

**THE REFLECTION OF ATTACHMENT STYLE IN  
J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE  
CURSED CHILD***

**TERM PAPER**



**By:**

**ANISA FAJRIANTI**

**2014130068**

**STRATA ONE (S-1) OF ENGLISH DEPARTMENT  
FACULTY OF LETTERS  
DARMA PERSADA UNIVERSITY  
JAKARTA  
2018**

**THE REFLECTION OF ATTACHMENT STYLE IN  
J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE  
CURSED CHILD***

**TERM PAPER**

Submitted in Part Fulfilling for Obtaining  
Strata One (S-1) Degree



**By:  
ANISA FAJRIANTI  
2014130068**

**STRATA ONE (S-1) OF ENGLISH DEPARTMENT  
FACULTY OF LETTERS  
DARMAPERSADAUNIVERSITY  
JAKARTA  
2018**

## INTELLECTUAL PROPERTY STATEMENT PAGE

I hereby declare that the term-paper is the result of my own work and not half or total plagiarism of someone and all the sources quoted or referenced have been stated correctly.

Name : Anisa Fajrianti

Registration Number : 2014130068

Signature : 

Date : February 9th, 2018

## TEST FEASIBILITY APPROVAL PAGE

The term paper submitted by :

Name : Anisa Fajrianti

Reg. No : 2014130068

Study Program : English Department/ Strata one degree (S-1)

The title of the term-paper : The Reflection Of Attachment Style In J.K.  
Rowling's Playscript *Harry Potter And The  
Cursed Child*

has been approved by Advisor, Reader, and Head of English Department to be tested in front of the Board of Examiners on February 9<sup>th</sup>, 2018 at the English Department, the Faculty of Letters, Darma Persada University.

Advisor :  .....

Dra. Karina Adinda, MA

Reader :  .....

Drs. Rusydi M. Yusuf, M.si

Head of English Dept :  .....

Tommy Andrian, SS, M.Hum

**APPROVAL PAGE**

The Term Paper has been tested in a closed session on February 9<sup>th</sup>, 2018

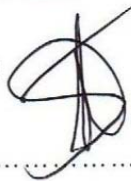
By

**BOARD OF EXAMINERS**

Consisting of:

Advisor

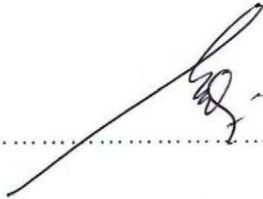
:

  
.....

Dra. Karina Adinda, MA

Reader

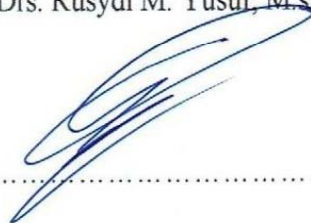
:

  
.....

Drs. Rusydi M. Yusuf, M.Si

Head of English Dept


:

  
.....

Tommy Andrian, SS, M.Hum

Approved on February 9<sup>th</sup>, 2018

Head of English Department

  
Tommy Andrian, SS, M. Hum

Dean of Faculty of Letters



  
Dr. Nani Dewi Sunengsih, SS, M.Pd

## ACKNOWLEDGEMENT

Alhamdulillah rabbiil ‘aalamiin, praise be to Allah SWT who has given the mercy and blesses to me to be able to finish my term paper *entitled The Reflection Of Attachment Style In J.K. Rowling’s Playscript Harry Potter And The Cursed Child*. This paper is submitted as a partial fulfillment of the requirements for obtaining the Strata One (S1) degree at the English Department, the Faculty of Letters, University of Darma Persada. There are many great people who always guide and support me from the beginning until I finish this term-paper. Their advices are very helpful for me to finish this term paper. By account of that, I would like to deliver a lot of gratitude to them, those great people are:

1. Dra. Karina Adinda, MA as the advisor who has guided me patiently and kindly in making my term-paper.
2. Drs. Rusydi M. Yusuf, M.Si as the reader who has checked and corrected the word by word in this term-paper patiently.
3. Mr. Tommy Andrian, SS, M.Hum as the head of English Department.
4. Mrs. Eka Yuniar, SS, M.Si as my Academic Advisor.
5. Dr. Nani Dewi Sunengsih, SS, M.Pd. as the Dean of Faculty of Letters.
6. Mr. Rheinatus, SE, M.Hum and Ms. Nurul Fitriani, SS, M.Hum as the lecturers who has given me a lot of incredible opinion in my term-paper.
7. All lecturers in Faculty of Letters English Department who have helped in the affairs of obtaining the data that I need. Thank you for teaching me English and much knowledge about literature.
8. My beloved family who gives me material assistance and moral support. Thank you to my beloved mother and father. Thank you to my lovely sister Putri Fajriah, Fitria and my other relatives. You are all the precious people Allah SWT gives to me.
9. My term-paper’s mate Yuliana and The Three Muskeeters, thank you for your great opinion. My best mates, Setya, Sekar, Dysa, Elvira, Aulia, Nurhaji, Bagas, Ronny, Indra, Diaz, Andya, and my Japanese’s mates who always support and bring happiness and laughs for me to finish my term paper. The times that I spend with all of you are the greatest moment of my life.

This term-paper is far from perfection. Suggestions and constructive criticism are welcome. I hope this term-paper brings benefits to the next study.

Jakarta ..... 2018

Writer

Anisa Fajrianti

## ABSTRACT

Name : Anisa Fajrianti  
Program of Study : English Literature  
Title : The Reflection Of Attachment Style In J.K. Rowling's  
Playscript *Harry Potter And The Cursed Child*

This term paper discusses about a literary work, a playscript. The discussion is about the theme of a literary work by applying two approaches; intrinsic and extrinsic approaches. Through the intrinsic approach, the concepts are: characterization using showing method and telling method, setting and plot. For the extrinsic approaches, there is the theory of attachment style. This term-paper explains about how the relationship between father-son becomes a conflict and how they solve it. This term paper is variety of qualitative research, types of library research, interpretative analysis using method by collecting data in the form of literary texts from J.K. Rowling's playscript *Harry Potter And The Cursed Child* as the primary source and is supported by some of the books, journals and literatures that relate to the theories, concepts and the relevant definition as the secondary sources.

**Keywords:** *Albus Potter, Potter, Father-son, Harry Potter and the Cursed Child*



## **ABSTRAK**

Nama : Anisa Fajrianti  
Program Studi : Sastra Inggris  
Judul : The Reflection Of Attachment Style In J.K. Rowling's  
Playscript *Harry Potter And The Cursed Child*

*Skripsi ini membahas tema karya sastra yang berupa naskah drama. Masalah yang akan dianalisis adalah konsep dari cerminan teori attachment style dengan menggunakan pendekatan intrinsik dan ekstrinsik. Dalam pendekatan intrinsik, terdapat konsep-konsep: Karakterisasi melalui metode langsung dan tidak langsung, alur dan latar. Dalam pendekatan ekstrinsik terdapat teori attachment. Penelitian ini adalah penelitian ragam kualitatif, jenis penelitian kepustakaan, sifatnya interpretative analisis dengan metode pengumpulan data berupa teks karya sastra dari naskah drama yang berjudul *Harry Potter And The Cursed Child* sebagai sumber utama dan didukung oleh beberapa buku, jurnal, dan karya sastra yang terkait dengan teori, konsep dan definisi yang sesuai sebagai sumber sekunder.*

**Kata Kunci:** *Albus Potter, Potter, father-son, Harry Potter and The Cursed Child*

## TABLE OF CONTENTS

INTELLECTUAL PROPERTY STATEMENT PAGE .....	iii
TEST FEASIBILITY APPROVAL PAGE .....	iv
APPROVAL PAGE .....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT .....	viii
<i>ABSTRAK</i> .....	ix
TABLE OF CONTENTS .....	x
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A. Background of the Problem.....	2
B. Identification of the Problem.....	2
C. Limitation of the Problem .....	3
D. Statement of the Problem .....	3
E. Objective of the Research .....	3
F. Methods of the Research .....	4
G. Benefits of the Research.....	4
H. Systematic Organization of the Research.....	4
<b>CHAPTER II: CONCEPT AND THEORY APPROACH .....</b>	<b>6</b>
A. Intrinsic Approach.....	6
1. Characterization .....	6
a. Showing Method .....	6
b. Telling Method.....	8
2. Plot .....	8
a. Exposition.....	8
b. Complication .....	9
c. Climax .....	9
d. Falling Action .....	9
e. Resolution .....	9

3. Setting .....	9
a. Setting as background for the action .....	9
b. Setting as antagonist.....	10
c. Setting as means of creating appropriate atmosphere .....	10
d. Setting as means of revealing character .....	10
B. Extrinsic Approach.....	10
1. Attachment Style.....	10
2. Secure Attachment .....	10
3. Anxious Attachment.....	11
4. Avoidant Attachment .....	11

**CHAPTER III: THE ANALYSIS OF PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD* THROUGH INTRINSIC APPROACH..... 12**

A. Characterization .....	12
1. Albus Potter.....	12
2. Harry Potter.....	26
3. Scorpius Malfoy .....	34
B. Plot .....	43
1. Exposition .....	43
2. Complication .....	45
3. Crisis .....	47
4. Falling Action.....	51
5. Resolution .....	53
C. Setting.....	55
1. Setting as background for the action .....	55
2. Setting as antagonist.....	56
3. Setting as means of creating appropriate atmosphere .....	58
4. Setting as means of revealing character .....	60
D. Summary .....	62

<b>CHAPTER IV: THE REFLECTION OF ATTACHMENT STYLE IN J.K. ROWLING’S PLAYSRIPT <i>HARRY POTTER AND THE CURSED CHILD</i>.....</b>	<b>63</b>
A. Understanding of Attachment Style .....	63
B. Analysis of Reflection Attachment Style in the Playscript .....	64
1. Analysis of Secure Attachment.....	64
a. Albus believes his parents.....	64
b. Albus’s comfortness towards his only friend.....	66
2. Analysis of Anxiety-Avoidant Attachment.....	70
a. Albus’ worries of sorting into Slytherin House..	70
b. Albus’ anxiety of his father popularity.....	72
c. Albus’ anxious becomes avoidant.....	75
<b>CHAPTER V: CONCLUSION.....</b>	<b>78</b>
<b>REFERENCES.....</b>	<b>80</b>
<b>SCHEME OF THE RESEARCH .....</b>	<b>82</b>
<b>RESEARCH POSTER .....</b>	<b>83</b>
<b>BIODATA.....</b>	<b>84</b>

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Family is the most important thing for some people. Family is the base form to learn an education. Each member of a family has different roles. Usually a father will be the breadwinner and the inspiration of their children. A child expects to be more successful than their parents. Sometimes a son expects to be like his father because a son will be the heir of a family. When a son is far from parents' expectation, the parents will feel a disappointment to their son. Especially when sons are different from their fathers, they will lose their confidence in themselves and their social life. This problem between father and son happens in J.K. Rowling's playscript *Harry Potter and The Cursed Child*. In the playscript, J.K. Rowling focuses on Albus and Harry relationship.

J.K. Rowling is the author of the seven Harry Potter novels; three companion books originally published for charity; *The Casual Vacancy*, a novel for adults; and, under the pseudonym of Robert Galbraith, the Cormoran Strike crime series. In 2016, J.K. Rowling made her screenwriting debut and was a producer on the film *Fantastic Beast and Where To Find Them*, a further extension of the Wizarding World and the start of a new five-film series (Rowling, 2016). Joanne Rowling, best known as J.K. Rowling, was born on July 31, 1965, in Yate, England. She is also known as one of the best storytellers of modern era. In 2016, J.K. Rowling collaborated with Jack Thorne and John Tiffany on an original new story for the stage. *Harry Potter and the Cursed Child Parts One and Two* is now running at The Palace Theatre in London's West End. The script book was published to mark the play's opening in July 2016, and instantly topped the bestseller lists. It is the eighth story in the Harry Potter series and the first official Harry Potter story to be presented on stage. Though J. K. Rowling developed the story, the play itself is penned by Jack Thorne, with writing credits also given to director John Tiffany.

*Harry Potter and The Cursed Child* begins nineteen years after the Battle of Hogwarts in the epilogue scene at King's Cross train station from the final

book, *Harry Potter and the Deathly Hallows*. The story tells about how Harry struggle to connect with his middle son Albus, while also sustain his job as the Head of Magical Law for the Ministry of Magic. Albus is uncomfortable about the fact that his father is a very famous person in magic world. He starts to feel that he is not like his father.

The problem begins with Albus enters Slytherin House meanwhile all his family are in Gryffindor. Since that the people around Albus look down to him, people expected him to be like his father. He meets his new friend Scorpius who is the son of Harry's former bully-boy rival Draco Malfoy, who becomes central to the heart of the story told across two parts. The big problem comes after Albus overhears a conversation between his father and Amos Diggory, father of Cedric Diggory, Albus gets an idea that he will fix his father's past mistakes by using a Time-Turner to go back to the Triwizard Tournament and keep Cedric from dying. After receiving some information about an illegal Time-Turner, Harry works with Minister for Magic Hermione Granger to track it down.

According to the background of the problem above, the playscript becomes an exploration of Albus' relationship with his father and his only friend, Scorpius. This relationship between Albus and his relations made me interested to analyze about this playscript. I would like to research how is the relationship between them and how they solve the problem. In researching this issue, I will present evidence about the issues to be discussed. This study is expected to be useful.

## **B. Identification of the Research**

Based on the background of the problem, I can identify the problem of this playscript is the relation between Albus, Harry and Scorpius that can be reflect as Attachment Style. The differences between Albus and his father is the beginning of the problem. Albus is angry to himself, because he cannot be like his father. Scorpius has the same background as Albus. They share their story and start to solve their own problem. The assumption of this playscript is *The Reflection Of Attachment Style In J.K. Rowling's Playscript Harry Potter And The Cursed Child*.

### **C. Limitation of the Research**

Based on the identification of the problem above, I limited on the problem of the playscript as follows:

1. Through intrinsic approaches characterization with showing and telling method, plot and setting.
2. Through extrinsic approaches of attachment style with secure attachment, anxiety attachment and avoidant attachment.

### **D. Statement of the Research**

Based on the background of the problems, I formulate the problem: Is my assumption of this playscript *The Reflection Of Attachment Style In J.K. Rowling's Playscript Harry Potter And The Cursed Child* correct? In order to answer this question, I formulate the problem as follows:

1. What are the characterizations of this playscript through showing method and telling method?
2. What are the setting and plot of this playscript?
3. What are the relationship between the characters through the theory of attachment style?
4. What does the theme reinforce through the intrinsic approaches and extrinsic approaches from this playscript?

### **E. Objectives of the Research**

Based on statement of problem above, I aim to show that the objective of this research is *The Reflection Of Attachment Style In J.K. Rowling's Playscript Harry Potter And The Cursed Child*. I make several steps as follow:

1. To analyze characterization through showing method and telling method
2. To analyze setting and plot in order to reflect the existence of attachment style.
3. To analyze the relation between the characters of this playscript by using the theory of attachment style.

4. To reinforce the theme by using the intrinsic approaches and extrinsic approaches.

#### **F. Method of the Research**

Based on the framework of the theories above, I use qualitative method. Those are study of literature, and interpretative character of research or analysis by collecting data, which is the literature text of the playscript entitled as *Harry Potter and The Cursed Child* as the primary source and it is supported by other literature that relates to the concepts as the secondary source.

#### **G. Benefit of the Research**

Based on the methods of the research above, this study is expected to be useful to those who are interested in getting deeper knowledge of the relationship between parents and their children especially to father and son. This study may be useful since it is done through new perspective along with applying the model of attachment style. I wish the result of this research is appeared as something new and understandable for people who read this playscript.

#### **H. Systematic Organization of the Research**

Related to the title of this research, the systematic presentation is written as follows:

##### **CHAPTER I : INTRODUCTION**

It consists of : Background of the Problem, Identification of Problem, Limitation of Problem, Formulation of Problem, Objective of Research, Framework of Theories, and Methodology of the Research, Benefit of Research and Organizational Presentation.

##### **CHAPTER II : FRAMEWORK OF THE THEORIES**

It consists of theoretical Frameworks, there are several approaches, intrinsic approach, and extrinsic approach

##### **CHAPTER III : THE ANALYSIS OF PLAYSRIPT *HARRY***



***POTTER AND THE CURSED CHILD THROUGH  
INTRINSIC APPROACH***

It consists of the analysis of theme by using the result of intrinsic approach.

**CHAPTER IV : THE REFLECTION OF ATTACHMENT STYLE  
IN J.K. ROWLING'S PLAYSRIPT *HARRY  
POTTER AND THE CURSED CHILD***

It consists of the analysis of theme by using the result of extrinsic approach

**CHAPTER V : CONCLUSION**

It consists of conclusion which shows the theme of this research namely *The Reflection Of Attachment Style In J.K. Rowling's Playscript Harry Potter And The Cursed Child.*

## CHAPTER II

### FRAMEWORK OF THE THEORIES

In order to analyze this work, this research needs some theories or concepts of intrinsic and extrinsic approaches. This chapter explains about intrinsic approach which are characterization, plot and setting. The extrinsic approach explains about the theory of attachment style.

#### A. Intrinsic Approaches

Intrinsic is the method of interpretation of literature which relies only on the original text itself and not on secondary sources. The word *intrinsic* (Pickering &Hooper, 1980:28) means something that is related to the essential nature of a thing. Through this approach, I use the concept of characterization, setting, and plot.

##### 1. Characterization

Characterization is very important in literary work. It supports the plot of a literature work. The relationship between plot and character is a vital and necessary one. Without character there would be no plot and, hence, no story. Characters can be presented by the description in their action, speech, and also their mind (Pickering &Hooper, 1980:28). In researching the playscript by J.K. Rowling, I use a method of characterization through showing method and telling method.

##### a. Showing Method

Showing method (Pickering &Hooper, 1980:29) is a method that involves the author's stepping aside, as it were, to allow the characters to reveal themselves directly through their dialogue and their actions. There are essentially two methods of indirect characterization by showing:

##### 1. Characterization through Dialogue

Characterization through dialogue is quite literally filled with talk. People are forever talking about themselves and between themselves, communicating bits

and pieces of information. It is a rare work of fiction, whose author does not employ dialogue in some way to reveal, establish, and reinforce character. For this reason, characterization through dialogue consists of: what is being said, the identity of speaker, the occasion, the identity of the person or persons the speaker is addressing, the quality of exchange, the speaker's tone of voice, stress, dialect, and vocabulary (Pickering & Hooper, 1980:32). There are several things which we should prepared when we analyze characterization through dialogue, such as :

a. What is being said

In this case, we need to know whether the dialogue will be discussed is something that is important and can influence the events in the story. (Pickering & Hooper, 1980:32).

b. The identity of the speaker.

Something delivered by a main character, which in this case is more important than a subordinate figure, although sometimes information by subordinate leaders can provide important about main characters (Pickering & Hooper, 1980:32).

c. The Occasion

Location or situation of the conversation can also affect a person's character, we will know more about the character of the particular way of seeing them talk to the people around them, usually they will show their character when talking to people which closest to them. (Pickering & Hooper, 1980:33)

d. The identity of the person or persons the speaker addressing.

This narrative performed by characters in the story, where a certain figure says something about the character of the other. (Pickering & Hooper, 1980:33)

e. The quality of the exchange

Characters can also take a look through their mental quality is through rhythm or flow when they speak. (Pickering & Hooper, 1980:33)

f. The speaker's tone of voice, stress, dialect, and vocabulary.

Characters also a figure we can see through their voice, stress, dialect, and vocabulary, but we can see that if we observe and examine it properly and carefully. (Pickering & Hooper, 1980:33)

## 2. Characterization through Action

According to Pickering and Hooper (1980:34), stated that the actions and behavior of the logical development of the psychology and personality; shows how the characters shown in the image actions. Display facial expressions can also show the character of a character. In addition, there is the motivation behind the act and can clarify the description of the character of the characters. If the reader is able to discover this motivation, then it is not difficult to determine the character figure.

### b. Telling Method

Telling Method is a method that show the author, the author will be the narrator and tell the reader about the character in the novel and direct commentary (Pickering & Hooper, 1980:28) , so this method consists of several ways, such as characterization through the use of names, characterization through appearance, and characterization by the author.

## 2. Plot

Plot defined as the deliberately arranged sequence of interrelated events that constitute the basic narrative structure of a novel or a short story. Events of any kind, of course, inevitably involve people, and for this reason, it is virtually impossible to discuss plot in isolation from character. (Pickering & Hooper, 1980:14)

### a. Exposition

The exposition is the beginning section in which the author provides the necessary background information, sets the scene, establishes the situation, and dates the action. It may also introduce the characters and the conflict, or the potential for conflict. The exposition may be accomplished in a single sentence or paragraph, or, in the case of some novels, occupy an entire chapter or more. (Pickering & Hooper, 1980:16)

b. Complication

Sometimes referred to as the rising action, breaks the existing equilibrium and introduces the characters and the underlying or inciting conflict. The conflict is then developed gradually and intensified. (Pickering & Hooper, 1980:17)

c. Crisis

The crisis, also referred to as the climax, is the moment at which the plot reaches its point of greatest emotional intensity; it is the turning point of the plot, directly precipitating its resolution. (Pickering & Hooper, 1980:17)

d. Falling Action

Once the crisis, or turning point, has been reached, the tension subsides and the plot moves toward its appointed conclusion. (Pickering & Hooper, 1980:17)

e. Resolution

The final section of the plot is its resolution; it records the outcome of the conflict and establishes some new equilibrium or stability. The resolution is also referred to as the conclusion. (Pickering & Hooper, 1980:17)

3. Setting

Setting in fiction is called on to perform a number of desired functions. It may serve five elements. (Pickering & Hooper, 1980:38)

a. Setting as background of the action

When we speak of setting as background, then, we have in mind a kind of setting that exists by and large for its own sake, without any clear relationship to action or characters, or at best relationship that is only tangential and slight. To see whether setting acts as an essential element in the fiction, or whether it exists merely as decorative and functionless background, we need to ask ourselves this: Could the work in question be set in another time and another place without doing it essential damage? If the answer is yes, then the setting can be said to exist as decorative background whose function is largely irrelevant to the purpose of the work as whole. (Pickering & Hooper, 1980:38)

b. Setting as antagonist

Setting in the form of nature can function as a kind of casual agent or antagonist, helping to establish plot conflict and determine the outcome of event. (Pickering & Hooper, 1980:39)

c. Setting as means of creating appropriate atmosphere

Many authors manipulate their settings as a means of arousing the reader's expectations and establishing an appropriate state of mind for events to come to. (Pickering & Hooper, 1980:40)

d. Setting as means revealing character

An author can also use the setting to clarify and reveal character by deliberately making setting a metaphoric or symbolic extension of character. (Pickering & Hooper, 1980:41)

B. Extrinsic Approaches

After the intrinsic approaches above, I will explain about the extrinsic approaches. In this paper, I use Attachment Style Theory from John Bowlby.

