

ADOLESCENT DEVELOPMENT OF THE MAIN CHARACTER IN
J.K. ROWLING'S *HARRY POTTER* SERIES



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University

October 2011

ADOLESCENT DEVELOPMENT OF THE MAIN CHARACTER IN
J.K. ROWLING'S *HARRY POTTER* SERIES



A THESIS
BY
SIRIWONG LUASUK

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
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This study focused on how Harry Potter developed cognitively, emotionally and socially from the age of eleven to seventeen. The study concerns how environmental and other factors helped or obstructed his development. The factors were collected from seven novels in the *Harry Potter* series. Investigation of his development was based on the psychological theories of Sigmund Freud, Abraham Maslow, Jean Piaget, Lawrence Kohlberg and Erik Erikson. The factors contributing to his development included his school environment, teachers and friends.

The findings revealed that Harry was raised in a hostile environment including abusive childhood experiences, but he developed into a good young man because of several positive influences. He was supported by his school environment and guided by his teachers. Moreover, he was supported and encouraged by his friends. From eleven to seventeen, Harry's emotions evolved from frustration to anger and finally into lovingness. Cognitively, Harry developed from an inexperienced boy to gain problem solving skills and acquire moral values. He grew up from being a boy who considered himself unimportant into a young man who knew who he was, what he wanted to be and what his role was in society.

พัฒนาการวัยรุ่นของตัวละครเอกในนวนิยายชุดแฮร์รี่ พอตเตอร์ของ เจ เค โรว์ลิ่ง



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาพัฒนาการวัยรุ่นของตัวละครเอกแฮร์รี่ พอตเตอร์ ในนวนิยายชุด แฮร์รี่ พอตเตอร์ ของนักประพันธ์ เจ เค โรว์ลิง โดยมีการวิเคราะห์ปัจจัยที่มีผลต่อพัฒนาการของแฮร์รี่ และลำดับขั้นของพัฒนาการของแฮร์รี่ในสามด้านคือ พัฒนาการด้านอารมณ์ พัฒนาการด้านสติปัญญา และพัฒนาการด้านสังคม โดยเครื่องมือที่ใช้ในการวิเคราะห์คือทฤษฎีจิตวิทยาพัฒนาการสามทฤษฎีหลักที่เกี่ยวข้องกับวัยรุ่นคือ ทฤษฎีจิตวิเคราะห์และจิตเพศของ ซิกมันด์ ฟรอยด์ ทฤษฎีลำดับความต้องการของอับราฮัม มาสโลว์ ทฤษฎีพัฒนาการทางสติปัญญา ของ จอง เพียเจท์ ทฤษฎีการให้เหตุผลทางจริยธรรมของลอเรนซ์ โคลเบิร์ก และทฤษฎีจิตสังคมของ อีริก อีริกสัน

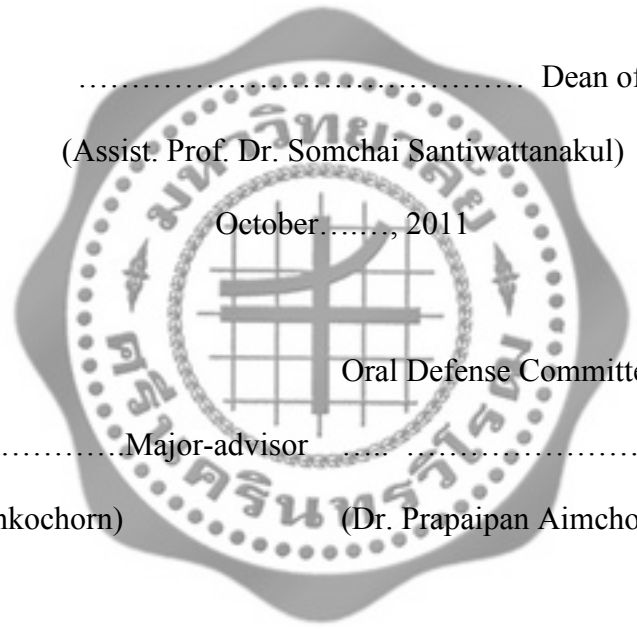
จากผลการศึกษาพบว่า ประสบการณ์การเลี้ยงดูในวัยเด็ก การช่วยเหลือและสนับสนุนของครูและเพื่อน มีผลต่อพัฒนาการของแฮร์รี่ พอตเตอร์ และแฮร์รี่มีพัฒนาการไปเป็นขั้นๆ ตามทฤษฎีจิตวิทยาพัฒนาการ ในด้านอารมณ์แฮร์รี่จากเด็กที่มีอารมณ์ไม่มั่นคง เจ้าอารมณ์ ได้พัฒนาเป็นวัยรุ่นที่มีวุฒิภาวะทางอารมณ์และรู้จักรักตัวเองและคนอื่น ในด้านสติปัญญา แฮร์รี่จากเด็กที่ไม่มีประสบการณ์ในการแก้ปัญหาการได้พัฒนาเป็นวัยรุ่นที่มีทักษะในการแก้ปัญหาย่างมีระบบ สามารถที่จะคิดวิเคราะห์และวางแผนในการแก้ปัญหา ในด้านสังคม แฮร์รี่พัฒนาจากเด็กที่ไม่มีความมั่นใจในความสามารถของตนเอง เป็นวัยรุ่นที่มีรู้จักว่าตัวเองมีความสามารถ รู้ว่าตัวเองอยากเป็นอะไร และรู้จักบทบาทของตัวเองต่อสังคม

