two Thousand, but I don't want everybody knowing you've got a broomstick or they'll all want one. Oliver Wood will meet you tonight on the Quidditch field at seven o'clock for your first training session.	exceptional rule in owning a broomstick in his first year.	
9	169	<i>"This,"</i> said Wood, "is the Golden Snitch, and it's the most important ball of the lot. It's very hard to catch because it's so fast and difficult to see. It's the Seeker's job to catch it. You've got to weave in and out of the Chasers, Beaters, Bludgers, and Quaffle to get it before the other team's Seeker, because whichever Seeker catches the Snitch wins his team an extra hundred and fifty points, so they nearly always win. That's why Seekers get fouled so much. A game of Quidditch only ends when the Snitch is caught, so it can go on for ages — I think the record is three months, they had to keep bringing on substitutes so the players could get some sleep.	Harry joins the Gryffindor's Quidditch team and is trusted to fill an important position in the team by being a Seeker.	
10	295	"Master, I cannot hold him — my hands — my hands!" And Quirrell, though pinning Harry to the ground with his knees, let go of his neck and stared, bewildered, at his own palms — Harry could see they looked burned, raw, red, and shiny.	Quirell cannot touch Harry's skin with bare hand. In addition, every time he touches it, his own skin is burned.	
11	295	Quirrell rolled off him, his face blistering, too, and then Harry knew: Quirrell couldn't touch his bare skin , not without suffering terrible pain — his only chance was to keep hold of Quirrell, keep him in enough pain to stop him from doing a curse.	Harry can stop Quirrell by the fact that the man cannot touch his bare skin.	
12	305	<i>"First — to Mr. Ronald Weasley . . ."</i> Ron went purple in the face; he looked like a radish with a bad sunburn. ". . . for the best-played game of chess Hogwarts has seen in many	Ron is awarded because he sacrifices himself in playing the giant wizard chess in	

No	Page	Quotation	Explanation	Category
		years, I award Gryffindor House fifty points.”	order to save the stone.	
13	305	“Second — to Miss Hermione Granger . . . for the use of cool logic in the face of fire, I award Gryffindor House fifty points.”	Hermione is awarded because of her brilliant logic.	
14	306	“Third — to Mr. Harry Potter . . .” said Dumbledore. The room went deadly quiet. “. . . for pure nerve and outstanding courage, I award Gryffindor House sixty points.”	Harry gets sixty points by showing his bravery in order to save the stone and defeat Voldemort	
15	306	“There are all kinds of courage,” said Dumbledore, smiling. “ It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. I therefore award ten points to Mr. Neville Longbottom.”	Neville gets ten points by having courage to face his own friends.	
1	20	Dudley’s favorite punching bag was Harry, but he couldn’t often catch him. Harry didn’t look it, but he was very fast.	Harry can manage to escape from Dudley who wants to hurt him.	D. Making them capable
2	199	Ron also started teaching Harry wizard chess. This was exactly like Muggle chess except that the figures were alive, which made it a lot like directing troops in battle. Ron’s set was very old and battered. Like everything else he owned, it had once belonged to someone else in his family — in this case, his grandfather. However, old chessmen weren’t a drawback at all. Ron knew them so well he never had trouble getting them to do what he wanted.	Ron has a special capability that he is best in the wizard chess area.	
3	224	Harry jumped off his broom, a foot from the ground. He couldn’t believe it. He’d done it — the game was over; it had barely lasted five minutes. As Gryffindors came spilling onto the field, he saw Snape land	Harry can defeat Snape in Quidditch match.	