1. Attachment Style

The theory of attachment is originally developed by John Bowlby, a British psychoanalyst who was attempting to understand the intense distress experienced by infants who had been separated from their parents. Bowlby observed that separated infants would go to extraordinary lengths (e.g., crying, clinging, frantically searching) to prevent separation from their parents or to reestablish proximity to a missing parents. (Fraley, 2017). Attachment Style has three main attachment. There are secure attachment, anxious attachment, and avoidant attachment.

2. Secure Attachment

Secure Attachment – Securely attached adults tend to be more satisfied in their relationships. Children with a secure attachment see their parents as a secure base from which they can venture out and independently explore the world. A secure adult has a similar relationship with their romantic partner, feeling secure and

connected, while allowing themselves and their partner to move freely (Firestone, 2017). Secure adults offer support when their partner feels distressed. They also go to their partner for comfort when they themselves feel troubled.

### 3. Anxious Attachment

Anxious Attachment – Unlike securely attached couples, people with an anxious attachment tend to be desperate to relationship. They're frequently looking to their partner to rescue or complete them. Although they're seeking a sense of safety and security by clinging to their partner, they take actions that push their partner away. Even though anxiously attached individuals act desperate or insecure, more often than not, their behavior exacerbates their own fears. When they feel unsure of their partner's feelings and unsafe in their relationship, they often become clingy, demanding or possessive toward their partner. They may also interpret independent actions by their partner as affirmation of their fears. For example, if their partner starts socializing more with friends, they may think, "*See? He doesn't really love me. This means he is going to leave me. I was right not to trust him.*" (Firestone, 2017)

### 4. Avoidant Attachment

Avoidant Attachment – People with an avoidant attachment have the tendency to emotionally distance themselves from their partner. They may seek isolation and feel "pseudo-independent," taking on the role of parenting themselves. They often come off as focused on themselves and may be overly attending to their creature comforts. Pseudo-independence is an illusion, as every human being needs connection. Nevertheless, people with an avoidant attachment tend to lead more inward lives, both denying the importance of loved ones and detaching easily from them. They are often psychologically defended and have the ability to shut down emotionally. Even in heated or emotional situations, they are able to turn off their feelings and not react. For example, if their partner is distressed and threatens to leave them, they would respond by saying, "*I don't care.*" (Fraleay, 2017)

## CHAPTER III

### THE INTRINSIC ELEMENTS IN J.K. ROWLING'S PLAYSRIPT

In this chapter, I will analyze the characters of this playscript through intrinsic elements in order to know the characterization of the characters. After that, I will also analyze the playscript through the setting and plot. According to the theory, setting is divided into four parts; as background of action, as antagonist, as a means of creating appropriate atmosphere, and as a means of revealing character. The plot consists of exposition, complication, crisis, falling action and resolution.

#### A. Characterization

Based on the concept that I mention in chapter I, I will analyze the characters in the playscript. There are two main characters and one supporter character in this playscript. The main characters are Harry Potter and Albus Severus Potter. The supporter character is Scorpius Malfoy.

##### 1. Albus Severus Potter

Albus Severus Potter is one of the characters who will be discussed in this research. Albus is the second sons of Harry Potter. The only son of Harry Potter who has been sorted into Slytherin House. He is the bestfriend of Scorpius Malfoy.

##### a. Innocent

###### 1. Showing Method

###### a) Characterization through Dialogue

*Innocent* is having or showing the simplicity or naiveté of an unworldly person; guileless; ingenuous (Merriam Webster, 2017). Guileless is one of the characteristics of innocent. Albus worries about Hogwarts. He is afraid that he will be sorted into Slytherin House. He thinks that Slytherin House is a bad house, because a lot of dark wizards have sorted into Slytherin House. He thinks recklessly about it, his reckless of thinking shows his naivete, because he is lack of knowledgement about Slytherin House. He says his own opinion without thinking other aspects. This shows that he is guileless and ingenuous. He is honest about his feeling. The quotation below presents the evidence of the statement:



*Albus: "Slytherin is the House of the snake, of Dark Magic . . . It's not a House of brave wizards" (Rowling, 2016:9)*

Albus Potter is easily fooled by James. James is Albus' brother. He likes to joke and tells something stupid. James likes to tease Albus. He makes a joke about Albus. This makes Albus innocent, because Albus trusts his brother easily. The dialogue below presents the evidence of the statement:

*Albus : "Dad. He keeps saying it. "  
Harry : "James, give it a rest." (Rowling, 2016:5)*

Albus and James are good brothers. Both of them are different in personality. Albus is a serious person and James is a cheerful one. James' joke makes Albus feel nervous. James likes to fool Albus about Hogwarts. He tells some rumors about Hogwarts. The rumors make Albus nervous. He makes Albus afraid of Hogwarts. James says that the students in Hogwarts only get letters from their parents about once a month. James lies to Albus. Harry says that he sends the letters about three times a week to James. Albus just realizes that he has been fooled by his brother. This action shows that Albus is an innocent person. The dialogue below presents the evidence of the statement:

*Albus (looking up at his mum): "You'll write to me, won't you?"  
Ginny : "Everyday if you want us to."  
Albus : "No. Not every day. James says most people only get letters from home about once a month. I don't want to..."  
Harry : "we wrote to your brother three times a week last year."  
Albus : "what? James!" (Rowling, 2016:5)*

As I say above, Albus believes in James' joke. James likes to tease Albus, because Albus is an innocent person. Albus believes James' words without thinking about it. Their parents are aware about the difference between them. Ginny becomes their mediator if they have an argument. She gives Albus an advice. The dialogue below presents the evidence of the statement:

*Albus looks accusingly at James, who grins back.  
Ginny : "Yes. You may not want to believe everything he teels you about Hogwarts. He likes to laugh, your brother." (Rowling, 2016:6)*

When Albus and Rose enter the train, they need to find a free compartment to sit. When They find one, they meet Scorpius. Scorpius sits alone in that compartment. Albus and Scorpius meet for the first time in the train. They really get along well,

but it is different for Rose. She feels uncomfortable with Scorpius. She wants to move to another compartment. She gives Albus a sign by hitting him. Albus does not understand this. He asks Rose why is she hitting him. The action of Albus makes Scorpius realize that Rose does not like him. The dialogue below presents the evidence of the statement:

*Albus : “Brilliant, then what’s what I’ll – (Rose hits him again)  
Rose, will you please stop hitting me?”  
Rose : “I’m not hitting you”  
Albus : “You are hitting me, and it hurts.”  
Scorpius : “She’s hitting you because of me.” (Rowling, 2016:14)*

b. Considerate

1. Showing Method

a) Characterization through Dialogue

*Considerate* is showing consideration for others; considerate (Dictionary, 2017). Considerate is engage with thoughtful. Thoughtful means you are considering something. The first day of school, Albus gets worry a lot. He worries about Hogwarts. Albus only knows one person in the school. The person is Rose. Rose is Albus’ cousin. Rose tells Albus to be careful of people who want to be his friend. When Rose and Albus find a compartment, they meet Scorpius. Unfortunately, Rose does not like Scorpius. She thinks Scorpius is a bad person. She asks Albus to move out from the compartment with her. Albus is confused, he does not want to leave Scorpius. He feels bad if he leaves Scorpius alone in the compartment. He thinks carefully about it. He chooses to stay with Scorpius. This action shows that Albus is a considerate person. He is considered on Scorpius’ feeling. If he leaves Scorpius alone, he will be sad. The dialogue below presents the evidence of the statement:

*Rose : “Yes, well, we probably should sit somewhere else. Come on, albus.”  
Albus is thinking deeply.  
Albus : “No. (off Rose’s look) i’m okay. You go on...”  
Rose : “Albus. I won’t wait.”  
Albus : “And I wouldn’t expect you to. But i’m staying here.”  
(Rowling, 2016:15)*

Albus and Scorpius become good friends. They are always together. When they are at home, they send mails to each other. When they get a year older, they meet

in the station to go to Hogwarts. Albus sees Scorpius' sad face. He is wondering about him. He finally understands about it. It is because of Scorpius's mother has died. Albus does not interrupt his friend with asking a lot of questions. He respects Scorpius. He just sits down beside Scorpius. The dialogue below presents the evidence of the statement:

*Albus (Delighted.): "Scorpius . . . (Concerned.) Scorpius . . . Are you okay?" Scorpius says nothing. Albus tries to read his friend's eyes. "Your mum? It's got worse?"*

*Scorpius: "It's got the worst it can possibly get." Albus sits down beside scorpius.*

*Albus: "I thought you'd send an owl . . ."*

*Scorpius: "I couldn't work out what to say."*

...

*Albus: "Is there anything . . . ?"*

*Scorpius: "Come to the funeral."*

*Albus: "Of course." (Rowling, 2016:25)*

#### b) Characterization through Action

Albus loves his bestfriend. Scorpius is the only friend of Albus. Albus feels sympathy when his friend in pain. Scorpius is a cheerful person, he does not show his pain to other people. Even though people bully him, it does not interrupt him. He is a strong boy. Albus feels worried about him. The only thing that he can do is hugging. Albus gives his friend a hug, because he cares about him. Hugging is to clasp tightly in the arms, especially with affection; embrace (Dictionary, 2017). When we embrace someone, oxytocin (also known as "the cuddle hormone") is released, making us feel all warm and fuzzy inside (Holmes, 2017). When people feel depressed, they need someone to comfort them.

*Scorpius: "And now you've found me. Ta-da! I was hardly hiding. You know how I like to — get on early. Stops people staring. Shouting. Writing "son of Voldemort" on my trunk. That one never gets old..."*

*Albus hugs his friend. With fierceness. They hold for a beat. Scorpius is surprised by this.*

*Scorpius : "Okay. Hello. Um. Have we hugged before? Do we hug?" (Rowling, 2016:49)*

#### c) Characterization through Dialogue

Albus is a thoughtful person, it is mostly when he is with Scorpius. Scorpius and Albus share their stories to each other. They are close, because they have the same

background. Both of them have a problem with their own fathers. Scorpius thinks that the rumor in his family is true. The rumor says that Scorpius is not the biological son of his father, but he is the son of the Dark Lord. Albus tries to convince his friend that the rumor is impossible. It is impossible if the Dark Lord has a good son like Scorpius. Albus makes Scorpius feel better than before. Albus knows how to make his friend happy. The dialogue below presents the evidence of the statement:

*Scorpius: "Good. Let them. Sometimes — sometimes I find myself thinking — maybe they're true too."*

*Albus: "No. They're not true. And I'll tell you why. Because I don't think Voldemort is capable of having a kind son — and you're kind, Scorpius. To the depths of your belly, to the tips of your fingers. I truly believe Voldemort — Voldemort couldn't have a child like you."*

*Beat. Scorpius is moved by this.*

*Scorpius: "That's nice — that's a nice thing to say." (Rowling, 2016, p.9)*

Albus and Scorpius are good friends. They meet in the train at the first day of school. They share their stories to each other. Albus is a quiet person meanwhile Scorpius is a cheerful one. Even though they are different, they match to each other. Albus is always considerate to Scorpius. Albus and Scorpius have to be apart, because Albus' father forces them, both of them are suffering. Scorpius forces to meet Albus in classroom, because they have to talk about their friendship. Albus is so sorry that he has to be apart from Scorpius. He does not want to lose Scorpius. Albus looks so confident and honest about his feeling. He talks about what on his mind to Scorpius. They do really have a pure friendship. The quotation below presents the evidence of the statement:

*Albus: "And it's something I should have said a long time ago. In fact, you're probably the best person I know. And you don't — you couldn't — hold me back. You make me stronger — and when Dad forced us apart — without you —"*

*Scorpius: "I didn't much like my life without you in it either."*

*Albus: "And I know I'll always be Harry Potter's son — and I will sort that out in my head — and I know compared to you my life is pretty good, really, and that he and I are comparatively lucky and —" (Rowling, 2016:142)*

c. Bad-tempered

1. Showing Method

a) Characterization through Dialogue

*Bad-tempered* is easily annoyed or angered, having or showing a bad temper (Merriam Webster, 2017). Albus starts to have this character when he grows up. The cause of this characteristic is because he has been sorted to Slytherin House. His friends mock and tease him, because he is the only Potter who is sorted into Slytherin House. When his father is in Hogwarts, he is sorted into Gryffindor House. Harry Potter has a lot of skills, but not with Albus. Albus lacks of skill. Albus is also not smart like his father. He is very different from his father. Albus begins with a prejudice to an object. For example he prejudices to Slytherin House. He is afraid if he is going there. He says that Slytherin House is the house of Dark Magic. The quotation below presents the evidence of the statement:

*Albus: Slytherin is the House of the snake, of Dark Magic... It's not a House of barve wizards." (Rowling, 2016:9)*

At the first year of Hogwarts, the student has to take flying lesson as one of their subjects. The lesson is about flying with a broomstick. The student has to take the broomstick without touching it. They have to shout "up" to take the broomstick. The student who can take the broomstick easily, usually has an ability in flying. Albus is not really good in this lesson. He cannot take the broomstick easily. He has to repeat "up" several times. He cannot bear with this. He just shouts "up" with anger. The quotation below presents the evidence of the statement:

*Albus : Up. UP. UP.  
His broom doesn't move. Not even a millimeter. He stares at it with disbelieving disperation. There's giggling from the rest of the class. (Rowling, 2016:20)*

Albus gets a year older. He starts to feel uncomfortable with his father. His lack of abilities makes him angry to himself. He shows his anger to his father. He keeps a distance to his father in public. As I said, Harry Potter is a famous person. People always look at him. It makes Albus more uncomfortable than before. Albus thinks that he is a disappointing son. He is not able to learn how to fly. He thinks that he is a shame for his family. The quotation below presents the evidence of the statement:

*We're back on platform nine and three-quarters and time has ticked on mercilessly. Albus is now a year older.*

*Albus : "I'm just asking you, dad, if you'll – if you'll just stand a little away from me."*

*Harry (amused) : "second-years don't like to be seen with their dads, is that it?"*

*Albus : "no , it's just – you're you and – I'm me and –"*

*Harry : it's just people looking okay? People look. And they're look at me, not you."*

*Albus : "at harry potter and his disappointing son."*

*Harry : "what does that mean"*

*Albus : "at harry potter and his slytherin son." (Rowling, 2016:20)*

In the third years of Hogwarts, Albus gets more sensitive than before. His father tries to have a conversation with Albus. Harry talks nicely to Albus, but Albus just gets sensitive about it. He does not like his short name. He prefers to call by his first name "Albus". Harry tells him that he should has another friend besides Scorpius. Albus refuses it. He does not need another friend, he only needs Scorpius. Albus begins to disobey his father. His attitude to his father is worse than before. The quotation below presents the evidence of the statement:

*Harry looks at Albus, concerned.*

*Harry: "Al —*

*Albus: "My name is Albus, not Al."*

*Harry: "Are the other kids being unkind? Is that it? Maybe if you tried making a few more friends . . .without Hermione and Ron I wouldn't have survived Hogwarts, I wouldn't have survived at all."*

*Albus: "But I don't need a Ron and Hermione. I've — I've got a friend, Scorpius, and I know you don't like him but he's all I need." (Rowling, 2016:21)*

#### b) Characterization through Action

Albus has a cousin. His cousin is Rose. Rose and Albus are used to be bestfriend, but since Albus and Rose are in different houses they become apart. Rose is a smart girl. When Rose successfully becomes one of the members of Quidditch, people congratulate her on her success. Scorpius is also happy for her. However, Scorpius' reaction is different from Albus. Albus does not even clap or congratulate her. Albus thinks that he does not need to clap, because he hates Quidditch. It is also because Rose comes from another house. He just feels angry and jealous of her. He only does something for people who deserve his helps and attentions. The quotation below presents the evidence of the statement:

*The hall erupts into cheers. SCORPIUS claps alongside them all.*  
*Albus: "Are you clapping her too? We hate Quidditch and she's playing for another House."*  
*Scorpius: "She's your cousin, Albus."*  
*Albus: "Do you think she'd clap for me?" (Rowling, 2016:23)*

c) Characterization through Dialogue

Albus struggles with his father's legacy. He is also stressed, because people burden him with their expectation. People expect Albus to be clever like his father. Harry tries to have a conversation with Albus. He tries to talk about Albus development in school. Harry says that Albus has avoided his social life. Albus is difficult to cooperate in lesson. Albus interrupts his father's talks, because Albus cannot hold his anger anymore. Albus is against his father's words. He does not want to listen to his father. The quotation below presents the evidence of the statement:

*Harry: "Al—Albus, I've been exchanging owls with Professor McGonagall — she says you're isolating yourself — you're uncooperative in lessons — you're surly — you're —"*  
*Albus: "So what would you like me to do? Magic myself popular? Conjure myself into a new House? Transfigure myself into a better student? Just cast a spell, Dad, and change me into what you want me to be, okay? It'll work better for both of us. Got to go. Train to catch. Friend to find".(Rowling, 2016:25)*

d. Ambitious

1. Showing Method

a) Characterization through Dialogue

*Ambitious* is having or showing a strong desire and determination to succeed. Having ambition; eagerly desirous of achieving or obtaining success, power, wealth, a specific goal (Dictionary, 2017). Albus Potter starts to show his ambition when he knows that Time-Turner is real. One night, he overhears to his father's conversation. The old man named Amos Diggory begs to Harry Potter to help him. Amos asks Harry to give him a Time-Turner. Amos wants to use the Time Turner to turn back time. Harry Potter, as the Head of Defense Department in Ministry of Magic, refuses his request. Albus feels pity to Amos. After that, Rose tells Albus about the Time-Turner. Rose says that the Time-Turner is real. Albus realize that his father has lied to an old man. Albus feels so pity to Amos. From that moment Albus shows his ambition. He wants to help Amos Diggory.