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งานวิจัยนี้ได้รับทุนอุดหนุนการวิจัย
จาก
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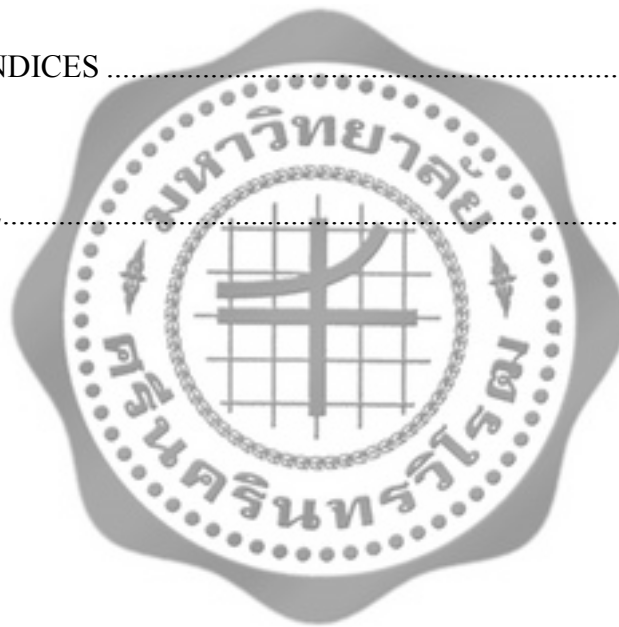
Siriwong Luasuk

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CHAPTER 1

INTRODUCTION

Rationale

This research aims to study the adolescent development of Harry Potter, the main character, in the *Harry Potter* series. This topic is interesting because society in the *Harry Potter* series reflects today's society and young Harry represents the struggle of today's adolescents. This research helps readers understand the problems that adolescents must confront as well as factors that are important for an adolescent's development.

In today's society where sophisticated technology plays an important part in our lives, adolescents are struggling with materialism and competition. People believe that money and material possessions can fulfill their lives. This belief has a great influence on people's thought and behavior. In order to be rich and successful, they become more selfish, competitive and corruptible. Although material success and wealth result in a comfortable lifestyle, many people remain unhappy and lonely. To live happily and healthily in this society, it is necessary for people, especially adolescents, to develop cognitive, emotional and social skills. If people are weak, they are easily obsessed with numerous temptations and fail to develop a sense of moral purpose.

Interestingly, the *Harry Potter* series addresses the educational environment and the formative factors that are essential for adolescents to thrive in these social conditions. This story concerns Harry growing up from eleven to seventeen years old. He was an orphan who was raised in a hostile family. He received inadequate love and comfort at home. Moreover, he was controlled by strict rules and was punished severely. However, when he was eleven, Harry had an opportunity to study at Hogwarts, a school of magic,

which provided a more positive environment than his adoptive family. It provided subjects and activities that motivated him to learn. At school, Ron and Hermione were his two closest friends. They provided encouragement, information and loyalty that helped him gain self-confidence. In addition, he was taught by many professors that guided him with discipline and moral values.

Like other adolescents, Harry had to fight between good and evil forces. He had to cope with his own anxiety and learn how to live with others. However, Harry did not face the problems alone. With the help of friends and teachers, Harry learned many useful lessons and life skills. By the time he reached maturity, he understood himself and others while learning to distinguish between right and wrong.

This research evaluates how school, teachers and friends were the most influential factors that guided Harry to develop in a positive way. Therefore, this research aims to examine how these factors affected Harry's development in terms of adolescent development theory.

The Purpose of the Study

The purpose of this research is to study the adolescent development of Harry in J.K. Rowling's *Harry Potter* series as follows:

1. To investigate the factors that influence Harry's adolescent development.
2. To examine the process of Harry's adolescent development from eleven to seventeen in three aspects: emotional, cognitive and social.

Significance of the Study

This research is significant for several reasons.

1. It helps readers understand factors that influenced the development of Harry and how he developed cognitively, emotionally and socially.
2. It is helpful for adolescent and young adult readers to understand themselves and others.
3. It helps adult readers understand adolescent development and how to support them in positive ways.
4. It helps readers appreciate the value of the *Harry Potter* series to both young and adult readers.

Scope of the Study

This research focuses on examining Harry Potter through the formative years of eleven to seventeen. All seven books of the *Harry Potter* series were selected because they clearly show how Harry developed year by year. The titles of the books are as follows:

1. *Harry Potter and the Philosopher's Stone*
2. *Harry Potter and the Chamber of Secrets*
3. *Harry Potter and the Prisoner of Azkaban*
4. *Harry Potter and the Goblet of Fire*
5. *Harry Potter and the Order of the Phoenix*
6. *Harry Potter and the Half-Blood Prince*
7. *Harry Potter and the Deathly Hallows*

Procedures

The procedures of the study were as follows:

1. Information was accumulated concerning the following topics:
 - 1.1 The *Harry Potter* series and related criticism. Data related to the main character's feelings, thoughts and actions was gathered from all seven books of the *Harry Potter* series. Positive factors that affected his emotional, cognitive and social development were collected. Then, the problems that he confronted were collected for detailed analysis.
 - 1.2 Adolescent development: concepts and theories. Adolescent theories by Freud, Maslow, Piaget, Kohlberg and Erikson were reviewed.
2. Information collected from the first item was analyzed by descriptive analysis. The analysis is divided into three sections.
 - 2.1 Freud's psychoanalytic theory and Maslow's hierarchy of needs were applied to examine the emotional development of the main character. These focus on factors that influenced his emotions and how he coped with emotions.
 - 2.2 Piaget's cognitive theory was used to examine Harry's thinking. It focuses on factors that impacted his thinking and how he developed problem solving skills.
 - 2.3 Kohlberg's moral theory was used to examine Harry's moral reasoning. It focuses on factors that impact moral values and how Harry faced his moral dilemmas.