No	Page	Quotation	Explanation	Category
		<p>nearby, white-faced and tight-lipped — then Harry felt a hand on his shoulder and looked up into Dumbledore’s smiling face.</p> <p>“Well done,” said Dumbledore quietly, so that only Harry could hear.</p> <p>“Nice to see you haven’t been brooding about that mirror . . . been keeping busy . . . excellent . . .”</p> <p>Snape spat bitterly on the ground.</p>		
4	280	<p>“We’ve got to close in on it!” Harry called, not taking his eyes off the key with the damaged wing. “Ron, you come at it from above — Hermione, stay below and stop it from going down — and I’ll try and catch it. Right, NOW!”</p>	Harry has an ability to take control and guide his friends.	
5	282	<p>“Well, Harry, you take the place of that bishop, and Hermione, you go there instead of that castle.”</p> <p>“What about you?”</p> <p>“I’m going to be a knight,” said Ron.</p>	Ron can own a power to order his friends because he has a special capability better than others in playing wizard chess.	
6	291	<p>Harry’s mind was racing.</p> <p><i>What I want more than anything else in the world at the moment, he thought, is to find the Stone before Quirrell does. So if I look in the mirror, I should see myself finding it — which means I’ll see where it’s hidden! But how can I look without Quirrell realizing what I’m up to?</i></p>	Harry tries to defeat an adult. Moreover, he has a quick-witted brain to guide him to get the stone.	
7	292	<p>He saw his reflection, pale and scared-looking at first. But a moment later, the reflection smiled at him. It put its hand into its pocket and pulled out a blood-red stone. It winked and put the Stone back in its pocket — and as it did so, Harry felt something heavy drop into his real pocket. Somehow — incredibly — <i>he’d gotten the Stone.</i></p>	Harry is able to get the stone faster compared to Quirrel.	

No	Page	Quotation	Explanation	Category
8	295	<p>Harry jumped to his feet, caught Quirrell by the arm, and hung on as tight as he could. Quirrell screamed and tried to throw Harry off — the pain in Harry’s head was building — he couldn’t see — he could only hear Quirrell’s terrible shrieks and Voldemort’s yells of, “KILL HIM! KILL HIM!” and other voices, maybe in Harry’s own head, crying, “</p>	He defeats Quirell.	
1	13	<p>“You don’t mean — you can’t mean the people who live here?” cried Professor McGonagall, jumping to her feet and pointing at number four. “Dumbledore — you can’t. I’ve been watching them all day. You couldn’t find two people who are less like us. And they’ve got this son — I saw him kicking his mother all the way up the street, screaming for sweets. Harry Potter come and live here!”</p> <p>“It’s the best place for him,” said Dumbledore firmly. “His aunt and uncle will be able to explain everything to him when he’s older. I’ve written them a letter.”</p> <p>“A letter?” repeated Professor McGonagall faintly, sitting back down on the wall. “Really, Dumbledore, you think you can explain all this in a letter? These people will never understand him! He’ll be famous — a legend — I wouldn’t be surprised if today was known as Harry Potter Day in the future — there will be books written about Harry — every child in our world will know his name!”</p> <p>“Exactly,” said Dumbledore, looking very seriously over the top of his half-moon glasses. “It would be enough to turn any boy’s head. Famous before he can walk and talk! Famous for something he won’t even remember! Can’t you see how much better off he’ll be, growing up away from all that until he’s ready to take it?”</p>	Dumbledore trusts Harry can grow better and do well even if he is with the Dursleys who cannot be nice to him.	E. Giving them trust