As we know ambitious is having desire to achieve a specific goal. Albus' goal is to help Amos Diggory to get his son back. Even though it is danger, but Albus does not care about it. The quotation below presents the evidence of the statement:

*Rose: "Apparently he — the wizard they raided — Theodore Nott, I think — had all sorts of artifacts that broke all sorts of laws including — and this has got them all gooey — an illegal Time-Turner. And quite a superior one at that."*

*Albus looks at Rose, everything falling into place.*

*Albus: "A Time-Turner? Dad found a Time-Turner?"*

*Rose: "Shh! Yes. I know. Great, right?"*

*Albus: "You're sure."*

*Rose: "Entirely."*

*Albus: "Now I have to find Scorpius." (Rowling, 2016:48)*

Albus wants to escape from school, because he wants to help Amos Diggory. In order to achieve his goal, he needs a help from Scorpius. Albus starts to ask Scorpius to join him, because Albus cannot do everything alone. Scorpius and Albus are in the train. Albus asks Scorpius to get off from the train with him, but the train is already moving. So, they have to get off from the train. Albus does not care about the train even its moving or not. He fights against the moving train. Even though it is dangerous, he does not even care about his safety. The quotation below presents the evidence of the statement:

*Scorpius: "What's happened in them?"*

*Albus: "I'll explain later. We have to get off this train. There's the sound of whistles from off. The train starts moving."*

*Scorpius: "Too late. The train is moving. Hogwarts ahoy!"*

*Albus: "Then we have to get off a moving train." (Rowling, 2016:49)*

Based on the quotation above, we can see that Albus has a big desire to help Amos Diggory. He does not think about his friend's safety, his safety, and his school. The train cannot stop by itself, so Albus needs to find another way to get off from the train. He has an idea, he tells Scorpius to jump from the train. Scorpius says that the idea is bad, but Albus does not listen to his friend. Albus uses a spell to prevent the pain of jumping. He jumps and he leaves Scorpius alone. Scorpius has to decide whether he jumps or not. Albus' desire makes Albus becomes selfish. The quotation below presents the evidence of the statement:

*Albus: "But I was also right — about the viaduct — that's water down there, time to try the Cushioning Charm."*



*Scorpius: "Albus, this is a bad idea."*

*Albus: "Is it? (He has a moment's hesitation, then realizes the time for hesitation has passed.) Too late now. Three. Two. One. Molliare!"*

*He incants as he jumps. (Rowling, 2016:23)*

They has arrived at Amos' house. Albus talks to him. He tells Amos that his father has lied to him. Amos says that he already has known it. Amos does not care about Albus and Scorpius' arrival. Amos tells them to leave, because he does not believe that two teenagers can help him. Albus refuses to go, because he wants to help him. He forces Amos to listen to him. He asks Amos to believe him. The quotation below presents the evidence of the statement:

*Albus: "My father lied to you — I know he did. They do have a Time-Turner."*

*Amos: "Of course they do. You can move along now."*

*Albus: "What? No. We're here to help."*

*Amos: "Your information was obvious but the confirmation is useful. Your father did lie. Now leave. The pair of you. And stop wasting my time."*

*Albus (with power and strength): "No, you need to listen to me, you said it yourself — how much blood is on my father's hands. Let me help you change that. Let me help correct one of his mistakes. Trust me." (Rowling, 2016:61)*

Amos finally trusts Albus, he lets Albus and Scorpius help him. Amos' niece named Delphi joins them. She also wants to help Amos to get his son. The first task that they have to do is to find the Time-Turner. Albus, Scorpius, and Delphi start to find the Time-Turner. They finally find the Time-Turner with all the obstacles that almost kill them. Albus says that it is only the beginning, their journey has just begun. Albus has to back to the old times to save Cedric with the Time-Turner. Scorpius says that it is already danger to find the Time-Turner, but Albus still wants to do that. Albus shows his determination. He does not listen to his friend's opinion. He just does whatever he wants. The quotation below presents the evidence of the statement:

*Albus: "Mate, now we've got this, the next stop is saving Cedric. Our journey has only just begun."*

*Scorpius: "Only just begun and it's almost half killed us. Good. This is going to be good." (Rowling, 2016:84)*

The three of them has to make a plan to save Cedric. Albus has an idea. He talks about his idea. He is over-enthusiastic about it. Scorpius has his concern about

Albus' idea, but Albus does not let him talk. Albus just keeps excited about his idea. He thinks that his idea is going to be good. He ignores his friend's concern. The enthusiastic of Albus shows his ambition to achieve his goal. The quotation below presents the evidence of the statement:

*Albus: "It's a brilliant plan. The secret to not getting Cedric killed is to stop him winning the Triwizard Tournament. If he doesn't win, he can't be killed."*

*Scorpius: "And I understand that, but . . ."*

*Albus: "So we just need to mess up his chances supremely badly in task one. The first task is getting a golden egg from a dragon, how did Cedric distract the dragon —" (Rowling, 2016:95)*

e. Brave

1. Telling Method

Characterization through Names

At Platform Nine and Three-quarters, Albus Severus Potter tells his father that he is afraid. He is afraid that the Sorting Hat may sort him into Slytherin House. The Sorting Hat is a sentient hat at Hogwarts that magically determines which of the four school Houses each new student belongs most to (Rowling, 2017). The four school houses are Gryffindor, Slytherin, Hufflepuff and Ravenclaw. The Sorting Hat decides the students houses. The new student will wear the hat and the hat will shout the house of the new student. Harry tells his son that he should not have to be worry about it. Harry names his second son Albus Severus Potter in honour of Dumbledore and Severus Snape, both of them are an inspiration in Harry's life. Harry tells his son that Severus Snape comes from Slytherin House. Harry adores Severus Snape so much, because Severus Snape is the bravest man he ever knows. Albus Dumbledore and Severus Snape are two former headmasters of Hogwarts School of Witchcraft and Wizardry. Harry wants Albus to be brave like Severus Snape. This may have possibility that Albus is brave based on his names. The quotation below presents the evidence of the statement:

*Harry : "Albus Severus, you were named after two headmasters in hogwarts. One of them was a slytherin and he was probably the bravest man I ever knew." (Rowling, 2016:9)*

2. Showing Method

a) Characterization through Action

*Brave* is having or showing mental or moral strength to face danger, fear, or difficulty (Merriam Webster, 2017). Albus is an ambitious person. In order to achieve his goal, he has to be brave to do his work. In order to run away from school, he has to jump from the train. He has to jump from the roof of the train. The situation in the roof of the train is windy. They can be pushed by the wind, but Albus shows no fear about it. He shows his bravery when he is jumping to the lake. He shows his strength to face danger, so he can run away from school. He has jumped even though he is nervous about it for a while. He does not even think twice about it. The quotation below presents the evidence of the statement:

*Scorpius: "What's happened in them?"*

*Albus: "But I was also right — about the viaduct — that's water down there, time to try the Cushioning Charm."*

*Scorpius: "Albus, this is a bad idea."*

*Albus: "Is it? (He has a moment's hesitation, then realizes the time for hesitation has passed.) Too late now. Three. Two. One. Molliare!"*

*He incants as he jumps. (Rowling, 2016:54)*

The Time-Turner has a limit time. When they use Time-Turner, they have to be hurry. They have to dive into the lake in order to save Cedric. The diving needs a lot of times. In order to hold their breath in the water, they have to eat gillyweed. Gillyweed is a plant to hold your breath in water for about 30 minutes. Albus takes the gillyweed easily. He also directly dive into the lake. It is different from Scorpius, he hesitates about it. Scorpius thinks that they have to make a plan in the lake, but before Scorpius talks about his concern, Albus already dives into the lake. Albus also makes sure that everything will be fine. Albus is so brave, he also has no fear about the gillyweed and the lake. The Gillyweed may be dangerous if he eats it recklessly. The lake is famous for its evil creatures. Moaning Myrtle is the ghost of women bathroom in Hogwarts. She also says that Albus is a brave boy. The quotation below presents the evidence of the statement:

*Scorpius: "Remember, this time we can't be caught out by the clock..."*

*Albus: "Five minutes, that's all we allow for — before we get pulled back to the present."*

*Scorpius: "Tell me this is all going to be okay."*

*Albus (grinning): "It's all going to be entirely okay. Are you ready?"*

*Albus takes the gillyweed and disappears down.*

*Scorpius: "No, Albus — Albus —"*  
*He looks up, he and Moaning Myrtle are alone.*  
*Moaning Myrtle: "I do like brave boys." (Rowling, 2016:151)*

f. Resourceful

1. Showing Method

a) Characterization through Dialogue

*Resourceful* is able to meet situations or capable of devising ways and means (Merriam Webster, 2017). He is quick at getting an idea, even though he is not a smart student. As a student from Slytherin House, this characteristic is important. Resourceful is about being creative and quick at getting an idea. Resourceful knows how to solve a problem. Albus and Scorpius are in the library. They have to find a clue about the Time-Turner. They check every bookshelf. They find a book which they get suspicious of it. The book can talk like human. The book says something that they do not understand. Albus listens to it carefully. At the end he finds out that it is not only a book, but its a riddle. The riddle leads them to get the Time-Turner. They have to break the riddle in order to find out where is the Time-Turner. Albus is very good at sense. He quickly recognise the riddle. The quotation below presents the evidence of the statement:

*Book: "The first is the fourth, a disappointing mark.  
You'll find it in parked but not in park."*  
*Scorpius: "Okay. A book that talks. Bit weird."*  
*Book: "The second is the less fair of those that walk on two legs.  
Grubby, hairy, a disease of the egg. And the third is both a  
mountain to climb and a route to take."*  
*Albus: "It's a riddle. It's giving us a riddle." (Rowling, 2016:80)*

During their journey in finding the Time-Turner, Albus and Scorpius have an argument about how to save Cedric. Scorpius says that they have to give up, because Scorpius thinks they cannot bear with all the obstacles they will have. They lacks of ability to solve all of the obstacles. Scorpius thinks they are a loser. This situation seems to be different for Albus. Albus does not want to give up. When they are having an argument, Albus thinks about something. The argument gives him an idea to do the next journey. He admits that they are a loser. It is same with Cedric, Cedric is also a loser. In order to do the next journey, they have to stop Cedric from danger. One of the ways to teach a loser is humiliating. Albus

thinks if they humiliate Cedric, they will be able to stop Cedric from danger. doing anything. Albus thinks so quickly about it. Albus can find a way even he is in complicated situation. He makes the complication becomes benefit for them. Albus does not let the complicated situation breaks their efforts. The quotation below presents the evidence of the statement:

*Albus: "But I'm pleased we had this argument because it's given me a really good idea."*

*Scorpius: "About what?"*

*Albus: "It involves the second task. And humiliation."*

*Scorpius: "You're still talking about going back in time? Have we been having the same conversation?"*

*Albus: "You're right — we are losers. We're brilliant at losing and so we should be using our own knowledge here. Our own powers. Losers are taught to be losers. And there's only one way to teach a loser — and we know that better than anyone — humiliation. We need to humiliate him. So in the second task that's what we'll do."*  
(Rowling, 2016:143)

This time Albus and Scorpius are in the Hogsmeade. Hogsmeade is a small village in Hogwarts. In the middle of their Journey, they find out that Delphi is not a good person. She uses them to help her steal the Time-Turner. Delphi runs away with the Time-Turner. They lose the track of Delphi. They have to find Delphi to prevent her evil plan. Delphi wants to bring back The Dark Lord. The Dark Lord or known as Voldemort is the most dangerous dark wizard in the world. They have no idea how to find her. They cannot tell their parents, because they are in different time and place. They keep finding a way to solve the problem until Albus realizes the date on the timetable. Albus understands the situation. He carefully reads the date. He finally solves the problem. Albus' action shows that he is a resourceful person, because he is capable of devising ways and means. The quotation below presents the evidence of the statement:

*Albus: "I know where she is."*

*Scorpius: "You understood that?"*

*Albus: "Look at the date. On the timetable."*

*Scorpius leans in and reads.*

*Scorpius: "The 30th October, 1981. Day before Hallows' Eve, thirty-nine years ago. But — why is she? Oh."*

*Scorpius's face falls as he realizes.*

*Albus: "The death of my grandparents. The attack on my dad as a baby . . . The moment when Voldemort's curse rebounded on himself. She's not trying to bring about her prophecy — she's trying to prevent the big one."* (Rowling, 2016:248)

## 2. Harry Potter

Harry Potter is the protagonist of the story. He is gradually transformed from timid weakling to powerful hero by the end. Harry Potter is the Head of Magical Law Enforcement. He has two sons and one daughter. His sons are James Severus Potter and Albus Severus Potter. His daughter is Lily Saverus Potter. As parents, he tries his best. Especially to his middle son, Albus Potter.

### a. Famous

#### 1. Showing Method

##### a) Characterization through Dialogue

Harry Potter is one of the most famous wizards in the wizarding modern era. He has a lot of history which helps the wizarding world pass the dark past. He becomes famous, because of his efforts to save the wizarding world. A lot of people recognize him. Everything about Harry Potter becomes famous, including his family. There are a lot of people who are uncomfortable about it, one of them is Albus Potter. Albus Potter is uncomfortable about his father's popularity.

*Albus: Everyone's staring at us again* (Rowling,2016:8)

There are another wizards besides Harry Potter, they are Ron Weasley and Hermione Granger. They are Harry Potter's bestfriends. They help Harry to defeat the Dark Magic. They always face a lot of problems together. They are very famous, because they are so smart and brave. People will always look at them when they are together.

*Ginny: "People always look when you three are together. And apart. People always look at you."* (Rowling,2016:11)

According to MerriamWebster famous is widely known. Harry Potter is known as "*The Boy Who Lived*". It means he is a boy who still alive when a Dark Wizard wants to kill him. Harry's popularity makes his family uncomfortable. Hermione is also uncomfortable with that. She cannot bear his popularity. The quotation below presents the evidence of the statement:

*Hermione: "Can we go? People are looking, you know."*  
(Rowling, 2016:11)

##### b) Characterization through Dialogue

Harry Potter is also aware that he is famous. Harry has used to his popularity since a long time ago. People always know him as the one who can fight the Dark Magic. As I say above, Albus is uncomfortable when people look at them. It makes Albus keeps the distance with his father. Harry and Albus are different about this thing. It is common for Harry but it is not common for Albus. The quotation below presents the evidence of the statement:

*Harry: "It's just people looking, okay? People look. And they're looking at me, not you."* (Rowling, 2016:20)

## 2. Telling Method

### Characterization by the author

When Harry in public places, a lot of wizards keep their eyes on Harry. People ask for Harry's signature. It is a prove that Harry is a famous wizard. The quotation below presents the evidence of the statement:

*An over-attentive wizard begins to circle them.*

...

*The over-attentive wizard proffers something for Harry to sign – he signs it.* (Rowling, 2016:20)

## b. Caring

### 1. Showing Method

#### a) Characterization through Dialogue

*Caring* is the feeling or showing concern for or kindness to others. (Merriam Webster, 2017). Harry Potter's parents have died. He leaves alone with his aunt who never gives him a pure love. Harry grows up well. He is never harm to other people. He cares about people. He also cares about his children. He does not want his children become like him who grow up without parents' love. He always cares and loves his children. He often sends a letter to his son. The quotation below presents the evidence of the statement:

*Harry: "We wrote to your brother three times a week last year."* (Rowling, 2016, p. 5)

Albus is worried about Hogwarts. Hogwarts School of Witchcraft and Wizardry is the British wizarding school, located in the Highlands of Scotland. It takes students from the United Kingdom of Great Britain, Northern Ireland and Ireland (Rowling, 2017). The place is very large and beautiful. The only way to go to

Hogwarts is by a train. The train is called Hogwarts Express. In order to go to Hogwarts Express, the student of Hogwarts has to run through the wall. The wall is called platform nine and three-quarters. Albus gets nervous about it. He is afraid, because this is the first time for him in platform nine and three-quarters. Harry is a good father. He is always aware of everything. He knows that Albus is nervous. Harry gives Albus some encouragement, so he will not be scared.

*Harry: "Don't stop and be scared you'll crash into it, that's very important. Best to do it at run if you're nervous." (Rowling, 2016:6)*

b) Characterization through Dialogue

Harry Potter is very a caring father. He is always aware of any feelings that happen to his son. Harry Potter always try to comfort his son when he get nervous. Harry knows how it feel when the first time go to school. He knows how Albus feels, and he tries to comfort him. Albus concern about Sorting Hat. The Sorting Hat is one of the cleverest enchanted objects most witches and wizards will ever meet. The Sorting Hat is to ensure that students would be sorted into their eponymous houses, which would be selected according to each founder's particular preferences in students (Rowling, 2018). Albus is being scared that he will enter Slytherin. Slytherin is one of four houses in Hogwards. It is the house of dark wizards. Harry gives him a tips, because he cares about Albus.

*Harry : If it matters to you, you, the Sorting Hat will take your feelings into account.*

*Albus : "really?"*

*Harry : "it did for me." This is something he's never said before, it resonates around his head a moment*

*"Hogwarts will be the making of you, Albus, I promise you, there is nothing to be frightened of there" (Rowling, 2016:9)*

c) Characterization through dialogue

Harry Potter has two sons and one daughter. They are James Sirius Potter, Albus Severus Potter, and Lily Luna Potter. Harry really loves them. He has tried his best to make his children happy. Sometimes Harry is being so talkative to his



children, but it is because Harry cares about them. The quotation below presents the evidence of the statement:

*Harry: "Listen to your professors, don't listen to James, and remember to enjoy yourself. Now, if you don't want this train train to leave without you, you should leap on." (Rowling, 2016:10)*

c. Patient

1. Telling Method

Characterization through author

Albus is lack of confident. Albus is bullied by his friends, because he lacks of ability in lesson. Albus is unconfident about himself, he thinks he does not belong in Hogwarts. He worries about everything. Harry notices Albus' concern. He is trying to cheer him up. He does not want his son in pain. Harry is not giving up on his son. He is still trying to tell Albus that everything will be fine.

*And suddenly he's back on platform nine and three-quarters with his dad — who is still trying to persuade his son (and himself) that everything is okay. Both have aged another year.(Rowling, 2016:24)*

2. Showing Method

a) Characterization through what is being said

According to MerriamWebster, patient is bearing pains or trials calmly or without complaint. This is what Harry does when he and Albus have a argument. Harry tries to calm his anger and understand his son. He feels responsible to his son's disappointment. Harry is always patient when his son angry or annoyed to him. The quotation below presents the evidence of the statement:

*Albus: "You didn't need to bring me to the station, Dad."  
Albus picks up his case and makes hard away.  
Harry: "But I wanted to be here . . ."* (Rowling, 2016:21)

Harry feels uncomfortable with Albus's bestfriend, Scorpius. Harry knows that Scorpius is Albus's only bestfriend. Although he does not like Scorpius, he is deal with it. He is not banned Albus to friend with Scorpius. He bears with it and accepts it. As long as Albus happy, it is fine to Harry. Happiness of his family is everything for him. The quotation below presents the evidence of the statement:

*Albus: "But I don't need a Ron and Hermione. I've — I've got a friend, Scorpius, and I know you don't like him but he's all I need"*

*Harry: "Look, as long as you're happy, that's all that matters to me." (Rowling, 2016:21)*

b) Characterization through Action

As I say before, Albus is bullied by his friends. It makes Albus hate Hogwarts. In the third year of school, students in Hogwarts need to fill a permission form to Hogsmeade. *Hogsmeade* is the only all-wizarding village in Britain (Rowling, 2017). The village of Hogsmeade is the first 'fieldtrip' allowed away from Hogwarts (Pottermore, 2017). Albus is in third-year of school, so he needs to fill the permission form. Harry already fill the form. He wants to give it to Albus, but Albus refuses it. Albus has never been gone to Hogsmeade yet, but he already hates the place. Albus burns the form and it makes Harry feels disappointed. Harry still bares with the pain even though he is disapointed.

*Harry: "Third year. Big year. Here is your permission form for Hogsmeade."*

*Albus: "I hate Hogsmeade."*

*Harry: "How can you hate a place you haven't actually visited yet?"*

*Albus: "Because I know it'll be full of Hogwarts students."*

*Albus screws up the paper.*

*Harry: "Just give it a go — come on — this is your chance to go nuts in Honeydukes without your mum knowing — no, Albus, don't you dare."*

*Albus (pointing his wand): "Incendio!"*

*The ball of paper bursts into flame and ascends across the stage.*

*Harry: "Of all the stupid things!" (Rowling, 2016:24)*

When the Christmas Day comes, Harry usually gives a gift to his children. He prepares a invisibility cloaks for James, a fairy wings for Lily and a blanket for Albus. When he gives the blanket to Albus, Albus refuses it. Albus feels that the blanket is nothing compare to invisibility cloaks and fairy wings. Albus feels envy to his brother and sister. Harry explains to Albus that the blanket is very important for him, because it is the only thing his parents has left to him. Harry wants Albus to keep it. Harry Potter bears with the pain that he feels. He fights the pain with patient. He is still trying to reach Albus. He tries to forget his pain. He tries to talk about other thing, so he can forget the pain.

*Albus: "Listen, I've got quite a lot of packing to do, and you undoubtedly have Ministry work coming out of your ears, so . . ."*

*Harry: "Albus, I want you to have the blanket."*

*Albus: "And do what with it? Fairy wings make sense, Dad, invisibility cloaks, they also make sense—but this—really?"*  
*Harry is slightly heartbroken. He looks at his son, desperate to reach out.*  
*Harry: "Do you want a hand? Packing. I always loved packing. It meant I was leaving Privet Drive and going back to Hogwarts. Which was . . . well, I know you don't love it but . . ."* (Rowling, 2016:38)

*Patient* is also being careful of what we do and say (Dictionary, 2017). We should think before we say something, because a word can change anything. Patient person is usually a kind person. Delphi is the daughter of Harry's enemy. She almost kills Harry's son, Albus. Harry has to find Delphi in order to save his son. He finally arrests Delphi, he want to take Delphi to Azkaban. *Azkaban* is a wizard prison (Rowling, 2017). Delphi begs Harry to kill her, because she does not want to go to Azkaban. Harry thinks about it carefully, he cannot do that. He is steadfast despite adversity. Harry is very considering that he should think before he does something. The quotation below prove the statement above:

*Delphi (truly pitiful): "Then kill me."*  
*Harry thinks a moment.*  
*Harry: "I can't do that either."*  
 ...  
*Harry: "Yes. Albus, she's a murderer, and we're not."*  
*Hermione: "We have to be better than them."*  
*Ron: "Yeah, it's annoying but it's what we learnt."* (Rowling, 2016:289)

#### d. Stubborn

##### 1. Showing Method

###### a) Characterization through what is being said

Stubborn is a hard-strongly idea. A person who has this kind of character usually does not want to listen to other people's idea or opinion. They are firm of their works. They are not listening to others people's opinion. Harry Potter becomes a protective father. He becomes like that because of his love for his son. He feels Albus changes. He feels responsible of Albus. So he becomes so over-protective. For example he is put a track to Albus. So he knows every single thing of what Albus done in school. People tell Harry that he makes a mistake if he is over-protective his son. He does not listen to other people's opinion. He keeps his own

opinion. He thinks that this is the right thing to do. The quotation below presents the evidence of the statement:

*Professor McGonagall: "Harry, you've been put under enormous pressure, the loss of Albus, the search for him, the fears as to what your scar might mean. But trust me when I tell you, you are making a mistake."*

*Harry: "Albus didn't like me before. He might not like me again. But he will be safe. With the greatest respect, Minerva — you don't have children —"*(Rowling, 2016:47)

As I said above, Harry becomes too protective to his son. He even tells Albus to not be friend with Scorpius. Scorpius is Albus' only friend. Harry's action makes Draco is angry. Draco is Scorpius' father. Draco asks for Harry's explanation. Harry says that Scorpius may be a danger for Albus. He insults Draco about his son's identity. The dialogue below presents the evidence of the statement:

*Draco: "I'm not here to antagonize you. But my son is in tears and I am his father and so I am here to ask why you would keep apart two good friends."*

*Harry: "I'm not keeping them apart."*

*Draco: "You've changed school timetables, you've threatened both teachers and Albus himself. Why?"*