- 2.4 Erikson's psycho-social theory was applied to examine Harry's social development. It focuses on factors that influenced and formed his personal identity.
3. The findings of the study are reported in chapter four.
 4. The conclusion and discussion are drawn from the findings and then recommendations for further studies are presented in chapter five.

Definition of Terms

The following terms are used throughout the study.

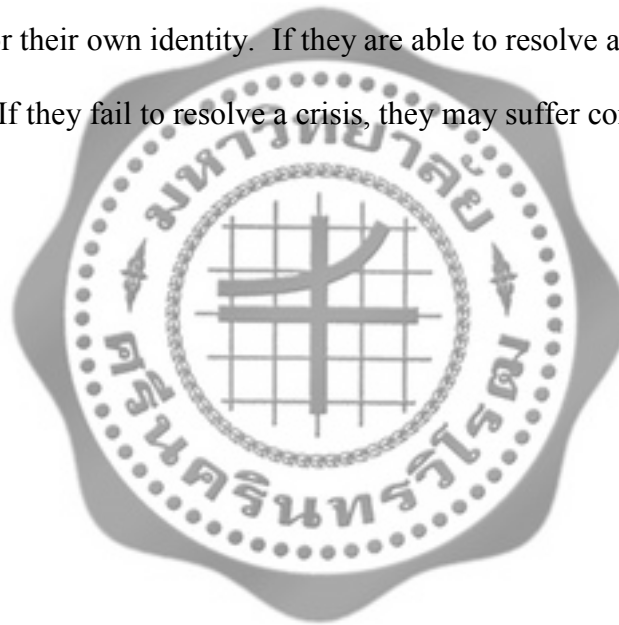
Adolescent Development. Adolescence is a time of moving from the immaturity of childhood into the maturity of a young adult. Adolescence begins around the age of ten and ends around twenty. Adolescent development is categorized into four major aspects: biological, emotional, cognitive and social (Kagan 10; Gumbiner 18). In this research, adolescent development refers to the development of the main character in three specific aspects: emotional, cognitive and social development.

Emotional Development. In this research, emotional development refers to Freud's latency and genital stages. The latency stage is when sexual drive is repressed and children begin seeking pleasure from people outside the house. The genital stage is the period when adolescents learn to express and cope with emotions in socially acceptable ways.

Cognitive Development. Problem solving refers to Piaget's cognitive stages. In the concrete operational stage, children can think logically about concrete objects. They can use conservation and reversion. The formal operational stage is when adolescents can think abstractly, logically, hypothetically and meta-cognitively.

Moral Reasoning. Moral reasoning in this research refers to Kohlberg's six stages of moral reasoning: punishment and obedience; self-interest; good boy and nice girl orientation; law and order; social contract; and universal ethical principles.

Social Development. In this research, social development refers to stages four and five of Erikson's psycho-social theory. "Industry versus inferiority" is the stage when children need to feel they can do something well. If they can complete particular tasks, they develop a sense of industry. If they fail to complete a task, they develop a sense of inferiority. Stage five refers to "identity versus role confusion". Adolescents' task is to search for their own identity. If they are able to resolve a crisis, they achieve a sense of identity. If they fail to resolve a crisis, they may suffer confusion about their social role.



CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents an overview of related literature. The first part discusses the *Harry Potter* series plus criticism and previous studies. The second part comprises adolescent development concepts and theories.

The *Harry Potter* Series and Criticism

J.K. Rowling's *Harry Potter* consists of a series of seven books. The story concerns Harry, a young boy who lived with his aunt and uncle. On his eleventh birthday, Harry suddenly discovered that he was a wizard and his new life in a magical world began. Each book in the series tells of Harry's evolving life at Hogwarts school of magic through the age of seventeen. Each year, Harry encountered various problems that he had to pass in order to mature into a young man.

Many critics have evaluated the popularity of the *Harry Potter* series, especially among children and young adults. Beach and Willner, professors of the University of Oklahoma's College of Education, surveyed college students' opinions why they were fascinated by the series. The research showed that the students loved the series because it effectively created a magical world populated by Rowling's characters that are similar to themselves (102-6). Black, a professor at Brigham University, comments that young adults are attracted to the series because they can learn how to handle changes in life just like Harry and his friends (540-4). In the article, "Why do children love Harry?" Opar explains that children enjoy reading the series because it fulfills their imaginations. It offers wonderful adventures and characters with whom they can relate (32-3).

Many educators have argued that the *Harry Potter* series portrays a good school environment. Educational professors Black and Eisenwine argue that Hogwarts School presents good schooling for adolescents. The curriculum of the school is to respect and care for others. It accepts students from various backgrounds and provides both academic lesson and useful activities (32-7). Dickinson, an English professor at the University of Colorado, notes that Hogwarts School is considered a good model for a learning environment. The school disciplines the students and at the same time provides opportunities for students to evaluate teachers and learn by themselves (240). Moreover, Glanzer, associate professor at Baylor University, states that what children learn and experience at school can help in the battle between good and evil (525-8).