No	Page	Quotation	Explanation	Category
2	121	<p>Harry gripped the edges of the stool and thought, <i>Not Slytherin, not Slytherin.</i></p> <p>“Not Slytherin, eh?” said the small voice. “Are you sure? You could be great, you know, it’s all here in your head, and Slytherin will help you on the way to greatness, no doubt about that — no? Well, if you’re sure — better be GRYFFINDOR!”</p>	<p>Harry’s opinion is considered in choosing his appropriate dormitory. Harry’s personality is better than what he knows.</p>	
3	213-214	<p>“The Mirror will be moved to a new home tomorrow, Harry, and I ask you not to go looking for it again. If you ever do run across it, you will now be prepared. It does not do to dwell on dreams and forget to live, remember that. Now, why don’t you put that admirable cloak back on and get off to bed?”</p>	<p>Dumbledore believes Harry be not defeated by his own desire when see the Mirror again. Harry is also not being punished by getting out of bed in the middle of the night.</p>	
4	255	<p>“We’ll be lucky ter catch anythin’ now, with the racket you two were makin’. Right, we’re changin’ groups — Neville, you stay with me an’ Hermione, Harry, you go with Fang an’ this idiot. I’m sorry,” Hagrid added in a whisper to Harry, “but he’ll have a harder time frightenin’ you, an’ we’ve gotta get this done.”</p>	<p>Harry is considered as a brave child.</p>	
5	302	<p>“<i>Well</i>, I got back all right,” said Hermione. “I brought Ron round — that took a while — and we were dashing up to the owlery to contact Dumbledore when we met him in the entrance hall — he already knew — he just said, ‘Harry’s gone after him, hasn’t he?’ and hurtled off to the third floor.”</p> <p>“D’you think he meant you to do it?” said Ron. “Sending you your fathers cloak and everything?”</p>	<p>Dumbledore believes that Harry can stop Voldemort to own the sorcerer’s stone successfully by providing him chances and tools.</p>	

C. Table 3: The Influences of Child Empowerment

Data No	Page	Category	Quotation	Explanation
1	136	Becoming knowledgeable	At the start-of-term banquet, Harry had gotten the idea that Professor Snape disliked him. By the end of the first Potions lesson, he knew he'd been wrong. Snape didn't dislike Harry — he <i>hated</i> him.	Harry is able to know if someone hates him.
2	272		Neville stared at their guilty faces. "You're going out again," he said. "No, no, no," said Hermione. "No, we're not. Why don't you go to bed, Neville?"	Neville understands the situation by seeing their faces.
3	277		She leapt up and struggled toward a damp wall. She had to struggle because the moment she had landed, the plant had started to twist snakelike tendrils around her ankles. As for Harry and Ron, their legs had already been bound tightly in long creepers without their noticing.	Hermione is able to elude the plant.
4	282		"This needs thinking about. . ." he said. "I suppose we've got to take the place of three of the black pieces. . ." Harry and Hermione stayed quiet, watching Ron think. Finally he said, "Now, don't be offended or anything, but neither of you are that good at chess —" "We're not offended," said Harry quickly. "Just tell us what to do."	Ron has more and better knowledge in playing the wizard chess than Harry and Hermione.
5	286		Hermione read the paper several times. Then she walked up and down the line of bottles, muttering to herself and pointing at them. At last, she clapped her hands. "Got it," she said. "The smallest bottle will get us through the black fire — toward the Stone."	Hermione has great understanding in solving problems.
6	307		Harry had almost forgotten that the exam results were still to come, but	The result shows that

Data No	Page	Category	Quotation	Explanation
			come they did. To their great surprise, both he and Ron passed with good marks; Hermione, of course, had the best grades of the first years. Even Neville scraped through, his good Herbology mark making up for his abysmal Potions one. They had hoped that Goyle, who was almost as stupid as he was mean, might be thrown out, but he had passed, too. It was a shame, but as Ron said, you couldn't have everything in life.	they are capable to pass the exam.
1	78	Becoming aware	<p>“Oh,” said the boy, “I’ve heard of him. He’s a sort of servant, isn’t he?”</p> <p>“He’s the gamekeeper,” said Harry. He was liking the boy less and less every second.</p> <p>“Yes, exactly. I heard he’s a sort of <i>savage</i> — lives in a hut on the school grounds and every now and then he gets drunk, tries to do magic, and ends up setting fire to his bed.”</p> <p>“I think he’s brilliant,” said Harry coldly.</p>	Harry is aware that he should see people from their <small>neither</small> appearance <small>nor</small> background.
2	139		<p>This was so unfair that Harry opened his mouth to argue, but Ron kicked him behind their cauldron.</p> <p>“Don’t push it,” he muttered, “I’ve heard Snape can turn very nasty.”</p>	Ron is aware that arguing can worsen the situation.
3	177		<p>Hermione had managed to get to her feet at last.</p> <p>“I went looking for the troll because I — I thought I could deal with it on my own — you know, because I’ve read all about them.”</p> <p>Ron dropped his wand. Hermione Granger, telling a downright lie to a teacher?</p>	Hermione is aware that telling a lie is a right thing to do at that situation.
4	178		<p>Hermione hung her head. Harry was speechless. Hermione was the last person to do anything against the rules, and here she was, pretending she had, to get them out of trouble. It was as if Snape had started handing out sweets.</p>	Hermione changes her perspective in order to get Harry and Ron out of trouble.
5	181		Hermione had become a bit more relaxed about breaking rules since	Hermione’s perspective