*Harry looks at Draco carefully and then turns away.*

*Harry: "I have to protect my son."*

*Draco: "From Scorpius?"*

*Harry: "Bane told me he sensed a darkness around my son. Near my son."*

*Draco: "What are you implying, Potter?"*

*Harry turns and looks Draco dead in the eye.*

*Harry: "Are you sure . . . are you really sure he's yours, Draco?"*

*There's a deadly silence. (Rowling, 2016:30)*

e. Over-protective

1. Showing Method

a) Characterization Through Dialogue

*Over-protective* is having a tendency to protect someone, especially a child, excessively (Merriam Webster, 2017). Harry is really love his children. He doesn't want his children in pain or dangerous. When he feels Albus changed. He has a talk with Dumbledore. When Harry confused, he usually talks to Dumbledore. He is asking for advice. Dumbledore said that Harry is over-protective, because he is covered by his love to his children. Dumbledore said that

Harry must accept his son. He must understand that his son is in pain. The quotation below presents the evidence of the statement:

*Dumbledore: “Not gossip. Concern. That you two are struggling. That he’s difficult. That he is angry with you. I have formed the impression that — perhaps — you are blinded by your love for him.”*

*Harry: “Blinded?”*

*Dumbledore: “You must see him as he is, Harry. You must look for what’s wounding him.”*(Rowling, 2016:110)

#### b) Characterization Through Dialogue

Harry makes a lot of actions to protect his son. One of them is forced Albus to stay away from his only friend, Scorpius. He thinks Scorpius is a dangerous boy, it is because Harry has been told by a diviner, Bane. Bane tells Harry that his son is surrounded by a black cloud. Harry thinks that the black cloud is Scorpius. Rumor tells that Scorpius is the son of the Dark Lord. He wants to protect his son from any danger, so he forces them to stay away from each other. The quotation below presents the evidence of the statement:

*Harry: “I need you to stay away from Scorpius Malfoy.”*

*Albus: “What? Scorpius?”*

*Harry: “I don’t know how you became friends in the first place, but you did, and now — I need you to—”*

*Albus: “My best friend? My only friend?”*

*Harry: “He’s dangerous.”* (Rowling, 2016:113)

As I said above, Harry separates two good friends. Harry does not just say about it. He also takes an action in his words. He gives a tracker to Albus. This is another proof that Harry is over-protecting his son. The tracker is a map. The track is used to know every-single-action of what Albus does, especially when Albus and Scorpius are together. Harry asks Albus’ teacher to keep an eye on Albus. He asks the teacher if Albus and Scorpius have been seen to be together, the teacher has to separate them. The dialogue below presents the evidence of the statement:

*Harry: “There’s a map. It used to be used for those wanting to get up to no good. Now we’re going to use it to keep an eye — a permanent eye — on you. Professor McGonagall will watch your every movement. Any time you are seen together — she’ll come flying — any time you attempt to leave Hogwarts — she’ll fly. I expect you to go to your lessons — none of which you will now share with Scorpius, ...!?”* (Rowling, 2016:114)

Harry knows that he is being over-protective to his son. He becomes egoist, he wants Albus to obey him, because he has lost his patient to Albus. The quotation below presents the evidence of the statement:

*Harry: "I thought for a long time I wasn't a good enough dad for you because you didn't like me. It's only now I realize that I don't need you to like me, I need you to obey me because I'm your dad and I do know better. I'm sorry, Albus. It has to be this way."* (Rowling, 2016:114)

Harry realizes that he is over-protecting his son. He is aware that is all because of love. He is covered by love for his son. He realizes that Albus has changed, because of he does not understand Albus. He does not want his son becomes like him in the past, so he is doing what he thinks the right thing to do. The quotation below presents the evidence of the statement:

*Harry: "Love blinds. We have both tried to give our sons, not what they needed, but what we needed. We've been so busy trying to rewrite our own pasts, we've blighted their present."* (Rowling, 2016:257)

### 3. Scorpius Malfoy

Scorpius Malfoy is son of Draco Malfoy. Scorpius is a Slytherin, though he is sweet, geeky, and more of a follower than a leader. He is Albus' bestfriend. He and Albus are really close. From the first time they meet, they are very comfortable to each other. After a rumor circulates that he is the son of Voldemort, Scorpius is marginalized by the rest of the Hogwarts students.

#### a. Kind

##### 1. Showing Method

###### a) Characterization Through Dialogue

Albus has only one friend which is Scorpius Malfoy. The son of Draco Malfoy who is practically Albus's father enemy. Scorpius is a far different from Draco. Draco is known as cruel person meanwhile Scorpius is known as cheerful and friendly person. He is really a kind person. He is kind to everyone even a stranger. When the first day of school, he sits alone in a compartment. Until Albus and Rose come to him and asking about the seat. He welcomes them warmly. At that time they do not know each other. Even though it is their first meeting, Scorpius is

kindly welcome them to sit with him. The quotation below presents the evidence of the statement:

*Albus : “hi, is this compartment...”*

*Scorpius : “it;s free. It;s just me.”*

*Albus : “great. So we might just – come in – for a bit – if that’s okay?”*

*Scorpius : “that’s okay. Hi.”* (Rowling, 2016:13)

#### b) Characterization through Action

Scorpius and Albus are housemates. Their house is Slytherin. Slytherin House is known as ‘unfriendly house’ especially to Gryffindor House. They seem different in thinking and behaviour. For Albus there are several reason why he hates Slytherin. Albus hates Gryffindor but not with Scorpius. Scorpius is always the supportive student. Even though his mate hates Gryffindor it is not meant that he has to hate it too. Scorpius is not easy to influence by his friend. He shows it when Rose becomes one of the members of Quidditch. Scorpius and Albus hate Quidditch, because they are not good in Quidditch. Gryffindor House has a party for Rose’s success, people congratulate her. People congratulates her by clapping. Scorpius also congratulate her even though Albus scolds him. Scorpius does not think about his hatred. He is sincerely proud of Rose. The quotation below presents the evidence of the statement:

*The hall erupts into cheers. SCORPIUS claps alongside them all.*

*Albus: “Are you clapping her too? We hate Quidditch and she’s playing for another House.”*

*Scorpius: “She’s your cousin, Albus.”*

*Albus: “Do you think she’d clap for me?”*

*Scorpius: “I think she’s brilliant.”* (Rowling, 2016:23)

As a bestfriend, the two of them often tell each other problem. They often comfort each other with their stories. Scorpius is a cheerful person. He tries to chher his friend up even though he needs it too as well. Scorpius kindly tell his friend Albus that he is not alone. Both of them have issues with their own father. Scorpius says as long as they have each other, they will be fine whatever challege in front of them. The quotation below presents the evidence of the statement:

*Albus: “My dad says he wishes I weren’t his son. Hardly a conversation starter, is it?”*

*Scorpius tries to work out what to say.*

*Scorpius: "I know the — Voldemort thing isn't — true — and — you know — but sometimes, I think I can see my dad thinking: How did I produce this?"*

*Albus: "Still better than my dad. I'm pretty sure he spends most of his time thinking: How can I give him back?"*

...

*Scorpius: "My point is, there's a reason we're friends, Albus — a reason we found each other, you know? And whatever this — adventure — is about . . ." (Rowling, 2016:79)*

c) Based on The Identity of The Person or Person The Speaker is Addressing

Scorpius is having a hard time about the rumor he has. The rumor is about he who is not the birth-son of his father. The rumor tells that Scorpius is the son of the Dark Lord or Voldemort. Albus does not believe it. Albus stays on Scorpius' side. He tries to convince Scorpius that the rumor is false. He says that Scorpius is a kind person. The Dark Lord is a bad person. Albus sincerely says that Scorpius is a kind person. Albus' explanation shows that Scorpius is truly a kind person. The quotation below presents the evidence of the statement:

*Scorpius: "Good. Let them. Sometimes — sometimes I find myself thinking — maybe they're true too."*

*Albus: "No. They're not true. And I'll tell you why. Because I don't think Voldemort is capable of having a kind son — and you're kind, Scorpius. To the depths of your belly, to the tips of your fingers. I truly believe Voldemort — Voldemort couldn't have a child like you."*

*Beat. Scorpius is moved by this. (Rowling, 2016:13)*

b. Friendly

1. Showing Method

a) Characterization Through Action

*Friendly* is of, relating to, or befitting a friend: such as cheerful and comforting (Merriam Webster, 2017). Scorpius is a cheerful person. cheerful and comforting person includes in friendly which means Scorpius is a friendly person. He is friendly to everyone. Even a stranger or someone he just meets. It shows how Scorpius attitude at the first time he meets Albus and Rose in the Hogwarts Express. The quotation below presents the evidence of the statement:

*Scorpius : "Hi, rose. Would you like some of my Fizzing Whizbees?"*

*Rose : "I've just had breakfast, thanks."*



*Scorpius* : “I’ve also got some Shock-o-Choc, pepper Imps, and some Jelly Slugs. Mum’s idea – she says (sings) , “sweets, they always help you make friends” (he realizes that singing was a mistake) stupid idea, probably” (Rowling, 2016:13)

b) Characterization Through Dialogue

Scorpius and Rose are not friends. Rose is very uncomfortable around Scorpius because of the rumor he has. Scorpius does not have problem with that. He still wants to be friend with Rose. He never gives up to Rose. He always hopeful and positive thinking. Even though he gets a bitter reponse from Rose. The quotation below presents the evidence of the statement:

*Scorpius runs on — with big hopes and an even bigger case.*  
*Scorpius(hopeful): “Hi, Rose.”*  
*Rose (definitive): “Bye, Albus.”*  
*Scorpius (still hopeful): “She’s melting.”* (Rowling, 2016:22)

Scorpius accidentally meets Rose in the way to go to Albus. He just absurdly talk non-senses to Rose. He has no idea what he is saying. He describes the smell of Rose. He wants to start the conversation but Rose does not take it well. She refuses his talks and unresponded to him. Looking at her action Scorpius keeps talking even he does not receives a good responds. The quotation below presents the evidence of the statement:

*Scorpius: “Albus! Oh hello, Rose, what do you smell of?”*  
*Rose: “What do I smell of?”*  
*Scorpius: “No, I meant it as a nice thing, you smell like a mixture of fresh flowers and fresh — bread.”*  
*Rose: “Albus, I’m here, okay? If you need me.”*  
*Scorpius: “I mean, nice bread, good bread, bread . . . what’s wrong with bread?”* (Rowling, 2016:48)

c. Desperate

1. Showing Method

a) Characterization through Dialogue

*Desperate* is having lost hope, suffering extreme need or anxiety (Merriam Webster, 2017). Scorpius’ mother has died. He is only has his father, but their relationship is not good. His father does not give him attention, Scorpius feels uncomfortable with his father, because his father is known as a former *Death Eathers*. He is lack of love and attention by his parents and others. He needs

attention from his close relatives. He is desperate when he has lost his mother. His mother has been sick for long until she has died. Scorpius does not tell Albus about his mother's death. Albus notices about it when he sees Scorpius' sad face. The quotation below presents the evidence of the statement:

*Albus runs to Scorpius, who is sitting on his case — numb to the world.*

*Albus: “(Delighted.) Scorpius . . . (Concerned.) Scorpius . . . Are you okay?”*

*Scorpius says nothing. Albus tries to read his friend's eyes.*

*Albus : “Your mum? It's got worse?”*

*Scorpius: “It's got the worst it can possibly get.*

*Albus sits down beside Scorpius.”*

*Albus: “I thought you'd send an owl . . .”*

*Scorpius: “I couldn't work out what to say.”*

*Albus: “And now I don't know what to say . . .”*

*Scorpius: “Say nothing.” (Rowling, 2016:25)*

Scorpius is a lonely boy. He has only his father. He hates loneliness. He admires Hogwarts so much, because Hogwarts is one of the biggest wizards school in the world. He wants to have a lot of friends. He wants to live like a common wizard. At first, his father againts him to go to Hogwarts. His father hates Hogwarts, because he does not have a great memory about Hogwarts. His father is known as a bad student in Hogwarts. Scorpius is desperate about it, because he really wants to go to Hogwarts. He wants to be friends with someone. The quotation below presents the evidence of the statement:

*Scorpius: “Still get a tingle, don't you? When you see it?” And revealed through the trees is hogwarts — a splendid mass of bulbous buildings and towers.*

*“From the moment I first heard of it, I was desperate to go. I mean, Dad didn't much like it there but even the way he described it . . . From the age of ten I'd check the Daily Prophet first thing every morning — certain some sort of tragedy would have befallen it — certain I wouldn't get to go.”*

...

*Scorpius : “All I ever wanted to do was go to Hogwarts and have a mate to get up to mayhem with...” (Rowling, 2016:102)*

Albus tries to stay away from Scorpius. Scorpius cannot deal with Albus' behavior to him. He tries to talk to Albus. They finally have a conversation together. In their conversation, Scorpius cannot hold his desperation. Scorpius says that Albus does not care enough to him. Albus' hateness covers his eyes for

his friend. Albus always complains about his father. Albus only cares about himself but Scorpius. Scorpius says that Albus should learn to accept the fact that he is the son of Harry Potter. Scorpius thinks that Albus has to accept his relationship with his father, because Albus' father is famous for being a hero to the wizarding world. It is different from Scorpius, his father is known as a dark wizard. Scorpius' emotion shows his desperation about his life. The quotation below presents the evidence of the statement:

*Scorpius (exploding): "Try my life! People look at you because your dad's the famous Harry Potter, savior of the wizarding world. People look at me because they think my dad is Voldemort.Voldemort."*

*Albus: "Don't even —"*

*Scorpius: "Can you even slightly imagine what that's like? Have you even ever tried? No. Because you can't see beyond the end of your nose. Because you can't see beyond the end of your stupid thing with your dad. He will always be Harry Potter, you know that, right? And you will always be his son. And I know it's hard, and the other kids are awful, but you have to learn to be okay with that, because — there are worse things, okay?"*

*Beat. (Rowling, 2016:139)*

The conversation between Scorpius and Albus becomes deeper than before. Scorpius tells Albus everything, Scorpius tells Albus about his feeling toward his rumor. Scorpius hopes that his mother has not died yet. Scorpius also says that his life has ruined. He wants Albus to know about this, because Scorpius wants Albus to give him a couragement as a friend. But, Albus is not aware about his friend's feeling. Scorpius thinks that Albus is a terrible friend, because Albus does not make Scorpius' feeling better. Scorpius tries to tell Albus that he is not the only one who has pain. They have the same pain. Scorpius is very desperate about this, because he only wants his friend's attention. The quotation below presents the evidence of the statement:

*Scorpius: "There was a moment I was excited, when I realized time was different, a moment when I thought maybe my mum hadn't got sick. Maybe my mum wasn't dead. But no, turns out, she was. I'm still the child of Voldemort, without a mother, giving sympathy to the boy who doesn't ever give anything back. So I'm sorry if I've ruined your life because I tell you — you wouldn't have a chance of ruining mine — it was already ruined. You just didn't make it better. Because you're a terrible — the most terrible — friend."*  
(Rowling, 2016:140)

## 2. Telling Method

### Based on the Author

There is a time when Harry forces Albus to not be friend with Scorpius. Harry forces them to be apart, because he thinks that the rumor about Scorpius is true. Albus gets confused, because he has to choose between his father or his only friend. Albus is still a good son, he does not want to rebel his father this time. So, Albus obeys his father's order. Albus has stayed away from Scorpius. His action makes Scorpius sad, because he does not want to lose his only friend. Scorpius does not understand why Albus stays away from him. Scorpius wants to talk to Albus. Scorpius meets Albus in Hogwarts' corridor, Scorpius needs Albus' explanation about this. Albus cannot explain to him, because he has to avoid Scorpius. This action makes Scorpius hopeless. His only friend has left him alone. The quotation below presents the evidence of the statement:

*Albus looks torn between his dad and his friend.*

*Albus: "I can't, okay?"*

*Scorpius: "You can't what?"*

*Albus: "Just — we'll be better off without each other, okay?"*

*Scorpius is left looking up after him. Heartbroken. (Rowling, 2016:118)*

## d. Loyal

### 1. Showing Method

#### a) Characterization through Action

Scorpius Malfoy is a loyal person. He is very loyal to his only friend, Albus. *Loyal* means showing loyalty (Merriam Webster, 2017). As a friend, Scorpius is a loyal person. When Scorpius and Albus escape from Hogwarts, they have to jump from the train. Scorpius is scared about it. When Albus jumps first, Scorpius has no idea what he should do. Albus is confused whether he has to jump to accompany Scorpius or he should not have to jump because of his fear. Scorpius finally jumps to the lake even though Scorpius is scared about it. This action shows Scorpius' loyalty, he jumps to the lake in order to accompany his friend. The quotation below presents the evidence of the statement:

*He incants as he jumps.*

*Scorpius: "Albus . . . Albus . . . (He looks down desperately after his friend. He looks at the approaching Trolley Witch. Her hair wild. Her spikes particularly spiky) Well, as fun as you clearly look,*

*I have to go after my friend. (He pinches his nose, he jumps after Albus, incanting as he goes) Molliare!” (Rowling, 2016:54)*

In order to achieve their goal which is to save Cedric, they have to drink a polyjuice. *Polyjuice Potion* is a potion that enables the consumer to assume the physical appearance of another person, as long as they have first procured part of that individual's body to add to the brew (this may be anything – toenail clippings, dandruff or worse – but it is most usual to use hair). The potion is a complex and time-consuming concoction, is best left to highly skilled witches and wizards (Rowling, 2017). Delphi has an idea that they should drink the potion in order to achieve their goal easier. At first, Scorpius concerns about this idea. He feels worried about it, because they still have no highly skills. Albus is excited about this idea, so it makes Scorpius agrees to drink the potion. Scorpius does not want to see Albus' sadness, so he drinks the potion. The quotation below presents the evidence of the statement:

*SCORPIUS: “Okay, two points, one, is it painful?”*

*DELPHI: “Very — as I understand it.”*

*SCORPIUS: “Thank you. Good to know. Second point: Do either of you know what Polyjuice tastes of? Because I've heard it tastes of fish and if it does I will just vomit it back up. Fish doesn't agree with me. Never has. Never will.”*

*Scorpius: “No. No way, José. If we're doing this, we're doing it (he puts on a pair of familiar-looking glasses with a smile) together.” (Rowling, 2016:68)*

#### b) Characterization through Dialogue

Scorpius and Albus support each other. They respect their friendship. Scorpius always supports Albus. He is always there for Albus. Albus feels that he and his father are different, because Albus does not have a popularity like his father. Albus' worrier makes Albus is not confident about himself, Scorpius is aware about this. Scorpius gives Albus a couragement, Albus is Scorpius' best friend. It means that Albus is all Scorpius needs, Albus is better than anyone for Scorpius. Through the Scorpius' couragement, we can see that Scorpius shows his loyalty to his friend. Scorpius says it is really great to be friend with Albus Potter. The quotation below presents the evidence of the statement:

*Albus: “But I'm nothing like my dad.”*

*Scorpius: "You're better. You're my best friend, Albus. And this is mayhem to the nth degree. Which is great, thumbs-up great, it's just — I have got to say — I don't mind admitting — I am a tiny bit— just a tiny bit scared."*

*Albus looks at Scorpius and smiles. (Rowling, 2016:103)*

Scorpius and Albus have been separated by Harry Potter. They cannot meet or talk to each other. Scorpius has some difficulties to do this. Delphi talks to Scorpius that she has contacted Albus. Delphi tries to cheer Scorpius up. Scorpius also says that he has tried to contact Albus but Albus always avoids him. Scorpius' effort for their friendship is absolute. Scorpius cannot lose Albus. Even though Scorpius has known that Albus keeps the distance with their friendship, Scorpius does not give up on Albus. He tries to be friend again. This show Scorpius' loyalty for his friendship with Albus. The quotation below presents the evidence of the statement:

*Scorpius: "... Sorry. That's — I didn't mean — I just — don't understand what's going on. I've tried to see him, talk to him, but every time I do he runs off." (Rowling, 2016:131)*

e. Smart

1. Showing Method

a) Characterization through Action

Scorpius is a smart boy. He has a lot of knowledge. He likes to school and study. Scorpius and Albus have completed each other personality. Albus is quick at getting sense and idea meanwhile Scorpius finds the answer of their difficulties. When there is a book who can be a hint for their goal, Albus has found out that the book is a riddle. After that Scorpius has to find out what is the meaning of the riddle. Scorpius finds the answer. He knows that the riddle means shadow. The quotation below presents the evidence of the statement:

*Scorpius: "No! You don't! Sybill Trelawney. No!!!!"  
He looks around, sunk but full of energy.  
"This is all wrong. Albus? Can you hear me? All this for a frigging Time-Turner. Think, Scorpius. Think."  
Books try and grab him.  
"A constant companion. Sometimes behind. Sometimes in front. Hang on. I've missed it. Shadow. You're a shadow. Shadows and Spirits. It must be . . ." (Rowling, 2016:118)*

b) Characterization through Dialogue

Scorpius feels burdened to Delphi. He finds something wrong with her. Albus cannot see this because of his ambition to his goal. In order to save his friend and himself from dark action, Scorpius starts to push Delphi away. Albus cannot believe what Scorpius has done, because Albus has no concern to Delphi. Scorpius explains it to Albus, so Albus can trust Scorpius. Scorpius' awareness shows that Scorpius is a smart boy. He is not easy to be fooled by Delphi. The quotation below presents the evidence of the statement:

*Albus: "Come on, let's get destroying . . . Confringo? Stupefy? Bombarda? Which would you use?"*

*Scorpius: "Give it back. Give us back the Time-Turner."*

*Delphi: "What?"*

*Albus: "Scorpius? What are you doing?"*

*Scorpius: "I don't believe you ever were ill. Why didn't you come to Hogwarts? Why are you here now?"*

*Delphi: "I'm trying to bring my cousin back!"* (Rowling, 2016:118)

## B. Plot

According to the theory, there are five elements of plot, which are exposition, rising action, climax, falling action and resolution. In this part, I try to analyze the playscript separately based on the theory. The plot implies the controlling intelligence of an author who has winnowed the raw facts and incidents at his disposal and then ordered and arranged them to suggest or expose their casual relationship (Pickering & Hooper, 1980). The purpose of using plot is to get better information of the story.