A numbers of authors have commented that Harry presents the characteristics of a good role model for young boys. Kern, associate professor of history at Lawrence University, points out that Harry represents a stoic character who can distinguish between good and bad. He can resolve adversity and make right choices (18-19). Wallace of Seabury Western Theological Seminary studied the first four *Harry Potter* books and explains that Rowling instills moral lessons through the main character, Harry. She claims that because Harry has a good mind, he wins over the evil wizard, Lord Voldemort (18-21).

More importantly, many critics have agreed that *Harry Potter* portrays the progressive growing up of the main character. In the article, "Harry Potter and the Nature of Death," Los states that *Harry Potter* is a coming of age story. She claims that Harry can accept the truth of death, indicating his maturity (32). In "A Wizard's Mission," Caldecott further argues that *Harry Potter and the Deathly Hallows* clearly shows Harry's maturation. He must accomplish many tasks and make many difficult choices to save his community and the people he loves (25).

In Thailand, the *Harry Potter* series has been studied in many fields, with two researchers focusing specifically on character development. Hataitip Jaisook studied the development of seven characters in *Harry Potter and the Goblet of Fire* (2007). Her research showed that both the adolescent and adult characters developed their thoughts, emotions and behaviors consistent with personality theories. In “Harry Potter: the Representation of Social and Moral Development in Children’s Literature,” Wandee Saengakad (2006) examined how *Harry Potter and the Philosopher Stone* supported social and moral development in children. Applying the child development theories of Kohlberg and Toan J. Glass, she claims that the characters were models for children’s social and moral development.

This review of the literature reveals that the *Harry Potter* series is attractive for readers, particularly children and young adults. Readers appreciate the series because the characters demonstrate typical human flaws; they encounter problems just like people in the real world. The series also addresses important moral values. However, no research has profoundly analyzed how and why Harry developed in a positive way. The current research aims to examine Harry’s adolescent development into a morally good and mature young man by evaluating the factors that influenced his emotional, cognitive and social development from the age of eleven in the first book until seventeen in the seventh and final book in the series.

Concepts of Adolescent Development

Many psychologists define adolescence as a time of moving from the immaturity of childhood into the maturity of a young adult. Adolescence begins around the age of ten and concludes around the age of twenty. Adolescent development is categorized into

four major aspects: biological, emotional, cognitive and social (Santrock 26; Vialle, Lysaght and Verenikina 3).

1. Biological Development

Biological development is defined as all the physical and hormonal changes that occur among growing girls or boy as they pass from childhood into adulthood (Kagan 11). The period of adolescence is also called puberty, the time of rapid physical growth and mental change. Two types of changes that mark the transition from childhood to young adulthood are change of body image and sexual maturation. Bodily changes include changes in weight, height, shape and muscle content. Sexual maturation includes changes in the reproductive organs and body hormones (Kail and Cavanaugh 311).

Physical changes during adolescence effect psychological development, including changes in attitudes, interests, emotions and cognitive ability (Catherwood and Gellibrand 130). Hormones can cause quick changes in mood as well as strong emotional reactions without visible reason (Vialle, Lysaght and Verenikina 175). Hormones during puberty tend to make boys more aggressive and extroverted, while girls may become more withdrawn and eager to please. Self-acceptance generally increases with maturity (Gumbiner 41). In brief, adolescents experience rapid physical growth and hormonal changes. These changes have substantial psychological effects on adolescents.

2. Emotional Development

Emotional development refers to the process of developing the capacity to experience, express and interpret emotions (Kagan 256). Emotions combine distinctive feelings, physiological and cognitive responses which result in particular behaviors. Individuals learn to regulate or control emotions from infancy through adulthood. This control is related to the kinds of experiences they have as they grow up and the sort of social expectations they encounter (Vialle, Lysaght and Verenikina 117).

The period of adolescence is called “storm and stress” by psychologist G. Stanley Hall. He explains that adolescents’ moods ‘swing rapidly between conceit and humility, goodness and temptation, and happiness and sadness’ (quoted in Sigelman and Rider 292). This suggests that adolescents’ emotion are unstable and can change to be either positive or negative. Hurlock states that environmental factors cause adolescents to feel insecure, uncertain and indecisive. Some of these factors involve adjustment to a new environment, social expectations of mature behavior, social adjustment to the opposite sex, school problems and unfavorable family relationships. Adolescents who experience favorable conditions tend to react more calmly (44-7).

Common emotional patterns of adolescence include both pleasant and unpleasant emotions. Pleasant emotions include joy, affection and happiness while unpleasant emotions include fear, anger, grief and jealousy. Unpleasant emotions have negative effects and it is often necessary to control them to make a good personal and social adjustment (Hurlock 59).

Anxiety is likely to be heightened during adolescence, so adolescents should learn appropriate responses to reduce anxiety. According to Freud’s defense mechanisms, it is techniques that people use to cope with anxiety. Some defense mechanisms include repression, denial, projection, displacement, rationalization, sublimation and regression (Conger and Petersen 64-5). Defense mechanisms represent unconscious strategies for reducing anxiety. These are discussed in full detail below.

In conclusion, adolescents tend to be impulsive because of both puberty and environmental factors. They need to be aware of their responses and express appropriate emotions in various social contexts. The ability to control emotions in a rationale way indicates emotional maturity.

3. Cognitive Development

Cognition is defined as the mental process concerned with the acquisition and manipulation of knowledge, including perception and thinking (Sutherland 77).