Data No	Page	Category	Quotation	Explanation
			Harry and Ron had saved her from the mountain troll, and she was much nicer for it.	and attitude have changed.
6	212		“I dunno, I’ve just got a bad feeling about it — and anyway, you’ve had too many close shaves already. Filch, Snape, and Mrs. Norris are wandering around. So what if they can’t see you? What if they walk into you? What if you knock something over?” “You sound like Hermione.”	Ron becomes more cautious and aware in breaking the school rule.
7	299		“Alas, the first thing you ask me, I cannot tell you. Not today. Not now. You will know, one day . . . put it from your mind for now, Harry. When you are older . . . I know you hate to hear this . . . when you are ready, you will know.” And Harry knew it would be no good to argue.	Harry is aware and knows the best thing to do.
8	302		“No, it isn’t,” said Harry thoughtfully. “He’s a funny man, Dumbledore. I think he sort of wanted to give me a chance. I think he knows more or less everything that goes on here, you know. I reckon he had a pretty good idea we were going to try, and instead of stopping us, he just taught us enough to help. I don’t think it was an accident he let me find out how the mirror worked. It’s almost like he thought I had the right to face Voldemort if I could. . . .”	Harry is able to value Dumbledore with fair and rational reasons.
9	303		“Yeh could’ve died!” sobbed Hagrid. “An’ don’ say the name!” “VOLDEMORT!” Harry bellowed, and Hagrid was so shocked, he stopped crying. “I’ve met him and I’m calling him by his name. Please cheer up, Hagrid, we saved the Stone, it’s gone, he can’t use it. Have a Chocolate Frog, I’ve got loads. . . .”	Harry knows to not be scared calling someone’s name.
1	100	Becoming sociable	Harry didn’t think there was anything wrong with not being able to afford an owl. After all, he’d never had any money in his life until a	Harry tries to comfort Ron.

Data No	Page	Category	Quotation	Explanation
			month ago, and he told Ron so , all about having to wear Dudley's old clothes and never getting proper birthday presents. This seemed to cheer Ron up.	
2	102		"Go on, have a pasty," said Harry, who had never had anything to share before or, indeed, anyone to share it with. It was a nice feeling, sitting there with Ron , eating their way through all Harry's pasties, cakes, and candies (the sandwiches lay forgotten).	Harry has Ron as his friend to share with.
3	140		The rock cakes were shapeless lumps with raisins that almost broke their teeth, but Harry and Ron pretended to be enjoying them as they told Hagrid all about their first lessons. Fang rested his head on Harry's knee and drooled all over his robes.	Ron and Harry eat the rock cakes because they do not want to hurt Hagrid's feeling.
4	142		As Harry and Ron walked back to the castle for dinner, their pockets weighed down with rock cakes they'd been too polite to refuse , Harry thought that none of the lessons he'd had so far had given him as much to think about as tea with Hagrid.	Ron and Harry do not want to hurt Hagrid's feeling
5	179		But from that moment on, Hermione Granger became their friend . There are some things you can't share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them.	Hermione, Harry and Ron are now friends.
6	271		"All — all three of us?" "Oh, come off it, you don't think we'd let you go alone?" " Of course not, " said Hermione briskly. " How do you think you'd get to the Stone without us? I'd better go and look through my books, there might be something useful. . . ."	Ron and Hermione have proven their solidarity to Harry.
7	301		It was one of those rare occasions when the true story is even more strange and exciting than the wild rumors. Harry told them everything: Quirrell; the mirror; the Stone; and Voldemort. Ron and	Harry shares his story to Ron and Hermione.