### 1. Exposition

The exposition is the beginning section in which the author provides the necessary background information. In this playscript, the exposition of the story is when the first time Albus goes to school. His family have to accompany him to the Hogwarts Express. Hogwarts is Albus' school. Hogwarts is the place where Albus grows up and meets his friend Scorpius. The beginning also introduces the Potter's family. The family consists of five members. There are Harry Potter, Ginny Potter, James Potter, Albus Potter, and Lily Potter. The quotation below presents the evidence of the statement:

*A busy and crowded station. Full of people trying to go somewhere. Amongst the hustle and bustle, two large cages rattle on top of two laden trolleys. They're being pushed by two boys, James Potter and Albus Potter, their mother, Ginny, follows after. A thirty-seven-year-old man, Harry, has his daughter, Lily, on his shoulders. (Rowling, 2016:5)*

Before Albus gets into the train, he worries about his life in Hogwarts. He tells his father what if he enters Slytherin. After Albus shares his feeling to his father, Albus is confident about his school life in Hogwarts. He has to go to the Hogwarts Express. Hogwarts Express is the place where Albus and Scorpius meet for the first time. Scorpius looks lonely in a compartment. Albus tries to speak to him to get a seat. Then, Albus gets his only friend and spends the moment in Hogwarts with Scorpius. The quotation below presents the evidence of the statement:

*Albus opens a door — to look in on a lonely blond kid — Scorpius — in an otherwise empty compartment. Albus smiles. Scorpius smiles back.*

*Albus: “Hi. Is this compartment . . .”*

*Scorpius: “It’s free. It’s just me.”*

*Albus: “Great. So we might just — come in — for a bit — if that’s okay?”*

*Scorpius: “That’s okay. Hi.”*

*Albus: “Albus. Al. I’m — my name is Albus . . .”*

*Scorpius: “Hi Scorpius. I mean, I’m Scorpius. You’re Albus. I’m Scorpius. And you must be . . .” (Rowling, 2016:13)*

The exposition for the problem starts when the sorting session of the student in Hogwarts has begun. The determinant of the sorting session is the *Sorting Hat*. *The Sorting Hat* is a sentient hat at Hogwarts that magically determines which of the four school Houses each new student belongs most to (Rowling, 2017). These four Houses are Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. The Sorting Hat will call the student one by one and decides where their houses belongs to. Most of Potter family belong to Gryffindor House, but this time is different. Albus Potter has been sorted into Slytherin House. This is where the problem starts. For the first time there is a Potter in Slytherin House. Albus is shock and confused about this. The quotation below presents the evidence of the statement:

*Sorting Hat: “Albus Potter.”*

*He puts his hat on ALBUS’s head — and this time he seems to take longer — almost as if he too is confused.*

*“SLYTHERIN!”*



*There's a silence. A perfect, profound silence. One that sits low, twists a bit, and has damage within it.*  
*Polly Chapman: "Slytherin?"*  
*Craig Bowker Jr.: "Whoa! A Potter? In Slytherin."*  
*Albus looks out, unsure. Scorpius smiles, delighted, as he shouts across to him. (Rowling, 2016:18)*

## 2. Complication

Complication, which is sometimes referred to as the rising action, breaks the existing equilibrium and introduces the characters and the underlying or inciting conflict (Pickering & Hooper, 1980:17). Albus is lack of skills and confident. He feels different from his father. Since he joins Slytherin House, people underestimate him. Albus' life as a student of Slytherin is more complicated than before. There is a flying lesson in Hogwart. Albus' father is very excellent at flying lesson, but it is not same with Albus. Albus cannot fly well. People mock him as "*Slytherin Squib*". It means someone who was born from magical-parents, but has no power of magic. The quotation below presents the evidence of the statement:

*Brooms sail up, including Scorpius's. Only Albus is left with his broom on the floor.*  
*Albus: "Up. UP. UP."*  
*His broom doesn't move. Not even a millimeter. He stares at it with disbelieving desperation. There's giggling from the rest of the class.*  
*Polly Chapman: "Oh Merlin's beard, how humiliating! He really isn't like his father at all, is he?"*  
*Karl Jenkins: "Albus Potter, the Slytherin Squib." (Rowling, 2016:20)*

Because of his lackness in lesson, Albus is angry to himself. He has wondered why he is not same with his father. Albus' behaviour becomes rude to his father. He tries to avoid his father. His father is a famous person. His father is full of great skills, but it is not same with Albus. Albus is lack of skills. He is not as famous as his father. He also has been sorted into Slytherin and has become the first Potter who has been sorted into Slytherin House. He is so different, this situation makes Albus confused about his true identity. Albus is sensitive to his father. Albus is not comfortable in public or a place where there are a lot of people. He is beyond his expectation of himself as one of Harry Potter's son.

Albus is disappointed to himself. He is angry to himself. Harry is so worried about his son. Albus' relationship with his father is more complicated, because of Albus feels different from his father. The quotation below presents the evidence of the statement:

*Albus: "At Harry Potter and his disappointing son."*

*Harry: "What does that mean?"*

*Albus: "At Harry Potter and his Slytherin son."*

*Harry looks at Albus, concerned.*

*Harry: "Al —"*

*Albus: "My name is Albus, not Al."*

...

*Albus: "You didn't need to bring me to the station, Dad."*

*Albus picks up his case and makes hard away. (Rowling, 2016:21)*

Albus' relationship to his close people has been changed. He feels awkward towards them. He does not like them anymore. For example, Albus and Rose's relationship is horrible. Albus and Rose are cousins. Their relationship have changed. Albus and Rose are an enemy to each other. They have their own views, they are not close like before. Their relationship are more complicated since they are in different houses. Albus has been sorted into Slytherin House and Rose has been sorted into Gryffindor House. They pretend to be close in front of their parents. The quotation below presents the evidence of the statement:

*Albus: "As soon as the train leaves you don't have to talk to me."*

*Rose: "I know. We just need to keep the pretense up in front of the grown-ups." (Rowling, 2016:22)*

As I said before, Albus has no skill in flying lesson. Flying lesson has a relation with Quidditch. Students who are excellent in flying lesson may have a chance to join Quidditch. *Quidditch* is a wizarding sport played on broomsticks. It is the most popular game and most well-known game among wizards (Rowling, 2017). Rose is really good at flying lesson, so she can join Quidditch as well. This makes Albus feels jealous. He hates Quidditch. Even though she is his cousin, Albus does not want to congratulate Rose on her success. The quotation below supports the statement above:

*PROFESSOR McGonagall: "And I'm pleased to announce Gryffindor's newest member of the Quidditch team — our — (she realizes she can't be partial) your superb new Chaser — Rose Granger-Weasley."*

*The hall erupts into cheers. Scorpius claps alongside them all.*  
*Albus: "Are you clapping her too? We hate Quidditch and she's playing for another House."*  
*Scorpius: "She's your cousin, Albus."*  
*Albus: "Do you think she'd clap for me?"* (Rowling, 2016:23)

As the times goes, there is a time where Lily enters into Hogwarts as the new student. As the last children of Potters, she has an expectation to go to the Gryffindor House meanwhile Albus hopes that his sister will be sorted into Slytherin House. It turns out that Lily has been sorted into Gryffindor House as Potter always does. Scorpius says that Potters do not belong in Slytherin House, but Albus does. Albus is very dissappointed because of this. He finally confesses that he wish that he is not Harry's son. He does not choose to be his son. This shows that Albus is harder to accept the fact that he belongs to Slytherin House as well as Harry Potter's son. The quotation below supports the statement above:

*Sorting Hat: "Lily Potter. GRYFFINDOR."*  
*Lily: "Yes!"*  
*Albus: "Great."*  
*Scorpius: "Did you really think she'd come to us? Potters don't belong in Slytherin."*  
*Albus: "This one does."*  
*As he tries to melt into the background, the other students laugh. He looks up at them all.*  
*"I didn't choose, you know that? I didn't choose to be his son."*  
(Rowling, 2016:26)

### 3. Crisis

Crisis or climax is the moment at which the plot reaches its point of greatest emotional intensity (Pickering & Hooper, 1980:17). The crisis in this playscript happens when Harry gives a Christmas gift to Albus. The gift is an old blanket from Harry's childhood, it is the only thing that Harry's parents has left for him. The gift is very precious for Harry, but not to Albus. Albus thinks it is just an old blanket, he feels envy to his brother and sister. His brother gets Invisibility Cloak and his sister gets fairy wings. Albus thinks that his brother and sister's gifts are good meanwhile his gift is not. Harry wants Albus to keep the blanket but Albus refuses it. This hurts Harry's heart as parents. The quotation below presents the evidence of the statement:

*Harry: "Albus, I want you to have the blanket."*

*Albus: "And do what with it? Fairy wings make sense, Dad, invisibility cloaks, they also make sense — but this — really?"*  
(Rowling, 2016:38)

Moreover there is another problem shows up in the conversation above. The problem is when Albus starts to mock the blanket that his father has given to him. Albus start to tell something about Harry's childhood sarcasticly. Albus directly shows his bad behaviour to his father. Albus' action makes Harry is very upset. Harry finally has lost his temper towards Albus. Albus wishes that Harry is not his father and Harry accidentally also wishes that Albus is not his son. Harry's statement clearly explains everything for Albus, because Albus takes his father's words seriously. Harry says he does not meant it, but Albus finally knows how his father feels about him. This problem will lead to Albus' avoidance and anxiety to his social life. He also wants to run away from his father in order to show that he is also strong as his father. The quotation below presents the evidence of the statement:

*Albus: "The poor orphan who went on to save us all. So may I say — on behalf of wizarding kind — how grateful we are for your heroism. Should we bow now or will a curtsy do?"*

*Harry: "Albus, please — you know, I've never wanted gratitude."*

*Albus: "But right now I'm overflowing with it — it must be the kind gift of this moldy blanket that did it . . ."*

*Harry: "Moldy blanket?"*

*Albus: "What did you think would happen? We'd hug. I'd tell you I always loved you. What? What?"*

*Harry (finally losing his temper): "You know what? I'm done with being made responsible for your unhappiness. At least you've got a dad. Because I didn't, okay?"*

*Albus: "And you think that was unlucky? I don't."*

*Harry: "You wish me dead?"*

*Albus: "No! I just wish you weren't my dad."*

*Harry (seeing red): "Well, there are times I wish you weren't my son." There's a silence. Albus nods. Pause. Harry realizes what he's said. "No, I didn't mean that . . ."*

*Albus: "Yes. You did."*

*Harry: Albus, you just know how to get under my skin . . ."*

*Albus: "You meant it, Dad. And, honestly, I don't blame you."*  
(Rowling, 2016:39)

Another problem is when Albus overhearing his father conversation with Amos Diggory. Amos Diggory is the father of Cedric Diggory who is Harry's late friend. He comes to Harry's house in the late night. Amos has no choice, because

Harry is very busy as a Head of Ministry of Defense. Amos begs to Harry to give him a Time-Turner. A Time-Turner is a device that used for time travel. It is a special timepiece which resembles an hourglass on a necklace. Amos wants to bring back his son to life. Harry do not admit that he has a time-turner, he tells Amos that all of Time-Turners have gone. The government has no other Time-Turner. The quotation below presents the evidence of the statement:

*Albus can't sleep. He is sitting at the top of the stairs. He hears voices below him. We hear Harry's voice before he's revealed. An elderly man in a wheelchair is with him, Amos Diggory.*  
*Amos: "The Ministry has a Time-Turner, does it not?"*  
*Harry: "The Time-Turners were all destroyed." (Rowling, 2016:31)*

The Problem gets worse when Albus finds out that The Time-Turner is real. Rose tells Albus that Harry Potter has found a Time-Turner. The quotation below supports the statement above:

*Rose: "Apparently he — the wizard they raided — Theodore Nott, I think — had all sorts of artifacts that broke all sorts of laws including — and this has got them all gooey — an illegal Time-Turner. And quite a superior one at that."*  
*Albus looks at ROSE, everything falling into place.*  
*Albus: "A Time-Turner? Dad found a Time-Turner?" (Rowling, 2016:48)*

He finds out that his father has lied to a poor man. Albus feels pity with this man. Albus wants to help him. This situation becomes Albus' goal. He wants to save Cedric with the Time-Turner. Albus wants to help Amos, because he thinks that he can show to his father that he also have a skill and bravery. He persuades Scorpius to come with him. In order to achieve his goal, they have to runaway from school. They have to go to Amos' house to tell him about the Time-Turner. The quotation below supports the statement above:

*Albus: "When Amos Diggory asked for the Time-Turner my father denied they even existed. He lied to an old man who just wanted his son back — who just loved his son. And he did it because he didn't care — because he doesn't care. Everyone talks about all the brave things Dad did. But he made some mistakes too. Some big mistakes, in fact. I want to set one of those mistakes right. I want us to save Cedric. I'm going to do this, Scorpius. I need to do this."*

*And you know as well as I do, I'll entirely mess it up if you don't come with me. Come on.*" (Rowling, 2016:51)

In order to save Cedric, Delphi helps Albus and Scorpius. Delphi is the cousin of Cedric Diggory. They find the Time-Turner in the hidden place at Ministry of Magic. They have a lot of obstacles to do the journey. Scorpius suddenly asks Delphi to give the Time-Turner to him. Scorpius gets suspicious of Delphi's identity, because Scorpius sees Delphi's tattoo. Delphi has a tattoo of Augurey. Scorpius knows the definition of Augurey. *Augurey* means sinister-looking black birds that cry when the rain's coming. Wizards are used to believe that the Augurey's cry foretold death (Rowling, 2017). Usually wizards who have Augurey tattoo are dark wizards, because the tattoo is also a symbol for Voldemort's followers. Delphi has far more sinister plans for the Time-Turner. It turns out that Delphi is not Cedric's cousin, she has lied about her identity. She is actually the daughter of Voldemort and Bellatrix Lestrange. Delphi wants to go back in time to ensure her father remains alive and in power. Albus is not aware about this, because he only cares about his goal that he can show to his father that he can be like his father who likes to help others. The quotation below supports the statement above:

*Delphi's cloak has loosened. An Augurey tattoo is visible on the back of her neck*

*Scorpius: "Give it back. Give us back the Time-Turner."*

*Delphi: "What?"*

*Albus: "Scorpius? What are you doing?"*

*Scorpius: "I don't believe you ever were ill. Why didn't you come to Hogwarts? Why are you here now?...They called you the Augurey. In — the other world — they called you the Augurey."*

*A slow smile grows on Delphi's face.*

*Delphi: "I want a return to pure and strong magic. I want to rebirth the Dark."*

*Scorpius: "You want Voldemort's return?"*

*Delphi: "The one true ruler of the wizarding world. He will return." (Rowling, 2016:215)*

#### 4. Falling Action.

Albus and Scorpius get stuck in the past time. They has messed up with time by using a Time-Turner. The Time-Turner has been stolen by Delphi. They have no

other ways to get back to real life meanwhile their parents look for them in the present time. Albus and Scorpius think about another way to tell their parents. Albus does not care anymore about his anger to his father, he needs his father to find and help him. In this matter, the relationship between Albus and Harry seems to be good again. Albus suddenly have an idea. He remembers that his father gives him an old blanket as a Christmas Gift. He thinks the blanket is the connection between past time and present time. Albus writes a clue for his father in the old blanket at the past time. They finally find a way to save their life. They get a way to solve their problem. The quotation below presents the evidence of the statement:

*Albus: "Scorpius — my dad still has that blanket."*

*Albus: "The potion spilt and the blanket was covered in it and I happen to know for a fact Mum hasn't let Dad touch that room since I left it...so it's coming up to Hallows' Eve in their time as well as ours — and he told me he always finds that blanket, he needs to be with it on Hallows' Eve — it was the last thing his mum gave him — so he will look for it and when he finds it . . ."*

*Albus: "So if we were to get that blanket and write on it in tincture of Demiguise, then . . ."*

*Scorpius (eureka): "Nothing would react to it until it came into contact with the love potion. In your room. In the present. By Dumbledore, I love it." (Rowling, 2016:262)*

The problem is getting over. The parents only have to find another Time-Turner to find their sons. The Time-Turner that Scorpius and Albus has used is known as the only Time-Turner has left, but it turns out that Draco has another Time-Turner. The Time-Turner is made for Draco's father. Now it is the time for them to use it to save their sons. They may be capable to see their sons again. The quotation below presents the evidence of the statement:

*Draco reveals the Time-Turner.*

...

*Draco: "Consider the alternative — consider if people had known that I had the ability to travel in time.Consider the rumor that would have been given increased — credence." (Rowling, 2016:256)*

After Albus gives his father a message with his blanket, Harry finally finds it. at first he doesn't know what it is. He thinks that is a joke. Ginny helps him to read the message. Albus writes a date to the blanket which is 311081. Harry knows

what it means. It is a date where his parent's death. It happens in Godric's Hollow. Godric's Hollow is a village in the West Country of England. It is a small community, which centres on a village square with only a church, a post office, a pub, and a few retail shops. So it is the place where Albus and Scorpius are. They understand it and go through them by using Scorpius' Time-Turner. The quotation below supports the statement above:

*Harry looks up, several thoughts smashing through his brain at once.*

*Harry: "No. It's a date. 31st October, 1981. The date my parents were killed."*

*Ginny looks at Harry, and then back at the blanket.*

*Ginny: "That doesn't say "Hello." It says "Help."*

*Harry: "Dad. Help. Godric's Hollow. 31/10/81." It's a message. Clever boy left me a message." (Rowling, 2016:267)*

Harry, Ginny, Draco, Ron, and Hermione go to Godric Hollow. Harry successfully saves Albus' life. The family finally meets together. They are so happy, Albus and Scorpius are very happy to meet their parents. Albus directly hugs Ginny and so does Scorpius, Scorpius also hugs his father. The families are together again. There is no tension up between them, Harry feels so relieved to meet Albus. The relationship between Albus and Harry is better than before. They try to fix their relationship. The quotation below supports the statement above:

*Albus looks up, amazed to see Ginny and then Harry, and then he takes in the rest of the happy band (Ron, Draco, And Hermione).*

*Albus: "Mum?"*

*Harry: "Albus Severus Potter. Are we pleased to see you."*

*Albus: "You got our note . . . ?"*

*Ginny: "We got your note."*

*Scorpius trots up to his dad.*

*Draco: "We can hug too if you like . . ."*

*Scorpius looks at his dad, unsure for a moment. And then they sort of half hug in a very awkward way. Draco smiles. (Rowling, 2016:270)*

## 5. Resolution

They are finally back to the present time. Albus and Scorpius go to Hogwarts as usual. Scorpius asks Albus to watch Quidditch with him, but Albus refuses it



because he has an appointment with his father. By hearing this, Scorpius cannot believe this because of Harry Potter is not usually like to take a break from his works. Scorpius also feels touched, because Albus' relationship with his father is better than before. Scorpius directly hugs his beloved friend. Harry Potter wants to have a conversation with Albus. Harry and Albus tries to reconcile their relationship. Harry wants to fix everything that has been happened to both of them. The quotation below presents the evidence of the statement:

*Scorpius: "Are you heading to Quidditch? Slytherin are playing Hufflepuff — it's a big one —"*

*Albus: "I thought we hated Quidditch?"*

*Scorpius: "People can change. Besides, I've been practicing. I think I might make the team eventually. Come on."*

*Albus: "I can't. My dad's arranged to come up —"*

*Scorpius: "He's taking time away from the Ministry?"*

*Albus: "He wants to go on a walk — something to show me — share with me — something."*

*Scorpius: "A walk?"*

*Albus: "I know, I think it's a bonding thing or something similarly vomit-inducing. Still, you know, I think I'll go."*

*Scorpius reaches in and hugs Albus. (Rowling, 2016:298)*

Harry takes Albus to walk. They have a good conversation. As I say before, Harry tries to fix what he has been said to Albus. Harry does not ask to Albus' forgiveness, because he knows that it is unforgivable. Harry wants Albus to move on from the past. He wants to be a good father for Albus. Harry says it all with sincerely. The quotation below presents the evidence of the statement:

*He looks at Albus.*

*Harry: "That thing I said to you — it was unforgivable, and I can't ask you to forget it but I can hope we move past it. I'm going to try to be a better dad for you, Albus. I am going to try and—be honest with you and . . ."*

*Albus: "Dad, you don't need to —" (Rowling, 2016:301)*

Harry is honest about his feeling to Albus. He admits that it is difficult being a father for him. He tells Albus that usually people have a father to learn how to be a good father. Harry cannot do that, because Harry's father has died. He does not know how it feels to have a father. He says to Albus that he is still learning to become a good father for his family. He wishes Albus can understand him. Harry is just a man who can make mistakes. Albus is moved by his father's confession, Albus also promises to Harry that he will become a good son. They are honest to

each other feeling. This shows that their relation is getting better than before. The quotation below presents the evidence of the statement:

*Harry: "I know. But the thing that scares me most, Albus Severus Potter, is being a dad to you. Because I'm operating without wires here. Most people at least have a dad to base themselves on — and either try to be or try not to be. I've got nothing — or very little. So I'm learning, okay? And I'm going to try with everything I've got — to be a good dad for you."*

*Albus: "And I'll try and be a better son. I know I'm not James, Dad, I'll never be like you two —" (Rowling, 2016:302)*

As I say above, Harry asks Albus to go with him. They walk to the graveyard. Harry takes Albus to Cedric Diggory's grave. Harry tells Albus that he comes here often. Harry is very sorry about Cedric's death. It is a painful memory for him. Harry explains to Albus that he is sorry about Cedric. Albus is moved by his father's action. Albus tries to understand his father. They feel each other feeling. Harry does not want to have another problem with Albus, so Harry tries to explain everything to Albus. They smile to each other. Harry touches Albus' shoulder just because he feels relieved that there is no others problem between them. They start to understand each other feeling and they has solved their problem. The quotation below presents the evidence of the statement:

*Albus: "Dad? Why are we here?"*

*Harry: "This is where I often come."*

*Albus: "But this is a graveyard . . ."*

*Harry: "And here is Cedric's grave."*

*...*

*Harry: "I didn't know Cedric well enough either. He could have played Quidditch for England. Or been a brilliant Auror. He could have been anything. And Amos is right — he was stolen. So I come here. Just to say sorry. When I can."*

*Albus: "That's a — good thing to do."*

*Albus joins his dad in front of Cedric's grave. Harry smiles at his son and looks up at the sky.*

*Harry: "I think it's going to be a nice day."*

*He touches his son's shoulder. And the two of them — just slightly — melt together.*

*Albus (smiles): "So do I." (Rowling, 2016:304)*

### C. Setting

Setting is a term that, in the broadest sense, encompasses both the physical locale that frames the action and the time of the day or year, the climatic conditions, and

the historical period during which the action takes place. At its most basic, setting helps the reader visualize the action of the work, and thus adds credibility and an air of authenticity to the characters (Pickering & Hooper, 1981:37).