Cognitive development refers to the thinking processes including remembering, problem solving and decision making (Kagan 163).

Several psychologists have discussed cognitive development in adolescents. For example, Kail and Cavanaugh argue that cognitive changes during adolescence are not as rapid as in childhood. Compared to children, adolescents think in a manner that is more advanced, efficient and complex (373). Gumbiner explains that the way adolescents think about themselves and their world is qualitatively different from children (27). Flavell explains that while children limit their thoughts to what is real, adolescents think of what is possible (97). Newcombe writes that children value the world in absolute black and white terms while adolescents develop the ability to perceive various shades of grey. They can make decisions concerning moral values and standards by themselves (442). The ability to see the difference between reality and idealism causes dissatisfaction among adolescents. This may lead them to criticize parental and social values (Papalia and Olds 200). In sum, adolescents are more idealistic, can consider various possibilities, understand abstract concepts and exercise moral judgments.

4. Social Development

Social development refers to changing patterns of behavior that can be observed as adolescents develop and interact with others. Social development also involves understanding self as they engage in relationships with other people (Vialle, Lysaght and Verenikina 130). Adolescents need independence and sufficient freedom from parental control to express themselves as individuals with needs and feelings of their own, to make decisions about their own lives and to take responsibility for the consequences of their

decisions (Newcombe 446). Although the world of adolescents has expanded to include friends and school, they still need support and encouragement from parents. It is suggested that a good parent be democratic and guide their teenagers to make their own decisions (Gumbiner 47).

Adolescents spend most of their time with peers. Generally, adolescent peer groups can be categorized as “the clique” and “the crowd”. A clique is small group of close friends of similar ages, backgrounds and interests while a crowd is a larger group of cliques (Dacey and Kenney 260). Peer groups become the focus of self-worth for adolescents. If they do not feel accepted, they may experience loneliness and a sense of alienation (Gumbiner 45). Opportunities to share inner feelings of disappointment and happiness with close friends help adolescents deal with their emotional ups and downs (Shaffer 559). Moreover, peer groups encourage independence, improve social skills and strengthen moral judgment in adolescents (Balk 271).

Finally, adolescents begin searching for a sense of identity. They make decisions about education and possible careers (Newcombe 446). Membership in a social group allows adolescents to develop a sense of identity within a safe environment. Peer relationships also provide a supportive environment for identity-formation (Catherwood and Gilibrand 139). In summary, adolescents seek independence from parents and family by spending more time with friends and developing their own identities.

Theories on Adolescent Development

This section presents theories to analyze Harry’s adolescent development. The five theories include Freud’s psychoanalytic theory, Maslow’s hierarchy of needs,

Piaget's cognitive theory, Kohlberg's moral reasoning and Erikson's psycho-social theory.

1. Freud's Psychoanalytic Theory

According to Freud's psychoanalytic theory, personality consists of three components: the id, ego, and superego (Shaffer 40). The id contains biological drives. It is present at birth and functions according to the pleasure principle. The id wants its impulses to be satisfied and does not care how this happens (Cloninger 40). Ego refers to the conscious, rational components of personality that reflect the ability to perceive, learn, remember and reason. The ego works to satisfy the impulsive demands of the id while obeying the standards of the superego (McConnell 485). The superego serves as a conscience concerning right and wrong. It arises between the ages of three and six as children internalize moral values and standards from parents. During adolescence and young adulthood, an individual's superego matures in relation to contact with admirable adults (McConnell 486).

Freud's theory of personality development is called his psychosexual theory. It focuses on the effects of the sexual pleasure drive on the individual psyche. Freud's psychosexual development consists of five stages from childhood to adolescence. These stages represent the gradual transformation of individuals from pleasure-seeking infants into reality-oriented, self-controlled adults (Evans and McCandless 409). At each stage, children have certain needs and demands from a particular area of the body. The results depend on how well children solve conflict at each stage. When needs are not met, frustration occurs. When needs are overly met, overindulgence occurs. Frustration and overindulgence result in fixations (Shaffer 41).

The first stage is called the oral stage, which lasts from birth to one year. Sexual pleasure centers on the mouth. If the sucking instinct is properly fulfilled, children can

progress to the next stage. If a mother refuses to nurse them on demand, they develop oral frustrations such as pessimism, envy, suspicion and sarcasm. If their needs are excessively satisfied, they develop optimism and gullibility. “Oral characters” are sometimes seen as arrogant, aggressive, impatient and depressed (Evans and McCandless 500).

The next stage in Freud’s theory is the anal stage, which lasts from one to three years. Sexual pleasure focuses on the anus. Toilet training and controlling elimination produces major conflicts between children and parents. If parents train children with proper control, they develop independence and self-control. If parents make too few demands, children develop an “anal expulsive” character such as fear of authority, impulsiveness and defiance. If parents make too many demands, children develop “retentive character” such as neatness, carefulness, stinginess, obstinacy, and passive-aggressiveness (Green and Piel 53).

Children then progress to the phallic stage, which lasts from approximately three to six years of age. Sexual pleasure centers on the penis. Children experience sexual feelings for the parent of the opposite sex and feel some hostility to same-sex parent. Freud called this the Oedipal conflict in males and the Electra conflict in females. If they can effectively resolve conflicts, they can adopt the same-sex parent’s characteristics and values. If children cannot identify with their opposite sex parent, they may develop confusion or frustration concerning their sexuality (Dacey and Travers 29).