Data No	Page	Category	Quotation	Explanation
			Hermione were a very good audience; they gasped in all the right places, and when Harry told them what was under Quirrell's turban, Hermione screamed out loud.	
1	39	Becoming Proactive	Harry walked round and round his new room. Someone knew he had moved out of his cupboard and they seemed to know he hadn't received his first letter. Surely that meant they'd try again? And this time he'd make sure they didn't fail. He had a plan.	Harry has made a plan in order to get the letter.
2	89		On the last day of August he thought he'd better speak to his aunt and uncle about getting to King's Cross station the next day, so he went down to the living room where they were watching a quiz show on television.	Harry asks his uncle and aunt to get free ride to King's Cross station.
3	175		" <i>Hermione!</i> " they said together. It was the last thing they wanted to do, but what choice did they have? Wheeling around, they sprinted back to the door and turned the key, fumbling in their panic. Harry pulled the door open and they ran inside.	Ron and Harry try to help Hermione.
4	175		Howling with pain, the troll twisted and flailed its club, with Harry clinging on for dear life; any second, the troll was going to rip him off or catch him a terrible blow with the club. Hermione had sunk to the floor in fright; Ron pulled out his own wand — not knowing what he was going to do he heard himself cry the first spell that came into his head: "<i>Wingardium Leviosa!</i>"	Ron has managed to save Hermione by spelling charm successfully.
5	191		Hermione had fought her way across to the stand where Snape stood, and was now racing along the row behind him; she didn't even stop to say sorry as she knocked Professor Quirrell headfirst into the row in front. Reaching Snape, she crouched down, pulled out her wand, and whispered a few, well-chosen words. Bright blue flames shot from her	Hermione has managed to save Harry by her own ability.

Data No	Page	Category	Quotation	Explanation
			<p>wand onto the hem of Snape’s robes.</p> <p>It took perhaps thirty seconds for Snape to realize that he was on fire. A sudden yelp told her she had done her job. Scooping the fire off him into a little jar in her pocket, she scrambled back along the row — Snape would never know what had happened.</p> <p>It was enough. Up in the air, Harry was suddenly able to clamber back on to his broom.</p>	
6	220-221		<p>The next morning in Defense Against the Dark Arts, while copying down different ways of treating werewolf bites, Harry and Ron were still discussing what they’d do with a Sorcerer’s Stone if they had one. It wasn’t until Ron said he’d buy his own Quidditch team that Harry remembered about Snape and the coming match.</p> <p>“I’m going to play,” he told Ron and Hermione. “If I don’t, all the Slytherins will think I’m just too scared to face Snape. I’ll show them . . . it’ll really wipe the smiles off their faces if we win.”</p>	Harry tries to face his problem rather than avoiding it.
7	223		<p>“You know how I think they choose people for the Gryffindor team?” said Malfoy loudly a few minutes later, as Snape awarded Hufflepuff another penalty for no reason at all. “It’s people they feel sorry for. See, there’s Potter, who’s got no parents, then there’s the Weasleys, who’ve got no money — you should be on the team, Longbottom, you’ve got no brains.”</p> <p>Neville went bright red but turned in his seat to face Malfoy.</p> <p>“I’m worth twelve of you, Malfoy,” he stammered.</p>	Neville has become braver in facing his problem and enemy.
8	236		<p>“No — Charlie — your brother, Charlie. In Romania. Studying dragons. We could send Norbert to him. Charlie can take care of him and then put him back in the wild!”</p> <p>“Brilliant!” said Ron. “How about it, Hagrid?”</p>	Harry is able to find a solution to get rid of the dragon.