In this part, I will analyze the playscript by setting. It is in order to get better information about the character and the story. I believe that by using setting approach, I can reveal what is the main problem of this playscript.

#### a. Setting As A Background

Setting as a background of this playscript is in United Kingdom especially London and Ireland. The first place gather and introduce the story is in King Cross. King's Cross Station is considered one of the main train stations to serve London, England. Students of Hogwarts School of Witchcraft and Wizardry take the scarlet steam engine named the Hogwarts Express to Hogwarts from Platform 9¾ on 1 September at 11 AM sharp. Harry Potter has to accompany his second son to go to Hogwarts for the first time. Albus is the second son of Harry Potter and he is eleven years old, so he has to go to Hogwarts as the fresh man. Setting as a background begins when Albus goes to school for the first time in King Cross. The quotation below presents the evidence of the statement:

*A busy and crowded station. Full of people trying to go somewhere. Amongst the hustle and bustle, two large cages rattle on top of two laden trolleys. They're being pushed by two boys, James Potter and Albus Potter, their mother, Ginny, follows after. A thirty-seven-year-old man, Harry, has his daughter, Lily, on his shoulders. (Rowling, 2016:5)*

Another setting as a background is in Hogwarts Express. Albus has to go to the Hogwart Express. *The Hogwarts Express* is the name of the train that makes a run between London, King's Cross Station Platform nine and three-quarters and Hogsmeade Station (Rowling, 2017). Hogwarts Express is one of the most important settings in this playscript, because there are a lot of occurrences that occur in Hogwarts Express. For example, Hogwarts Express is the place where Albus and Scorpius first meeting. Hogwart Express is the beginning of Albus and Scorpius friendship. The quotation below presents the evidence of the statement:

*Albus opens a door — to look in on a lonely blond kid — Scorpius — in an otherwise empty*

*compartment. Albus smiles. Scorpius smiles back.*  
*Albus: "Hi. Is this compartment . . ."*  
*Scorpius: "It's free. It's just me."*  
*Albus: "Great. So we might just — come in — for a bit — if that's okay?"*  
*Scorpius: "That's okay. Hi."*  
*Albus: "Albus. Al. I'm — my name is Albus . . ."*  
*Scorpius: "Hi Scorpius. I mean, I'm Scorpius. You're Albus. I'm Scorpius. And you must be . . ."*  
*Rose's face is growing colder by the minute.*  
*Rose: "Rose." (Rowling, 2016:13)*

Setting as background in this playscript also happens in Forbidden Forest. *Forbidden Forest* is a large, dark forest on the grounds of Hogwarts where many weird, wonderful and highly dangerous creatures live (Rowling, 2017). As the forest's name suggests, it is strictly off limits to students — except in the case of detention, or Care of Magical Creatures lessons that occasionally take place there. It happens when Albus and Scorpius has missed. Their parents look for them in Forbidden Forest. It is all because of Harry's dream. Harry has a dream about his son in the forbidden forest. The quotation below presents the evidence of the statement:

*FORBIDDEN FOREST*  
*The forest seems to grow bigger, thicker — and amongst the trees, people searching, looking for the missing wizards. But slowly people melt away until Harry is left alone. (Rowling, 2016:99)*

b. Setting as an Antagonist.

Setting as an antagonist occurs in Hogwarts. Hogwarts School of Witchcraft and Wizardry is the British wizarding school, located in the Highlands of Scotland. It happens when Albus' first year of school in Hogwarts, there is a lesson about flying. Albus has to lift the broomstick without touching it. The students have to say "up" in order to lift the broomstick. The students can do it successfully but Albus. He has to struggle to do it. He cannot lift his broomstick, despite his father is really a good player of flying. He is different, he cannot do it easily like his father. This situation is an antagonist for Albus, because of the broom does not get up properly. This setting as antagonist makes Albus is bullied by his friends. The quotation below presents the evidence of the statement:

*And suddenly a flying lesson is happening with Madam Hooch.*

*Madam Hooch: "... Stick out your hands out over your broom, and say, "Up!"*

*Everyone: "UP!"*

*Rose's and Yann's brooms sail into their hands. Brooms sail up, including Scorpius's. Only Albus is left with his broom on the floor.*

*Albus: "Up. UP. UP." His broom doesn't move. Not even a millimeter. He stares at it with disbelieving desperation. There's giggling from the rest of the class. (Rowling, 2016:19)*

Another setting as an antagonist occurs in platform nine and three-quarters. At that time, Albus is in the second years of Hogwarts. The station is crowded as usual. Harry has to accompany Albus to go to the station in order to go to Hogwarts. In the station, people look around Harry and Albus. It makes Albus is not comfortable around his famous father. Albus feels unconfident. There is a stranger wizard who want to be close to Harry. The wizard wants to get Harry Potter's signature. The crowded place and the people in the station make Albus more uncomfortable than before. This setting is antagonist, because Albus want to have a peaceful goodbye with his father, but it is ruined by the people who stare at his father and Albus. The quotation below presents the evidence of the statement:

*We're back on platform nine and three-quarters and time has ticked on mercilessly. Albus is now a year older (as is Harry, but less noticeably).*

*Albus: "I'm just asking you, Dad, if you'll — if you'll just stand a little away from me."*

*Harry (amused): "Second-years don't like to be seen with their dads, is that it?"*

*An over-attentive wizard begins to circle them.*

*Albus: "No. It's just — you're you and — and I'm me and—"*

*Harry: "It's just people looking, okay? People look. And they're looking at me, not you." The over-attentive wizard proffers something for Harry to sign — he signs it. (Rowling, 2016:20)*

Setting as an antagonist also occurs at the Ministry of Magic. Ministry of Magic is the place where Harry Potter's work. Scorpius, Albus, and Delphi go to the Ministry of Magic to get the Time-Turner. When they are there, suddenly Harry and Hermione has headed to their place. They are panic and confused. They want to hide in Hermione's office, but the door is not open. It is hard to open the door. The door becomes an antagonist for them, because the door obstructs their plan. The quotation below presents the evidence of the statement:

*MINISTRY OF MAGIC, CORRIDOR*

*Delphi: "Oh no."*

*Albus: "Hermione. And Dad."*

*The panic is instant and infectious.*

*Scorpius: "Okay. Hiding places. No hiding places. Anyone know any Invisibility Charms?"*

*Delphi: "Do we go . . . in her office?"*

*Albus: "She'll be coming to her office."*

*Delphi: "There's nowhere else."*

*She tries the door. She tries it again. (Rowling, 2016:74)*

c. Setting as a Means of Creating Appropriate Atmosphere

Setting as a Mean of Creating Appropriate Atmosphere occurs at platform nine and three-quarters. As I say before, platform nine and three-quarters is the place where Albus and Scorpius develop their friendship. The setting as a means of creating appropriate atmosphere means the setting which are place, time or situation makes an emotion of situation changes. At the first year of Hogwarts, Harry and Ginny have to accompany their son to the station. In the station, they meet Weasley's family. As known, Harry is one of the most famous wizards in the world. Harry has two bestfriends, they are Ronald Weasley and Hermione Granger. His two bestfriends are also famous. They gain attentions from the public when they are together. In the platform nine and three-quarters, the station is crowded as usual. People are busy with their own works, but when they see the Potter's and the Weasley's, they will stare at them. It makes the situation uncomfortable for Albus. Albus is only eleven years old at that time, he is not used to his father's popularity yet. The quotation below presents the evidence of the statement:

*PLATFORM NINE AND THREE-QUARTERS*

*Which is covered in thick white steam pouring from the HOGWARTS EXPRESS. And which is also busy — but instead of people in sharp suits going about their day — it's now wizards and witches in robes mostly trying to work out how to say good-bye to their beloved progeny.*

*Albus: "Everyone's staring at us again."*

...

*Hermione: "Can we go? People are looking, you know."*

*Ginny: "People always look when you three are together. And apart. People always look at you." (Rowling, 2016:9)*

The second setting as a means of creating appropriate atmosphere are in the Hogwarts Express. This setting occurs when Albus and Scorpius are planing to

escape from Hogwarts. They are planning to jump from the train. In order to jump, they have to go to the roof of the train. It is so windy. The wind is strong. Scorpius is scared about this idea. But it is different from Albus, he is so confident about the plan. The quotation below presents the evidence of the statement:

*ROOF OF THE HOGWARTS EXPRESS*

*The wind whistles from all angles and it's a fierce wind at that, as a determined Albus and petrified Scorpius stand on the roof of a train.*

*Scorpius: "Okay, now we're on the roof of a train, it's fast, it's scary, this has been great, I feel like I've learnt a lot about me, something about you, but —"*(Rowling, 2016:52)

The third setting as a means of creating appropriate atmosphere occur in St. Oswald's home for old witches and wizards. St Oswald's Home for Old Witches and Wizards is a wizarding nursing home for the elderly, located in Upper Flagley, in Yorkshire, England. Albus and Scorpius are escape from Hogwarts in order to meet Amos Diggory. St. Oswald's home for old witches and wizards is the place where Amos Diggory has lived. The elderly witches and wizards who resided there no longer had the burden of having to do magic for a reason, so common sights at the nursing home were zimmer frames being conjured into life, knitting wool being enchanted into chaos, and the male nurses being made to dance the tango (Rowling, 2017). The place seems creepy. It makes Albus and Scorpius feel so scared.

*ST. OSWALD'S HOME FOR OLD WITCHES AND WIZARDS*

*This is chaos. This is magic. This is St. Oswald's Home for Old Witches and Wizards and it is as wonderful as you might hope. Walker frames are conjured into life, knitting wool is enchanted into chaos, and male nurses are made to dance tango. These are people relieved of the burden of having to do magic for a reason — instead these witches and wizards do magic for fun. And what fun they have. Albus and Scorpius enter, looking around themselves, amused, and let's face it, slightly scared.*

*Albus and Scorpius: "Um, excuse me . . . Excuse me. EXCUSE ME!"*

*Scorpius: "Okay, so this place is wild."*

*Albus: "We're looking for Amos Diggory."*

*There is suddenly total silence. Everything is instantly still. And slightly depressed.* (Rowling, 2016:58)

d. Setting as a Means of Revealing Character

Setting as a means of revealing character is very often the way in which a character perceives the setting, and the way he or she reacts to it (Pickering & Hooper, 1980:41). Setting as a means of revealing character in this playscript shows the characteristic of Albus. Albus is an ambitious boy. He shows it when he want to help Amos Diggory. But before that, we can see his passion for magic. He is confident. He shows it at the first year of Hogwarts. Before the wizards go to Hogwarts, they have to go to the platform nine and three-quarters. It can be accessed by walking straight through the apparently solid barrier between platforms nine and ten. This is the first time for Albus to walking through the barrier. At first, he feels nervous but after his father gives him some tips he gains a lot of confident. He knows that he has to be ready for this. The quotation below presents the evidence of the statement:

*Albus looks at his dad, and then his mum.*

*Ginny: "All you have to do is walk straight at the wall between platforms nine and ten."*

*Lily: "I'm so excited."*

*Harry: "Don't stop and don't be scared you'll crash into it, that's very important. Best to do it at a run if you're nervous."*

*Albus: "I'm ready."*

*Harry and Lily put their hands on Albus's trolley — Ginny joins James's trolley — together, the family run hard into the barrier.*  
(Rowling, 2016:6)

Another setting as means of revealing character also shows the characteristic of Scorpius Malfoy. After Albus takes the train, he is looking for an empty compartment. Albus and Rose are walking along the carriage to find an empty compartment. They finally find it. They see someone in that compartment. He is Scorpius. Scorpius has been sitting alone in that compartment. This shows that Scorpius is a lonely boy. He has no friends but Albus. It is the begining for their friendship. Albus warmly smile at Scorpius and back. In the end, Albus and Scorpius are in one compartment. The quotation below presents the evidence of the statement:

#### *THE HOGWARTS EXPRESS*

*Albus and Rose walk along the carriage of the train. Albus opens a door — to look in on a lonely blond kid — Scorpius — in an otherwise empty compartment. Albus smiles. Scorpius smiles back.*

*Albus: "Hi. Is this compartment . . ."*

*Scorpius: "It's free. It's just me." (Rowling, 2016:13)*



The setting shows the characteristic of Harry Potter. The setting is in Harry Potter's office. Harry Potter is the head of Ministry of Defense. His room is very messy and chaotic. There are a lot of books and papers everywhere. This shows that Harry is a busy man. He has no time especially for cleaning his office. The quotation below presents the evidence of the statement:

*MINISTRY OF MAGIC, HARRY'S OFFICE*

*Hermione sits with piles of paper in front of her in Harry's messy office. She is slowly sorting through it all. Harry enters in a rush.*

*He is bleeding from a graze on his cheek.*

*Harry (with a grin): "What you doing in my office, Hermione?"*

*Hermione: "No. You're not. Harry, how can you get any work done in this chaos?"*

*Harry waves his wand and the papers and books transform into neat piles. Harry smiles.*

*Harry: "No longer chaotic." (Rowling, 2016:28)*

Another setting as a means of revealing character occurs in the private library of Hermione's office. Albus, Scorpius, and Delphi are secretly go there to get the Time-Turner. In order to get the Time-Turner, they have to break a riddle in Hermione's library. The situation is too tense. Scorpius has to save their friends, because Albus and Delphi are in danger. They have eaten by books in library. Scorpius has to break the riddle to save their friends and get the Time-Turner. The tension is more higher than before even though the situation is too tense for Scorpius, he still thinks hard for his friends. He even climbs the bookcase. It is a horrifying situation for him. The books are talking which makes his concentration is busted. In the end, he successfully breaks the riddle and save his friends. This shows the characteristic of Scorpius which is smart and loyal. He can just runaway easily, but he chooses to stay with his friends. The quotation below presents the evidence of the statement:

*Scorpius: "No! You don't! Sybill Trelawney. No!!!!*

*He looks around, sunk but full of energy. This is all wrong. Albus?*

*Can you hear me? All this for a frigging Time-Turner. Think,*

*Scorpius. Think. (Books try and grab him. A constant companion.*

*Sometimes behind. Sometimes in front.) "Hang on. I've missed it.*

*Shadow. You're a shadow. Shadows and Spirits. It must be . . ."*

*He climbs up the bookcase, which is horrifying as it rises up at*

*him. Grabbing at him with his every step. He pulls the book from*

*the shelf. It comes out and the noise and chaos suddenly stop. Is*

*that — Suddenly there's a smashing and Albus and Delphi fall out of the shelves and down to the floor.*  
“*We beat it. We beat the library.*” (Rowling, 2016:84)

#### D. Summary

In this chapter, I use intrinsic elements which are showing and telling method, settings and plot. In Chapter three, I just analyze characterization, settings and plot. In analyzing characterization, I use two methods which are showing and telling method. In setting analysis, I use 4 settings. There are setting as background for the action, setting as an antagonist, setting as a means of creating appropriate atmosphere, and setting as a means of revealing character. In the plot analysis, I use 5 sections. There are exposition, complication, crisis, falling action and resolution.

## CHAPTER IV

### THE REFLECTION OF ATTACHMENT STYLE IN THE CHARACTER OF ALBUS POTTER'S J.K. ROWLING'S PLAYSRIPT

In this chapter, I will analyze the playscript through extrinsic approaches. In the previous chapter, I have explained about the intrinsic element which is used to discuss this chapter furtherly. In this chapter, I use the theory of Attachment Style. I will analyze the relationship between Albus Potter, Harry Potter, and Scorpius Malfoy through the theory of Attachment Style. Attachment Style is a model that consists of the three main attachment types. There are secure attachment, anxious attachment, and avoidant attachment. The purpose of this chapter is to prove my assumption of this playscript.

#### **A. Understanding the Attachment Style**

Attachment Style is known as a theory of self model or psychological approaches that happen between mother and infant. The theory of attachment was originally developed by John Bowlby (1907 - 1990), a British psychoanalyst who was attempting to understand the intense distress experienced by infants who had been separated from their parents (Fraley, 2017). Hazan and Shaver (1987) were two of the first researchers to explore Bowlby's ideas in the context of romantic relationships. According to Hazan and Shaver, the theory of attachment style is not only for infants and their mothers but also for teenagers and their parents or friends. Attachment in adults deals with the theory of attachment in adult relationships including friendships, emotional affairs, and etc. There are three main attachment style.

*Empirical research examining tenets of Bowlby's theory has focused mainly on different styles or patterns of attachment in young children. Ainsworth, Blehar, Waters, & Wall (1978) have identified three primary attachment styles: anxious/ambivalent (characteristic of infants who intermix attachment behaviors with overt expressions of protest and anger toward the primary caregiver when distressed), avoidant (characteristic of infants who avoid the caregiver and exhibit signs of detachment when*

*distressed), and secure (characteristic of infants who successfully use the caregiver as a secure base when distressed). (Simpson, 2017).*

The three parts of Attachment Style are secure, anxiety and avoidant. These three parts are to value the relationship that happens between children and parents. Anxious/ambivalent (characteristic of infants who intermix attachment behaviors with overt expressions of protest and anger toward the primary caregiver when distressed), avoidant (characteristic of infants who avoid the caregiver and exhibit signs of detachment when distressed), and secure (characteristic of infants who successfully use the caregiver as a secure base when distressed). (Simpson, 2017).

## **B. Analysis reflection of Attachment Style In The Playscript**

### 1. The Analysis Of Secure Attachment

A secure attachment in teenagers is characterized by the ability to seek comfort from a meaningful figure when they are going through difficulties. It is also measured by how fast and how easily they are comforted and able to get them back on track, enjoying life and being available to absorb new experiences. Many aspects of attachment in teenagers are similar to those of babies. Mother or father are not always the main caregiver. Teenagers can often gain support and comfort from other people who function as a secure base: grandparents, siblings, teachers, mentors and sometimes family friends. In some more extreme cases, good friends can provide that sense of security and that safe haven (Baras, 2017)

#### a. Albus believes his parents

One of the characteristics of secure attachment is when the children successfully use the caregiver as a secure base especially when they are distressed (Simpson, 2017). It means that the children successfully feel the love from their caregiver. Albus Potter feels the secure base from his father. He feels safe with his father. He tells his feeling to his father. His father's words makes him comfortable when Albus feels distressed. For example, when James fools him, he feels stressed about it. He tells his father about James' behaviour to him and his father directly tells James to stop. With this complaint, he has felt that there is a comfort he gets

from his father. He feels comfortable with him. The quotation below presents the evidence of the statement:

*Albus : “Dad. He keeps saying it.”*  
*Harry : “James, give it a rest” (Rowling, 2016:5)*

In dialogue above, I can tell that Albus depends on his father. Another prove is when Albus concerns of the first day of school. He wants his parents to write a letter for him, but Albus is very worried if his parents write a lot of letters for him. Because James tells Albus that the student in Hogwarts only gets a letter from their parents about once a month. This shows that Albus has felt comfortable to his parents by asking them to write a letter for him. The quotation below presents the evidence of the statement:

*Albus (looking up at his mum): “You’ll write to me, won’t you?”*  
*Ginny: “Every day if you want us to.”*  
*Albus: “No. Not every day. James says most people only get letters from home about once a month. I don’t want to . . .”*  
*Harry: “We wrote to your brother three times a week last year.”*  
*Albus: “What? James!”*  
*Albus looks accusingly at James. (Rowling, 2016:5)*

As I say above, it proves that Albus has felt his comfortness towards his parents. Albus tells everything to his parents especially his father. Albus tells his worrier to his father. He worries if he will sort into Slytherin House. He does not want to be Slytherin student. He says that Slytherin is not a place for brave student. His father comforts him by his words. His father’s advice makes albus’ insecure becomes secure. Harry as Albus’ father gives his son a couragement. He reliefs his son’s burden. The quotation below presents the evidence of the statement:

*Albus : “Dad...” Albus pulls on Harry’s robes. Harry looks down. “do you think – what if I’m – what if I’m put it in Slytherin....”*  
*Harry : “And what would be wrong with that?”*  
*Albus : “Slytherin is the House of the snake, of Dark Magic... It’s not a House of brave wizards”*  
*Harry : “Albus Severus, you were named after two headmasters in hogwarts. One of them was a slytherin and he was probably the bravest man I ever knew.” (Rowling, 2016:9)*

Children feel confident that the attachment figure will be available to meet their needs. They use the attachment figure as a safe base to explore the environment and seek the attachment figure in times of distress (Main, & Cassidy, 1988). Harry is the figure of a good father. He shows his caring to his children. He comforts

them. This is what usually children need from their parents. Albus needs this kind of action from his father and his father has it, it means that Albus successfully feels his secure attachment towards his father. An attention or a concern will be very important to build children's characterization. This makes children stronger than before. Children will be brave towards their environment. Children with a secure attachment see their parents as a secure base from which they can venture out and independently explore the world. As Harry promises Albus that Hogwarts will be a place where Albus can finally find his truly identity. The quotation below presents the evidence of the statement:

*Harry: "Hogwarts will be the making of you, Albus. I promise you, there is nothing to be frightened of there."*

*James: "Apart from the Thestrals. Watch out for the Thestrals."*

*Albus: "I thought they were invisible!"*

*Harry: "Listen to your professors, don't listen to James, and remember to enjoy yourself. Now, if you don't want this train to leave without you, you should leap on . . ."* (Rowling, 2016:10)

b. Albus' comfortness towards his only friend

Mother or father are not always the main caregiver. Teenagers can often gain support and comfort from other people who function as a secure base: grandparents, siblings, teachers, mentors and sometimes family friends. In some more extreme cases, good friends can provide that sense of security and that safe haven (Baras, 2017). Secure attachment is not only happens between children and parents but also other people. This can happen when teenagers feel confident that it is safer to ask for help from a trusted friend. In this playscript, Albus mostly feels secure with his only friend, Scorpius Malfoy. Scorpius Malfoy is the son of Harry's known enemy when in Hogwarts, Draco Malfoy. Scorpius and Draco is very different in character. Draco is a fierce man while Scorpius is a warm boy. This makes Albus comfortable around Scorpius. Scorpius can make Albus feels calm. The two of them have the same problem. The problem is they do not get along well with their father. According to Firestone (2017), when there is a secure attachment pattern, a person is confident and self-possessed and is able to easily interact with others, meeting both their own and another's needs. Albus has felt his secure attachment with his father, it makes him easier to interact to other people. One of those people is Scorpius. Their relationship starts when both of

them become a student in Hogwarts. They start their friendship in the first day of school. The quotation below presents the evidence of the statement:

*Scorpius and Albus look at each other and something passes between them.*

*Rose: "Yes, well, we probably should sit somewhere else. Come on, Albus."*

*Albus is thinking deeply.*

*Albus: "No. (Off Rose's look.) I'm okay. You go on . . ."*

*Rose: "Albus. I won't wait."*

*Albus: "And I wouldn't expect you to. But I'm staying here."*

*Scorpius and Albus are left — looking at each other — unsure."*

*Scorpius: "Thank you."*

*Albus: "No. No. I didn't stay — for you — I stayed for your sweets." (Rowling, 2016:15)*

As the dialogue above, it also shows how Albus chooses to be with Scorpius than with Rose. Even though Rose is his cousin and Scorpius is a boy where he only meets at that day. Anais Nin put it beautifully when she said, "Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born." Though some natural loners are happy without them, most of us depend greatly on the company of true friends. (PsychologyToday, January 6<sup>th</sup> 2017). As the quotation above, there is a moment where Albus and Scorpius look at each other eyes. It makes the emotion of them grow. This moment opens their mind. They finally find each other world.