Freud’s theory goes on to explain the latency stage that lasts from six until puberty. In his period, the sexual drive is repressed and is rechanneled into school work and play (Magill 938). Children expand relationships beyond family, develop masculine or feminine personalities and learn appropriate sex role habits (Dacey and Travers 57). The ego and superego continue to develop as children internalize societal values from

other people. They seek same-sex peers and begin to imitate models or heroes (Evans and McCandless 501).

Freud called the final stage of development the genital stage, which lasts from puberty into adulthood. Adolescents become self-conscious about their growing bodies and secondary sex characteristics (Evans and McCandless 502). Puberty triggers a reawakening of sexual drives and adolescents must learn to express their drives in socially acceptable ways (Santrock, *Adolescence* 41). Adolescents begin seeking pleasure from the opposite sex. It is a time of socialization, group activities, vocational planning and preparation for marriage. If adolescents resolve conflicts at this stage, they develop normal relationship with the opposite sex. Conversely, if a person arrives at this stage with earlier fixations, they may show the characteristics of that stage when they encounter stress in the genital stage (Dacey and Kenny 48).

When anxiety occurs, the ego responds in one of two ways: rational problem solving which attempts to deal consciously with the threat or resorting to defense mechanisms. According to Freud's theory, defense mechanisms have three characteristics in common. "They are ways of trying to reduce stress and anxiety, they involve the denying or distortion of reality and they operate at an unconscious level" (quoted in McConnell 488). A defense mechanism can be an unhealthy method to compensate for an inability to satisfy the demands of the id (Lefrancois 33).

Freud's theory of defense mechanisms can be best understood through the following descriptions. Regression refers to childish behaviors when confronting stress or anxiety. Projection refers to a way of attributing unacceptable impulses onto others, such as blaming others for one's inner anger. Displacement refers to the transference of anxiety or aggressive impulses to another object or person that is less threatening (McConnell 488). Denial means pretending something does not exist. Withdrawal and

avoidance are other methods that teenagers may employ, such as joining a debate team rather than facing encounters with the opposite sex (Gumbiner 43).

Furthermore, reaction formation refers to converting unacceptable and dangerous impulses into something positive in order to reduce anxiety. Conversely, identification refers to taking on the characteristics of someone else (Kagan 204). Rationalization is a way of justifying or explaining away things as an attempt to deny true desires by using reasons that are more socially acceptable than one's true impulses, and sublimation refers to the channeling of emotion into socially appropriate channels such as directing anger into physical exercise (Conger and Petersen 64).

2. Maslow's Hierarchy of Needs

In *Motivation and Personality*, Maslow proposes his positive theory of motivation. This consists of seven levels: physiological, safety, love and belonging, esteem, self-actualization, cognitive and aesthetic needs (35). Maslow categorized the way people act to satisfy their needs and motivations into a hierarchy that begins with satisfaction of basic needs.

Physiological needs include basic needs for food, water, sleep and sex. Physiological needs serve as channels for numerous other needs. For example, a person that suffers from hunger will never want anything more than food. If these needs are met adequately, the next level of needs emerges (Maslow 36). The need for safety refers to "security, stability, dependency, protection, freedom from fear, from anxiety and chaos, and need for structure, order and law" (Maslow 39). Injustice, unfairness, or inconsistency in parents seems to make children feel anxious and unsafe (Maslow 40). When physiological and safety needs are satisfied, the needs for love and belonging begin to emerge (Maslow 40).

Love and belonging refer to needs for affection to overcome feelings of alienation and loneliness. Maslow writes, “love needs involve both giving and receiving love” (Maslow 45). People who lack friends usually have poor relationship with others, which can affect their achievements in life (Dacey and Travers 34).

The next needs involve two levels of esteem. The first set includes desire for achievement, adequacy, mastery and competence, confidence in the face of the world, independence and freedom. The second set includes desire for reputation, prestige, status, fame and glory, dominance, attention, importance and dignity (Maslow 45). If self-esteem needs are satisfied, it leads to feelings of self-confidence and capability, strength, feeling useful and necessary in the world. If these needs are not met, it leads to feelings of inferiority, weakness and helplessness (Maslow 45).

The fifth level in Maslow’s hierarchy has been termed self-actualization needs. This is the need to fulfill one’s potential. Self-actualization needs vary among people. “In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions” (Maslow 46). These needs depend on previous satisfaction of the physiological, safety, love, and esteem needs that preceded them (Maslow 47).

The sixth level refers to cognitive needs such as the desire to know, understand and explain information. Finally, Maslow’s hierarchy concludes with aesthetic needs. This involves satisfaction of beauty such as beautiful surroundings (Maslow 50-51).

3. Piaget’s Cognitive Development

Piaget’s cognitive theory explains how the thought process of individuals changes as they move from childhood to adolescence (Kail and Cavanaugh 15). This theory argues that children are active learners and naturally try to make sense of their world

(Kail and Cavanaugh 16). The environment is important to stimulate and challenge children, but the children themselves construct cognitive structures (Crain 97).

Children have a scheme or mental structure to organize and interpret their experience. They use assimilation and accommodation to understand their world. Assimilation is the way children match and add new information to expand their cognitive structure. Accommodation refers to the way they change or adapt new information to their structure and create new understanding. To gain stable knowledge, children integrate the stages of assimilation and accommodation in a process known as equilibration (Kail and Cavanaugh 16). The processes of assimilation and accommodation are used throughout life as individuals adapt to the environment in a more complex manner (Wadsworth 19).