Data No	Page	Category	Quotation	Explanation
9	266		<p>“We’ve got to go to Dumbledore,” said Harry. “Hagrid told that stranger how to get past Fluffy, and it was either Snape or Voldemort under that cloak — it must’ve been easy, once he’d got Hagrid drunk. I just hope Dumbledore believes us. Firenze might back us up if Bane doesn’t stop him. Where’s Dumbledore’s office?”</p>	<p>Harry tries to stop someone stealing the stone.</p>
10	280		<p>Not for nothing, though, was Harry the youngest Seeker in a century. He had a knack for spotting things other people didn’t. After a minute’s weaving about through the whirl of rainbow feathers, he noticed a large silver key that had a bent wing, as if it had already been caught and stuffed roughly into the keyhole.</p>	<p>Harry has managed to find the correct key.</p>

THE PLOT SUMMARY OF
J. K. ROWLING'S *HARRY POTTER AND THE SORCERER'S STONE*

This story begins with a one-year-old boy named Harry Potter whose parents have been killed and their house has been destroyed by an evil wizard named Voldemort. Thus, he has to live with the only family member, the Dursleys who are ordinary people with bad habits. After ten years have passed, Harry who is always treated as a servant by his family gets a letter from no one. This letter makes this family in chaos and hides something by taking it away.

However, Hagrid, the keeper of the key brings information about Harry's real story and identity which are always kept by the Dursleys. Harry is also accepted in Hogwarts, a school of magic. When he goes to Diagon Alley to buy his school supplies, he accompanies Hagrid to a mysterious thing in the Gringotts, the wizard bank.

During his journey to the school, he meets Ronald Weasley or Ron who becomes his first friend. In the school, Harry is accepted in Gryffindor, a House in the school. However, he meets with an unpleasant teacher named Snape who seems to hate him and the arrogant boy named Draco Malfoy who is from Slytherin, another House in the school.

Harry has been accepted in Quidditch—a kind of wizard football team because Professor McGonagall finds out Harry's talent when he tries to stop Draco Malfoy who steals Neville Longbottom's Remembrall—a ball which can tell if there is something forgotten. Harry and Ron have a quarrel with Draco Malfoy which

makes them have a midnight duel. Because of that duel, Harry knows that the mysterious thing has been guarded by a three-headed dog in the forbidden corridor. In the Halloween, Hermione Granger becomes Harry and Ron's friend because of the troll accident. Then, Harry, Hermione and Ron suspect that Snape tries to harm Harry and pass over the three-headed dog to get the mysterious thing. Because of Hagrid, they know that someone named Nicholas Flamel has involved.

Trying to find out Nicholas Flamel, Harry is helped by the Invisibility Cloak—the cloak which makes a person invisible because he can wonder the school around without being found. It also leads him to find the Mirror of Erised which allows him to see his family in the reflection that makes him go there every day. Yet, Professor Dumbledore knows it and stops him.

After doing a lot of searching, they find out that the mysterious thing is called the Sorcerer's Stone. Harry believes that Snape tries to get the stone for Voldemort to make him gain more power. Harry, Ron and Hermione tell many adults about this fact but no one believes them.

Therefore, Harry, Ron and Hermione pass through the trap door where the three-headed dog and other enchantments protect the stone. They face many obstacles: the snake-like plant named Devil's Snare, the winged key, the troll, the giant wizard chess where Ron has sacrificed himself, the logical puzzle where Hermione has to go back to save Ron and tell Dumbledore and the last, the Mirror of Erised. Finally, Harry Potter faces Professor Quirrel, the man with two faces—his own face and Voldemort's—and wins over him.

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