People who have secure attachment need to find a caregiver. The caregiver should comfort and save them from their difficulties. Albus does not feels his comfortable to his father anymore, he has to find another caregiver. In the matter of this, Albus has find another caregiver besides his father. He is Scorpius. Scorpius is Albus' only friend. The quotation below presents the evidence of the statement:

*Albus: "But I don't need a Ron and Hermione. I've — I've got a friend, Scorpius, and I know you don't like him but he's all I need." (Rowling, 2016:21)*

Albus and Scorpius has completed each other. Albus is like fire and Scorpius is like water, it means they comfort each other. For example, when Albus is angry, Scorpius calms him with his words and actions. So does Albus, when Scorpius lose his confident or desperate about his life, Albus always makes Scorpius happy

by always on his side. Scorpius is a cheerful person while Albus is a dreary one. The first person Albus looking for in Hogwarts is Scorpius. They are always together. Secure attachment has its belief, it means in secure attachment a person needs someone to believe for or to depends with (Fraley, 2017). One of the actions that show Albus and Scorpius' friendship is a hug. According to Changing Minds, Sometimes we need a physical need for safety and support through touch. There is something especially soothing about the emotional support conveyed through the touch of a loving caregiver or even through a doctor's hand on your shoulder. Hugging is a common interaction between people where bodies are brought into close contact with one another. Hugging is used for a number of reasons and sometimes for no apparent reason. This is exactly the same of what Albus does to Scorpius. He suddenly hugs his bestfriend for no reason. He just needs a comfortness from his bestfriend. The quotation below presents the evidence of the statement:

*Albus: "I've been looking for you everywhere . . ."*  
*Scorpius: "And now you've found me. Ta-da! I was hardly hiding. You know how I like to — get on early. Stops people staring. Shouting. Writing "son of Voldemort" on my trunk. That one never gets old. She really doesn't like me, does she?"*  
*Albus hugs his friend. With fierceness. They hold for a beat. Scorpius is surprised by this.*  
*Scorpius : "Okay. Hello. Um. Have we hugged before? Do we hug?"*  
*The two boys awkwardly dislocate.*  
*Albus: "Just a slightly weird twenty-four hours." (Rowling, 2016:49)*

Albus and Scorpius have the same background. They have a problem to their own fathers. They get the same problem which is they do not get along with their fathers. They have different characters and behaviour with their fathers, they talks about how their relationship with their fathers. That is one of the reasons why they get so close. Scorpius understands Albus and so does Albus. They know each other pain and feeling. Albus finds his security with Scorpius. It means that Scorpius becomes one of the caregivers for Albus. The quotation below presents the evidence of the statement:



*Scorpius: "I know the — Voldemort thing isn't — true — and — you know — but sometimes, I think I can see my dad thinking: How did I produce this?"*

*Albus: "Still better than my dad. I'm pretty sure he spends most of his time thinking: How can I give him back?"*

*Scorpius: "My point is, there's a reason we're friends, Albus — a reason we found each other, you know? And whatever this — adventure — is about . . ." (Rowling, 2016:79)*

Albus is a dreary person. He finds it difficult to express his feeling and his opinion. It is different from Scorpius, Scorpius casually express his own feeling and opinion towards something. There is a moment where Albus finally explains his feeling towards his friendship with Scorpius. Albus says about Scorpius becomes his power. Albus also says about his feeling when his father forces him to stay away from Scorpius. Albus confesses that he is too egoist to Scorpius. Sometimes he thinks only about himself. Albus also confesses how grateful he is that he has a friend like Scorpius. This conversation is representative how secure attachment happens in a person. Because in secure attachment when the secure is success, the person who needs security will be independent. At first, he will be dependent but when secure is success, he will become independent. Albus realizes it, he is sorry for that. He wants his friendship forever. He asks Scorpius' forgiveness and becomes friend again. Albus hugs Scorpius, hugs in this action means an emotional support. Hugs may be used to develop trust and create an emotional and identity-forming bond with the other person. Hugs are sometimes given to comfort a distressed other person, such as when parents hug a crying child or when a friend hugs another who is upset over a social matter. The quotation below presents the evidence of the statement:

*Albus: "And it's something I should have said a long time ago. In fact, you're probably the best person I know. And you don't — you couldn't — hold me back. You make me stronger — and when Dad forced us apart — without you —"*

*Scorpius: "I didn't much like my life without you in it either."*

*Albus: "And I know I'll always be Harry Potter 's son — and I will sort that out in my head — and I know compared to you my life is pretty good, really, and that he and I are comparatively lucky and —"*

*Albus smiles and stretches out a hand.*

*Albus: "Friends?"*

*Scorpius: "Always."*

*Scorpius extends his hand, Albus pulls Scorpius up into a hug.*

*Scorpius: "That's the second time you've done that." The two boys break apart and smile. (Rowling, 2016:142)*

## 2. The analysis of Anxiety and avoidant attachment

After secure attachment, there is also anxiety attachment. Albus' secure to his father becomes weak. He does not feel the secure anymore, because of his burden being a son of Harry Potter. He cannot bear with his father's popularity. Unlike securely attached couples, people with an anxious attachment tend to be desperate to form a fantasy bond. Instead of feeling real love or trust toward their relative, they often feel emotional hunger. They're frequently looking to their relative to rescue or complete them. Although they're seeking a sense of safety and security by clinging to their relative, they take actions that push their relative away (ReInay, 2017). The relationship between Albus and his father can be valued by this anxious attachment. His father is positive and Albus is negative, because Harry Potter is surrounded by loves. People admire him as a hero of wizards world meanwhile people look at Albus with disappointment, because people expect him to be same like his father who has a lot of skills and smart, but Albus does not have those criteria. There are several reasons that their relationship can be valued by anxious attachment and avoidant attachment, as follows:

### a. Albus' worries of being Slytherin's student

This model of attachment influences how each of us reacts to our needs. When there is a secure attachment pattern, a person is confident and self-possessed and is able to easily interact with others, meeting both their own and another's needs. However, when there is an anxious or avoidant attachment pattern, and a person picks a partner who fits with that (Firestone, 2018). It means that people with anxiety attachment are only comfortable to certain people. They also worry about something new or out of their comfort zone, because when you find a new place you will also find new people and situation. This is like Albus does, Albus worries about his first day of school. He feels worries if he sorts into Slytherin House, because Slytherin House is known as a dark place for dark wizards. It means Slytherin House is the place for wizards who has potentio to be dark wizards. Harry is aware about his son's worries, because Harry Potter is a concern father. He directly knows how his son feels, but he feels confused why Albus worries

about that. Because Harry Potter never have that kind of experience. When he was in Hogwarts, he is sorted to Gryffindor House.

Albus' worries becomes true. The first day of school, Hogwarts will sort the student to the four houses. The system of the sorting uses a hat. *The Sorting Hat* is a sentient hat at Hogwarts that magically determines which of the four school Houses each new student belongs most to (Rowling, 2017). When the hat says that Slytherin is the house for Albus, he feels confused. He will be the first Potter who has sorted into Slytherin House. The other students are also surprised by this situation. They do not expect this situation. They think all the Potter members should be in Gryffindor. By seeing this reaction from other student, Albus' anxiety becomes bigger than before. At first he just worries about his imagination of getting to the Slytherin House, but at this times he feels feared about his life. Albus feels anxiety of himself, because he is scared that he will be disappointed his parents. Albus' parents are former Gryffindor's student, no one of their relatives has sorted into Slytherin House. Albus knows that people will always compare him to his father. This time, Albus is the first legacy of family that has sorted into Slytherin. He will be burden by this action. The quotation below presents the evidence of the statement:

*Sorting Hat: Albus Potter.  
He puts his hat on Albus's head — and this time he seems to take  
longer — almost as if he too is confused.  
SLYTHERIN!  
There's a silence.  
A perfect, profound silence.  
One that sits low, twists a bit, and has damage within it.  
Polly Chapman: Slytherin?  
Craig Bowker Jr.: Whoa! A Potter? In Slytherin.  
Albus looks out, unsure. (Rowling, 2016:18)*

People start to get attention to Albus Potter. People will be amaze towards Albus, but since he has been sorted into Slytherin House, people look at him differently. He receives some ridicule from his friends, his friends look down at him. This situation makes Albus' spirit down, he wants to be like his father but he lacks of skill. One of the examples that his friends mock him is when Albus has a flying lesson. He fails at getting up the brooms. People around him laugh at him. It is a shame for Potter, because all of Potter's legacy are good in flying lesson

especially Quidditch. His father is known as a seeker of Quidditch team in his first year of school. His father, Harry Potter becomes Gryffindor's youngest Seeker in 100 years. His mother, Ginny Potter becomes a professional Quidditch player for the Holyhead Harpies after the Second Wizarding War. This reputation gives a burden for Albus. Albus cannot believe this kind of situation happens to his life. According to Firestone, people with an anxious attachment tend to be desperate to form a fantasy bond. A fantasy bond could be means as a passion of anxious people want to have. Albus wants to be good at any lesson including flying lesson, but he cannot do it well. This makes him desperates about this. His anxious' characters shows in his desperation of getting a good skill in lesson. The quotation below presents the evidence of the statement:

*Albus: Up. UP. UP.  
His broom doesn't move. Not even a millimeter. He stares at it with  
disbelieving desperation.  
There's giggling from the rest of the class.  
Polly Chapman: Oh Merlin's beard, how humiliating! He really  
isn't like his father at all, is he?  
Karl Jenkins: Albus Potter, the Slytherin Squib. (Rowling,  
2016:20)*

It is difficult for Albus who has been sorted to Slytherin to do something without being compares with his father. In fact, there is no one than him in Potter's family that sorting into Slytherin. Albus' entire lineage hails from Gryffindor, and with that comes a lot of pressure to continue on the family legacy. Albus has an older brother who has been sorted into Gryffindor, perhaps he worries to be overshadowed, or maybe even tormented by his older brother. So, he becomes angry because of worrrying about that. Albus thinks that he is a disappointing son. He thinks he brings a shame to his family. Slytherin is a new experience for Potter's family. No wonder if Albus feels burdened with that.

b. Albus's anxiety with his father's popularity

According to Merriam-Webster (2017) *anxiety* is a strong desire sometimes mixed with doubt, fear, or uneasiness. It is also a mentally distressing concern or interest. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. Anxiety has several bad effects on people, because worry or concern can make someone's tension increase. When people feel that,

their emotion also grow. This action is same with Albus. Albus feels nervous and uncomfortable when his father tries to judge him. Albus just cuts his father's talks and fights against his father's words. The quotation below presents the evidence of the statement:

*Harry: "Al—Albus, I've been exchanging owls with Professor McGonagall — she says you're isolating yourself — you're uncooperative in lessons — you're surly — you're —"*

*Albus: "So what would you like me to do? Magic myself popular? Conjure myself into a new House? Transfigure myself into a better student? Just cast a spell, Dad, and change me into what you want me to be, okay? It'll work better for both of us. Got to go. Train to catch. Friend to find." (Rowling, 2016, p.24)*

By Albus lackness of skill, he is bullied by his friends. His friends look down to him. Especially Polly Chapman, she often mocks Albus. She says even portraits turn the other way when he comes up the stairs which means that people do not even care about Albus' existence. The wall besides stairs in Hogwars is full of photographs. The photograp are moving, it consists of people in Hogwarts who has died. The photographs represent them. They do not care about Albus. The dialogue below happened in potion class. The other students let Albus and Scorpius do the task all by themself. People stare and mock them. It makes him nervous, so he put the wrong ingredients to the potion and the potion explode. It is also show Albus' lackness in lesson. The quotation below presents the evidence of the statement:

*Polly Chapman: "Albus Potter. An irrelevance. Even portraits turn the other way when he comes up the stairs."*

*Albus hunches over a potion.*

*Albus: "And now we add — is it horn of bicorn?"*

*Karl Jenkins: "Leave him and Voldemort's child to it, I say."*

*Albus: "With just a little salamander blood . . ."*

*The potion explodes loudly.*

*(Rowling, 2016:23)*

The American Psychological Association (APA, 2017) defines anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure". Another effect of anxiety is sleeping problem, being insomnia or hard to get a sleep is one of the effects of anxiety.

This kind of action happens to Albus. He cannot sleep, because he worries about his school. The quotation below presents the evidence of the statement:

*Albus can't sleep. He is sitting at the top of the stairs.*  
(Rowling, 2016:31)

Albus and Scorpius have a plan to help Amos Diggory to get his son back. While doing their plan, they have some obstacles. One of their obstacles is finding a book on dementors. *Dementors* is a spectral dark creatures that guard Azkaban, the embodiment of what it means to feel utterly hopeless, these must be the most terrifying beings the wizarding world has to offer (Rowling, 2018). Dementor is not easy to be controlled. It needs a higher level of skill to fight with them. Albus has to deal with this. In order to get the book, he has to be able to deal with this. Albus is urged by his two friends. This makes Albus difficult to concentrate. His concentrate breaks into two, because he worries about his friends' safety and he has to find the book. This shows an anxiety of Albus. The quotation below presents the evidence of the statement:

*Delphi (effusively): "Men! De-men . . . tors. We need to find a book on dementors. (The bookcase pulls her in.) Albus!"*  
*Albus: "Delphi! What is going on?"*  
*Scorpius: "Concentrate, Albus. Do what she said. Find a book on dementors and be very careful."*  
*Albus: "Here. Dominating Dementors: A True History of Azkaban."*  
(Rowling, 2016, p.81)

Albus anxiety towards his father gets worse when his father says a horrible things to Albus. His father says he does not want Albus to be his son sometimes. Anxious attachment may also interpret independent actions by their partner as affirmation of their fears. They feel unsafe and unsure about their partners. They fears of losing them, so they act misbehave. The statement of Harry is interpreted by Albus as affirmation of his biggest fears. Albus fears of losing his caregiver. Harry's statement gives a clear explanation about Albus' feeling. It makes Albus hates Harry. The attachment has valued the relationship between Albus and his father. The quotation below presents the evidence of the statement:

*Harry (finally losing his temper): "You know what? I'm done with being made responsible for your unhappiness. At least you've got a dad. Because I didn't, okay?"*

*Albus: "And you think that was unlucky? I don't."*  
*Harry: "You wish me dead?"*  
*Albus: "No! I just wish you weren't my dad."*  
*Harry (seeing red): "Well, there are times I wish you weren't my son." There's a silence. Albus nods. Pause. Harry realizes what he's said.*  
*Harry: "No, I didn't mean that . . ."*  
*Albus: "Yes. You did."*  
*Harry: "Albus, you just know how to get under my skin . . ."*  
*Albus: "You meant it, Dad. And, honestly, I don't blame you."*  
*There's a horrible pause.*  
*Albus: "You should probably leave me alone now."*  
 (Rowling, 2016, p.81)

c. Albus' anxious becomes avoidant

When people with anxious attachment have lost their caregiver, they may act misbehave. As the situation above, Albus becomes avoidant, because of his father's statement towards him he feels uncomfortable to his social life. He fears of people opinion about him. He is uncomfortable in public places or crowded place. *Avoidant attachment* is a style best characterized by conflicting desires: to be close, but to also push people away (Simpson, 2017). There may be some evidence of low psychological health in other areas of their life, for example, there may be issues with worrier, stress, fear and depression. It is like when Albus is in platform nine and three-quarters with his father. Albus asks his father to give some space towards him. He does not like to stay in public with his father, because when he is with his father people always give their attention to them. People will look at Harry wherever he is. As known Harry is a very famous wizard. He is the hero of wizarding world. This attention makes Albus avoids his father. One of the reasons is because he feels unconfident about himself. People with an avoidant attachment have the tendency to emotionally distance themselves from their partner. In this matter, Albus likes to distance himself from his father. The quotation below presents the evidence of the statement:

*Albus: "I'm just asking you, Dad, if you'll — if you'll just stand a little away from me." (Rowling, 2016:20)*

There is another prove that Albus is an avoidant person, it is when his father has to accompany him to the station. Usually, Hogwarts' students should be accompanied by their parents to the station. They are usually saying goodbye to

each other in the station, because they will not meet for one semester. The student lives in their own houses. Albus hates this thing, he used to be fine with his father who likes to accompany him to the station, but it is not anymore. It is not because he has to say goodbye to his parents, but because the station is full of wizards who know Potter's family especially his father. Albus does not allow his father to bring him to the station, he gets his own thing and he go away from his father. People with this avoidant attachment tend to act misbehave towards their caregivers when they do not feel their caregivers' love anymore. The quotation below presents the evidence of the statement:

*Albus: "You didn't need to bring me to the station, Dad.  
Albus picks up his case and makes hard away."*(Rowling, 2016:21)

The third year of school has come. In the third year, usually the students of Hogwarts go to the Hogsmeade. In order to go there, they need to have a permission letter. Harry is willing to give Albus the letter without Albus' asking to. He gives his son the letter, but Albus does not take it. Albus says he hates Hogsmeade even he has never gone to Hogsmeade before. It happens because Hogsmeade is a public place, there are a lot of people there especially Hogwarts' student. Albus shows his avoidance here. He is afraid of people and he does not want to meet them. Especially a place where there are a lot of Hogwarts' students, as known that Albus is bullied by his friends in Hogwarts. The quotation below presents the evidence of the statement:

*Albus: "I hate Hogsmeade."  
Harry: "How can you hate a place you haven't actually visited yet?"  
Albus: "Because I know it'll be full of Hogwarts students.  
Albus screws up the"*(Rowling, 2016:24)

Characteristic of avoidant are afraid of people, stay away from a crowded place, and try to not look stand out. Because if you are looking stand out, people will give their attention towards you. *Stand out* means to be very noticeable (Dictionary, 2018). For example, if you are in your friend's birthday party, the people in a party wear casual clothing and it is only you who wear a dress, then people will look at you and mock at you. So, Albus tries to do this, he tries to hide from people. Albus is the son of Harry Potter. Harry is one of the most famous wizards alive. Everyone knows all about him. This cause that people also knows



Albus Potter. Everyone knows about them. As in a public place especially in a station, people always look at him this afraid Albus. With his reputation that he has been sorting into Slytherin and his lackness of skill. He is unconfident, so he keeps his head down. The quotation below presents the evidence of the statement:

*Albus walks quickly along the train. He keeps his head down, trying to avoid attention. (Rowling, 2016:47)*

Avoidant style is also proved in Harry Potter's talk. Harry says he has exchanged letter with Albus' teacher. Harry asks his teacher about how Albus' development in school. It turns out that Albus has been isolating himself. *Isolating* or *isolate* means to set apart from others (Merriam Webster, 2017). It is also a form of avoidant. Albus avoids his friends. The quotation below presents the evidence of the statement:

*Harry: "Al—Albus, I've been exchanging owls with Professor McGonagall — she says you're isolating yourself — you're uncooperative in lessons — you're surly — you're —"*  
(Rowling, 2016:24)

## CHAPTER V

### CONCLUSION

Based on the analysis of chapters three through intrinsic approaches, which consist of characterization by showing method and telling method, plot, and setting and after elaboration on the results of the analysis with the extrinsic approaches which consist of the theory of attachment style, I can conclude that the theme in this research is The Reflection Of Attachment Style In J.K. Rowling's Playscript *Harry Potter And The Cursed Child*.