Piaget's theory includes four stages of cognitive development. The nature of thinking in each stage is qualitatively different. Children pass through these stages in the same sequence, but do not necessarily develop at the same age or rate. In addition, not all children reach the highest level of Piaget's cognitive development (Crain 95). No developmental regression occurs once the earlier stages have been transformed into new cognitive structures (Green and Piel 291).

The first stage is called sensorimotor which takes place in a range between birth and the age of two. This stage is characterized by the absence of language. Infants understand themselves and their environment through sensory and motor skills (Maier 274).

The preoperational stage lasts from the age of two to six. Children learn to use symbols such as words, images, and numbers to represent objects (Kagan 163). Their thinking is still egocentric, which means they cannot take other points of view into consideration (Green and Piel 296). At this stage, children can think in only one

direction. In other words, they cannot reverse a sequence of actions from the end back to the beginning (Vialle, Lysaght and Verenikina 22).

Between the ages of seven to eleven, children enter Piaget's concrete operational stage. They can understand and apply logical operations to concrete objects, events or situations. They focus on the here and now and are still unable to apply logical thought to abstract problems (Wadsworth 27). They understand that intellectual operations are reversible. Reversibility means that one can always get back to the starting point of a series of operations (Conger and Petersen 160). The ability to consider a situation in reverse indicates a child's ability to understand alternative perspectives of other people (Gumbiner 29). The concrete operational stage also includes the important capacity for conservation. This means that they know an object remains the same despite changes in appearance (Conger and Petersen 161). Moreover, they are able to classify objects into categories or class and they can arrange objects in sequential order by size, weight and volume (Conger and Petersen 162).

The fourth and final stage is called formal operations. Formal operations begin developing in early adolescence and are fully formed by the end of secondary school (Seifert and Hoffung 525). In this stage, adolescents are able to think abstractly, logically, hypothetically and meta-cognitively (Catherwood and Gellibrand 136).

Abstract thinking includes development of beliefs and spirituality. Adolescents begin to understand the complexities of symbols such as math and conversations, and realize that words can have double meaning (Dacey and Kenney 106). As part of abstract thinking, adolescents develop images of ideal circumstances. They may be interested in political, religious or educational reform (Mckinney, Fitzgerald and Strommen 80).

Adolescents develop the ability to solve all classes of problems that can be solved through logical operations (Wadsworth 101). Instead of using trial-and-error to solve

problems, adolescents begin to consider possible outcomes and the consequences of actions. This type of thinking is important in long-term planning (Newcombe 438).

The adolescent is able to create and test hypotheses (Vialle, Lysaght and Verenikina 23). They can reason on the basis of assumptions and can operate on the logic of an argument independently of its content. They can think like scientists, plan for solving problems, and use hypotheses (Wadsworth 105 and Crain 94).

The next characteristic of adolescents' thinking is meta-cognition. Meta-cognition means "thinking about thinking" (Dacey and Kinney 106). They can reflect on what they are thinking and why they are thinking. This ability helps them analyze their thought process as they work through problems (McKinney, Fitzgerald and Strommen 73).

Cognitive development in children depends on four factors: biological maturation, experience with the physical environment, social interaction and equilibration (Jones, Garrison and Morgan 203). Maturity older can reason more logical, and solve problem in a more systematically (Green and Piel 306). Physical experience consists of behavioral or perceptual sensations children derived from objects and events (Jones, Garrison and Morgan 203).

Social interaction or social transmission is the interchange of ideas between people such as interaction with peers, parents and other adults. Equilibration is the internal self-regulating system that operates to balance the roles of maturation, experience, and social interaction (Wadsworth 32).

4. Kohlberg's Moral Reasoning Theory

Kohlberg's moral reasoning theory describes a sequence of stages that reflects the different ways people think about moral dilemmas (Kail and Cavanaugh 16 and Balk 189). The dilemmas involve various types of conflict that require a person to make choices about the right thing to do (Balk 190). The theory focuses on the structure of

responses to dilemmas or the reasons that a person uses to justify behavior, rather than the content of the response or how a person behaved. Kohlberg's theory has three levels of moral reasoning: preconventional, conventional and postconventional. Each level consists of two internal stages (Kail and Cavanaugh 16).

At the preconventional level, moral reasoning is controlled by external rewards and punishment. Children do not yet realize conventional rules and social expectations. This level runs from four to ten years of age (Jones, Garrison and Morgan 308). In the first stage of the preconventional level, children's morality is determined by fear of punishment. Right and wrong are judged in terms of obeying rules in order to avoid punishment. Children believe that the orders of authority figures are commands that must be followed. They may not consider an act wrong if it is not punished (Shaffer 555). In the second stage, moral reasoning is based on rewards and self-interest. Children act to meet their own needs and let others do the same. They may conform to rules to gain rewards or satisfy personal objectives (Newcombe 463).

The second level in Kohlberg's theory is called the conventional level. Moral reasoning focuses on interpersonal relationships and social values. This level is represented by stages three and four and takes place around the age of thirteen (Jones, Garrison and Morgan 308). The third stage involves interpersonal norms. Moral reasoning is guided by a concern for trust, caring and loyalty to others. Children evaluate actions on the basis of trying to please others and to gain approval (Newcombe 463). The fourth stage is called social systems. Moral reasoning is based on social order, law, justice and duty. Right behavior consists of doing one's duty, showing respect for authority and maintaining the social order. When someone does violate the law, it is morally wrong (Newcombe 464). The reason for conforming is not a fear of punishment

but a belief that rules and laws maintain a social order that is worth preserving (Shaffer 557).