This is because of Attachment Style consists of secure, anxiety and avoidant. Those three things happen to Albus Potter's life. At first Albus feels secure around his parents and environment, but when he was eleven he starts to feel different. People will always look at him especially when he is with his father. The popularity of his father makes him uncomfortable. He is burdened by family's legacy. At that times, he shows his fear or anxious to his family and friends. He is afraid to sort into Slytherin House, because no one in Potter's family has sorted into that house. His secure towards his parents changes a lot. He feels no longer comfortable around his parents. He finds another comfort which is his friend, Scorpius Malfoy. Scorpius has the same background as Albus, which is having a problem with his father. As I say before, Albus becomes anxious. The anxiety interrupts his relationship with his parents and his social life. His friends mock him for being different from his father. Finally, he becomes an avoidant person. His anxiety makes him be an avoidant person. He stays away from people. He does not like being in a place where there are a lot of people. He is difficult to make a teamwork. He is uncooperative. He is only has one friend, and the most terrible thing is he stays away from his father.

From this analysis, I can conclude that the theme in this playscript is the relationship between father-son and friendship. The relationship between Albus Potter and Harry Potter gives us some moral messages. One of the messages is family's legacy is not always important in some cases. We cannot be someone else and we cannot choose to be born with parents that we want. Family is a gift. It is like Harry and Albus, they are different. Some family's legacy of potter are

popularity and cleverness. Albus does not have these legacies. He is not popular and lack of skill. Albus cannot force himself to be like his father. When he does, he will get a big burden and difficulties. The Attachment Style examines Albus relationship to his close people. The Attachment Style is the model or theory which valued the relationship of an individual to other individual. The social life of a person is also very important. One of the reasons why Albus becomes anxious is because of people see him with a disappointment. Sociologically of a person is also support how a person will build his character and emotion.

According to the research, Sociological approaches are potential for the next research. Since there is no research that uses *Harry Potter And The Cursed Child*, people will be able to use this research by using another approaches such as sociological approaches, concept of symbol, and another psychological approaches.

## REFERENCES

### Book :

- Hammond, Jean. R., Garth, J. O. Fletcher. "Attachment Style and Relationship Satisfaction In The Development Of Close Relationship". *New Zealand Journal of Psychology*, Vol.20 , 1991, pp.56-62.
- Levy, Kenneth N., Phillip, R. Shaver., Sidney, J. Blatt. "Attachment Style and Parental Representations". *Journal of Personality and Social Psychology*, Vol.74, No. 2 , 1998, pp.407-419.
- Pickering, James H. and Hooper, Jeffrey D. *Concise Companion to Literature*, New York: Macmillan Publishing. 1981.
- Rowling, JK. Jack Throne. John Tiffany. *Harry Potter and the Cursed Child*. USA: Scholastic. 2016.
- Rowling, JK. *Hogwarts An Incomplete And Unreliable Guide*. First Edition. Pottermore Limited, 2016. Web. 10 Des. 2017.
- Simpson, Jeffry A. "Influence of Attachment Style on Romantic Relationships. *Journal of Personality and Social Psychology*, Vol.59, No.5, 1990, pp.971-980.

### Web:

- "Anxiety". *American Psychological Association*.  
<http://www.apa.org/topics/anxiety/index.aspx> Accessed on Desember 23<sup>th</sup> 2017.
- Baras, Ronit. Secure and Insecure Attachment in Teenagers. 2016.  
<https://www.ronitbaras.com/family-matters/parenting-family/secure-and-insecure-attachment-in-teenagers/> Accessed on January 6<sup>th</sup> 2018
- Dictionary.cambridge.org. Cambridge Dictionary. Web. December 11<sup>th</sup> 2017.
- Firestone, Lisa. "How Your Attachment Style Impacts Your Relationship". 2013.  
<https://www.psychologytoday.com/blog/compassion-matters/201307/how-your-attachment-style-impacts-your-relationship> Accessed on Desember 25<sup>th</sup> 2017

Fraley, R. Chris. "A Brief Overview of Adult Attachment Theory and Research". 2010. <https://internal.psychology.illinois.edu/~rcfraley/attachment.htm> Accessed on October 15<sup>th</sup>2017

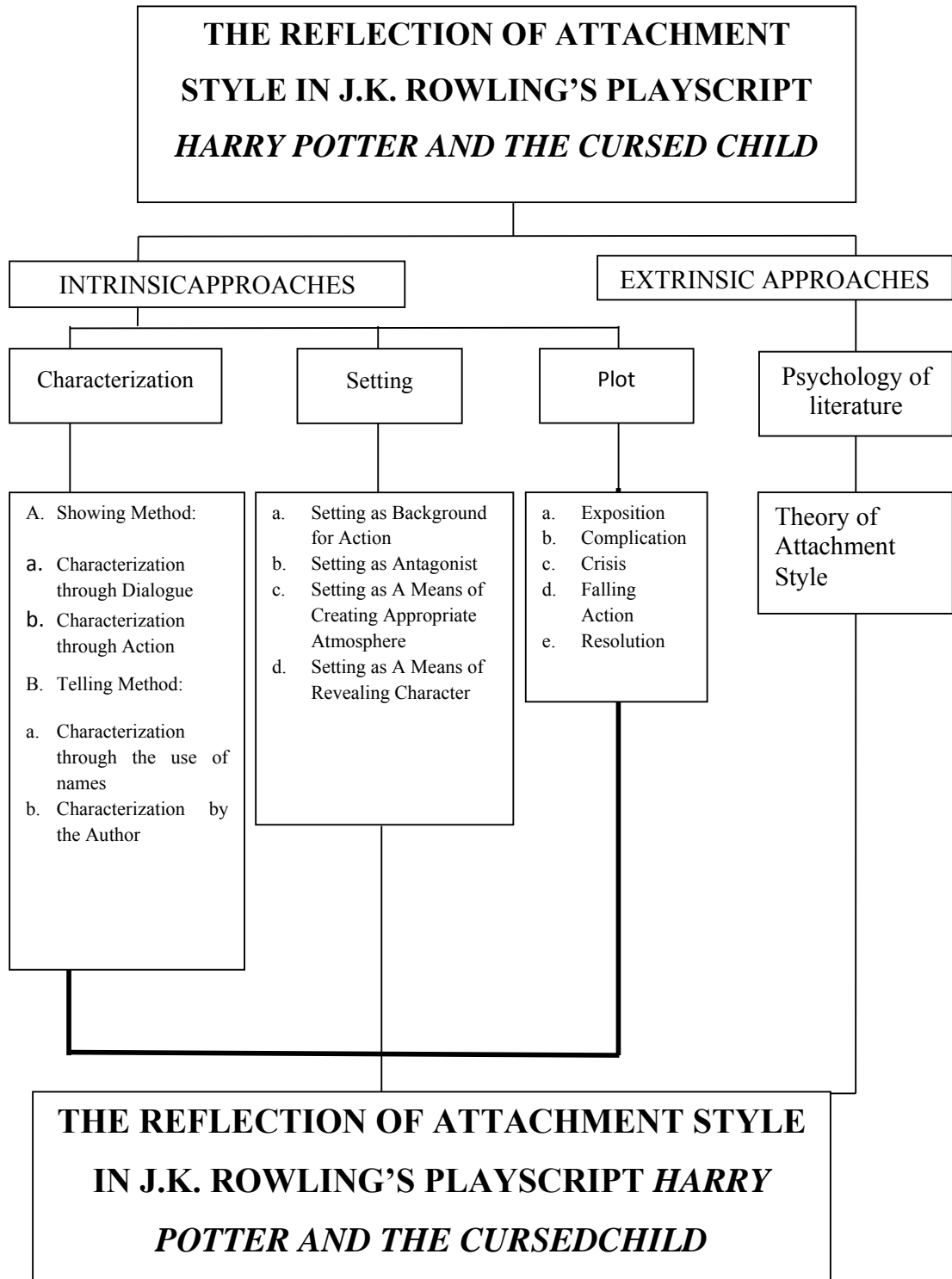
"Hugging". *Changing Minds*. Changing Works, 2002-2016. <http://changingminds.org/techniques/body/hugging.htm>. Accessed on January 6<sup>th</sup> 2018.

Merriam-Webster.com. Merriam-Webster, 2011. Web. December 8<sup>th</sup> 2017.

Rowling, JK. <https://www.jkrowling.com/> Accessed on September 9<sup>th</sup> 2017.

Rowling, JK. Pottermore Limited, 2012. <https://www.pottermore.com/> Accessed on September 9<sup>th</sup> 2017.

## SCHEME OF THE RESEARCH





# THE REFLECTION OF ATTACHMENT STYLE IN J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD*

ANISA FAJRIANTI | 2014130068 |

DEPARTMENT OF LITERATURE | DARMA PERSADA

## BACKGROUND

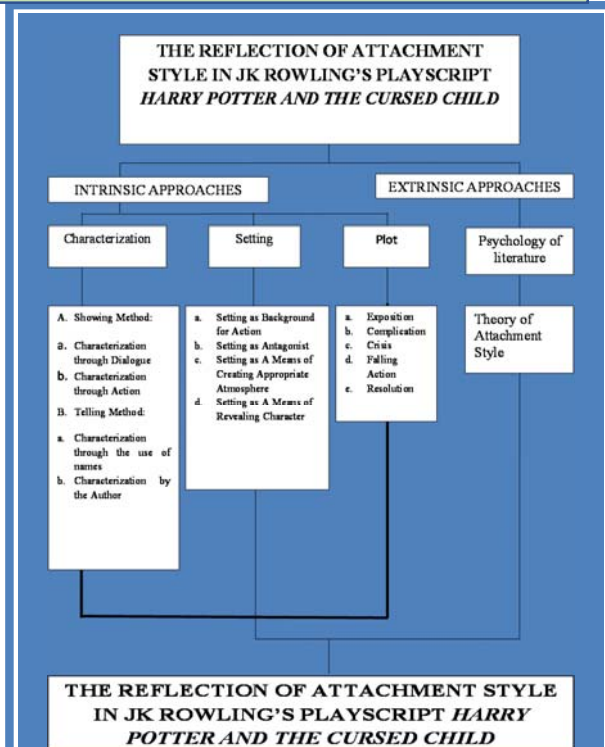
Being a son to a popular father is not easy. People always look at you. People expect a big hope to you. But when you different from your popular father, people will look down at you. This is what happens to Albus Potter and Harry Potter.

## METHODS OF THE RESEARCH

To analyze this research, I will use qualitative methods. The qualitative method can be used to analyze the literature by using psychological approach. I use intrinsic such as characterization, plot and setting. Extrinsic is the theory of attachment style.

## RESEARCH FINDINGS

This research can give us something that we can learn in our lives. As suggestion, by understanding the characterization and psychology that exist in this term paper easily the readers can see the theme of this research. This research is useful to enrich psychological approach since there is only a few sources which discuss about the Attachment Style.



## DISCUSSION

This research gives us an acknowledge about Attachment Style. We learn about how a child personality in psychological. Attachment Style helps to examine the personality an individual to other individual. In this case, Albus interaction to his father and his friend are in discuss. Their relationship can be reflect with secure, anxious, and avoidant attachment which each of that have different value to discuss.

## SUMMARY

As explained of all methods that I use, it proves the theme of this research is the Reflection of Attachment Style in J.K. Rowling's Playscript Harry Potter and The Cursed Child.

## Curriculum Vitae

### PERSONAL DATA

Name : Anisa Fajrianti  
Nationality : Indonesian  
Sex : Female  
Place/Date of Birth : Jakarta, 7 April 1996  
Address : Jalan Pembina A no. 363 RT07/05 Blok 4  
Rawa Lumbu  
Bekasi Timur 17115  
Phone/Fax : 085882186596  
E-mail : anisafajrianti@gmail.com



### Formal Education

2002-2008 : 5 Pengasinan Elementary School, Rawalumbu  
2008-2011 : 33 Junior High School, Rawalumbu  
2011-2014 : Mutiara Baru Vocational High School, Rawalumbu  
2014-Present: Darma Persada University, Jakarta Timur

### Working Experience

Working at SMK Muara Indonesia

Period : 2016  
Position : English Teacher

Working at SMK Pusaka 1 Nusantara

Period : 2017  
Position : English Teacher

Working at XingYun

Period : August 2017 – January 2018  
Position : English Teacher



ATTACHMENT

**THE REFLECTION OF  
ATTACHMENT STYLE IN JK  
ROWLING'S PLAYSRIPT  
*HARRY POTTER AND THE  
CURSED CHILD***

ANISA FAJRIANTI

2014130068

**HARRY POTTER AND THE CURSED CHILD**

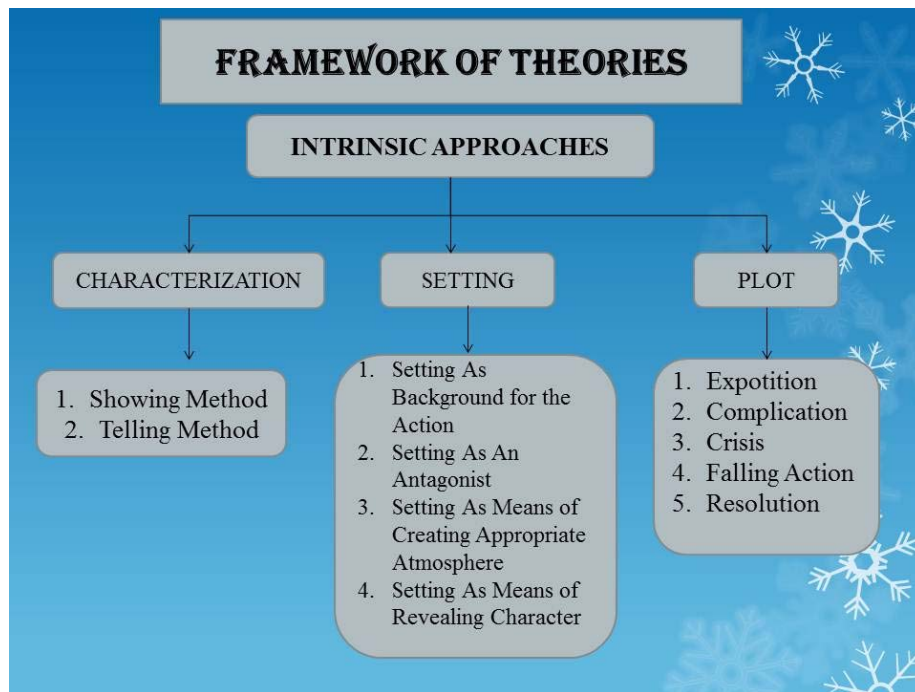
BACKGROUND  
OF THE  
RESEARCH

IDENTIFICATION  
OF THE  
RESEARCH

LIMITATION OF  
THE RESEARCH

STATEMENT OF  
THE RESEARCH

OBJECTIVES OF  
THE RESEARCH



**THE REFLECTION OF ATTACHMENT STYLE IN J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD***

**INTRINSIC APPROACHES**

**CHARACTERIZATION**

- Albus Potter : Innocent, considerate, bad-tempered, ambitious, brave, and resourceful
- Harry Potter : famous, caring, patient, stubborn, and over-protective
- Scorpius Malfoy : kind, friendly, desperate, loyal, and smart

**SETTING**

**PLOT**

**EXTRINSIC APPROACHES**

**ATTACHMENT STYLE**

- Secure Attachment : Albus believes his parents, and Albus' comfortness towards his only friend
- Anxious & Avoidant Attachment : Albus' worries of sorting into Slytherin House, Albus' anxious of his father popularity, and Albus' anxious becomes Avoidant.




**THE REFLECTION OF ATTACHMENT STYLE IN J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD***






**CONCLUSION**

I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN  
SKRIPSI SARJANA

Nama Mahasiswa : Anisa Fajrianti  
 Dosen Pembimbing I : Dra. Karina Adinda MA  
 Dosen Pembimbing II : Drs. Rusydi M. Yusuf, M.Si  
 Judul Skripsi : The Reflection of Attachment Style  
 in JK Rowling's Playscript Harry  
 Potter and The Cursed Child  
 Mulai Bimbingan : Selasa, 3 Oktober 2017  
 Tahun Akademik : 2017/2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Selasa, 3/10/17	- evaluasi bab I - membahas topik / judul	
2.	Selasa 21/10/17	- evaluasi bab I & II - revisi bab I Evaluasi bab II	
3.	Selasa 29/11/17	evaluasi bab III	

4.	Selasa 12/12 17	<ul style="list-style-type: none"> <li>- Pengumpulan bab I<sup>U</sup></li> <li>- Revisi bab III</li> <li>- Pembahasan bab I<sup>U</sup></li> </ul>	
5.	Selasa 19/12 17	<ul style="list-style-type: none"> <li>- Pengumpulan acknowledgement</li> <li>- Revisi bab I<sup>U</sup></li> <li>- Pembahasan bab I<sup>U</sup></li> </ul>	
6.	Selasa 9/01 18	<ul style="list-style-type: none"> <li>- Pembahasan bab I<sup>U</sup></li> <li>- Pengumpulan abstrak, table of contents</li> <li>- Pembahasan semua bab</li> </ul>	
7.	Jumat 12/01 18	Grammar Checking	
8.	Rabu 10/01 18	Grammar Checking	
9.			

10.			
-----	--	--	--

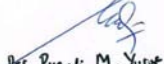
Jakarta, .....

Menyetujui :

Pembimbing I

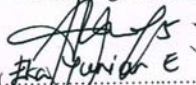
  
(..... Dra. Karam Adinda, MA)

Pembimbing II

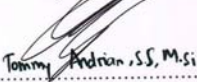
  
(..... Drs. Rusydi M. Yusuf, M.Si)

Mengetahui :

Pembimbing Akademik

  
(..... Dra. Yuniar E)

Kajur Inggris S-1

  
(..... Tommy Andrian, S.S, M.Si)



## LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p>	<p><b>Anisa Fajrianti</b></p> <p>Name</p>	<p><b>LISTENING</b></p> <p>Your score <b>365</b></p> <p>5  495</p>	<p><b>TOTAL SCORE</b></p> <p style="font-size: 2em; border: 2px solid black; border-radius: 50%; padding: 10px; display: inline-block;">620</p>	
	<p>2014130068</p> <p>Identification Number</p>	<p>1996/04/07</p> <p>Date of Birth (yyyy/mm/dd)</p>		<p><b>READING</b></p> <p>Your score <b>255</b></p> <p>5  495</p>
	<p>2018/01/19</p> <p>Test Date (yyyy/mm/dd)</p>	<p>2020/01/19</p> <p>Valid Until (yyyy/mm/dd)</p>		
	<p>Client/Institution Name: <b>PT. Putra Pratama Raya</b></p>			
<p>PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav 47, Jakarta, Indonesia, 12930</p> <p><small>This score report is intended for use only by the institution which sponsored the test administration.</small></p> <p><small>Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logo, and TOEIC are registered trademarks of Educational Testing Service.</small></p>				

LISTENING		READING																			
<p>Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>• They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>• They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>• They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.</li> <li>• They can understand details when the information is slightly paraphrased.</li> </ul> <p>To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.</p>		<p>Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can make simple inferences based on a limited amount of text.</li> <li>• They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.</li> <li>• They can sometimes connect information within one or two sentences.</li> <li>• They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>• They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.</li> </ul> <p>To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.</p>																			
<b>ABILITIES MEASURED</b>	<b>PERCENT CORRECT OF ABILITIES MEASURED</b>	<b>ABILITIES MEASURED</b>	<b>PERCENT CORRECT OF ABILITIES MEASURED</b>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 0.8em;">Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts</td> <td style="text-align: center;">70</td> </tr> <tr> <td style="font-size: 0.8em;">Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts</td> <td style="text-align: center;">63</td> </tr> <tr> <td style="font-size: 0.8em;">Can understand details in short spoken texts</td> <td style="text-align: center;">80</td> </tr> <tr> <td style="font-size: 0.8em;">Can understand details in extended spoken texts</td> <td style="text-align: center;">80</td> </tr> </table>	Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts	70	Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	63	Can understand details in short spoken texts	80	Can understand details in extended spoken texts	80		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 0.8em;">Can make inferences based on information in written texts</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="font-size: 0.8em;">Can locate and understand specific information in written texts</td> <td style="text-align: center;">52</td> </tr> <tr> <td style="font-size: 0.8em;">Can connect information across multiple sentences in a single written text and across texts</td> <td style="text-align: center;">45</td> </tr> <tr> <td style="font-size: 0.8em;">Can understand vocabulary in written texts</td> <td style="text-align: center;">48</td> </tr> <tr> <td style="font-size: 0.8em;">Can understand grammar in written texts</td> <td style="text-align: center;">92</td> </tr> </table>	Can make inferences based on information in written texts	20	Can locate and understand specific information in written texts	52	Can connect information across multiple sentences in a single written text and across texts	45	Can understand vocabulary in written texts	48	Can understand grammar in written texts	92	
Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts	70																				
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	63																				
Can understand details in short spoken texts	80																				
Can understand details in extended spoken texts	80																				
Can make inferences based on information in written texts	20																				
Can locate and understand specific information in written texts	52																				
Can connect information across multiple sentences in a single written text and across texts	45																				
Can understand vocabulary in written texts	48																				
Can understand grammar in written texts	92																				

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**  
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.