The third level is called postconventional. Moral reasoning is completely internalized. Adolescents are aware of alternatives and select the best moral decisions based on an internal moral code. It consists of stages five and six and may begin as early as thirteen, during adulthood or in some people it may never occur (Jones, Garrison and Morgan 12). The fifth stage is called community rights versus individual rights. Morals are seen as relative. Before consider something morally wrong, individuals consider the whole situation. In this stage, laws can be acknowledged as important, but also that laws are man-made and can be changed (Gumbiner 31). The last stage is called universal ethical principles. People define right and wrong on the basis of their own ethical principles. It involves the application of universal, absolute principles of justice, equality and respect for human life and human rights. People act because it is right; not because of other people's expectation, laws and rewards (Newcombe 463).

Most adolescents are in stage three but some can be in either stage two or four. Moral reasoning and moral behavior are not the same thing. An adolescent may know the right thing to do and still behave immorally (Gumbiner 32). Only cognitive growth cannot guarantee moral development. To go over the preconventional level of moral reasoning, children must experience people or situation that give cognitive disequilibrium or a conflict that will help them to reevaluate their thinking (Shaffer 559).

5. Erikson's Psychosocial Development

Erikson's psychosocial theory consists of eight stages. Each stage contains a crisis and a conflict which must be resolved by individuals. If individuals can overcome early obstacles well, they are better able to handle later ones. If individuals are unable to

resolve a conflict at a particular stage, they will struggle with that conflict later on in their lives (Kail and Cavanaugh 13).

Since this research focuses on adolescent development, the review will include the fourth and fifth stages only. The fourth stage is industry versus inferiority. Children from six to eleven years old learn to win recognition by producing things (Cloninger 132). Industriousness is not just doing things, but involves doing things that others value (Carver and Scheier 307). Parents, teachers and other adults who offer worthwhile tasks and meaningful challenges will foster children's sense of industry (Green and Piel 89).

They develop a sense of industry if they are able to master various skills and other people acknowledge their skills. On the other hand, children develop a sense of inferiority if they feel incompetent in those tasks and others view their performance as inadequate (Maier 84). If children effectively manage conflict between industry and inferiority, it results in ego strength of competence, the sense that one can do things that are valued by others (Carver and Scheier 307).

The fifth stage is called identity and identity confusion, which takes place during adolescence (Catherwood and Gilibrand, 137). The concept of identity reflects an integrated sense of self. (Carver and Scheier 308). Identity is a self-portrait composed of many pieces such as career, political beliefs, achievement, sexual interest and personal identity (Santrock 382).

Adolescents seek to find identity by experimenting with different roles. This includes identifying, evaluating and selecting values and roles for adult life (Kail and Cavanaugh 373). The ability to choose a path in life and to resist roles forced on them by peers, parents and other significant figures is also crucial in the formation of adolescents' identities (Magill 933). They selectively accept or reject many different aspects of

themselves that they acquired as children; society must also recognize and appreciate their uniqueness (Seifert and Hoffnung 549).

The context that adolescents develop and the feedback received from others are important factors that determine how they see themselves. Teachers can act as models for their students, providing them with the opportunity to practice skills involved in social interaction, effective goal setting and self-discipline (Vialle, Lysaght, and Verenikina 117-137). Peers also serve as sources of information about self and others. By sharing experiences, plans and hopes with peers, adolescents learn to understand themselves (Newcombe 454).

The result of identity formation comes in two different ways. If adolescents resolve a crisis in a positive way, they increase their ability to function effectively in society. Moreover, they will be able to build character strength, increasing the likelihood of successfully resolving a future crisis (McKinney, Fitzgerald and Strommen 102). “In contrast, negative resolution leads to the development of core pathologies that impair both adaptation to society and the ability to resolve future crises” (Magill 84). “Confusion may cause an individual to withdraw, isolating themselves from peers and family, or they may immerse themselves in the world of peers and lose their identity in the crowd” (Santrock 383).

If adolescents are able to integrate their perspective of themselves with other people’s views of them, they will develop a sense of fidelity, the ability to be loyal to themselves and with other significant others although they encounter contradictions of value systems (Carver and Scheier 309). However, Erikson states “there is no mention that anyone has to solve all these dilemmas; hardly any person does” (quoted in Maier 88). In conclusion, not everyone can be successful in all stages of psychosocial development.

Summary of Theories on Adolescent Development

This research analyzes Harry in emotional, cognitive and social aspects. The emotional aspect is analyzed through the theories of Freud and Maslow. The social aspect is analyzed using Erikson's psychosocial theory.

This research applies Freud's theory because it explains development in a sequence of stages. Each stage presents the problems and tasks that children must confront. This research focuses on Harry between ages eleven and seventeen, corresponding with Freud's latency and genital stages. Freud's theory proposes that sexual drives influence personality. In the latency period, the sexual drive is repressed and children seek pleasure from people outside family. They form same-sex peers, participate in school activities, and learn sex roles from heroes or role models. The genital stage is the time of sexual awakening. Adolescents seek pleasure from the opposite sex. If they can properly resolve personal crisis in early stages, they develop mature sexuality. If frustrations and anxieties occur, they struggle and employ defense mechanisms.

Maslow's hierarchy of needs is applied to emotional aspect because it further explains each stage of Freud's theory. The theory covers both personal and social needs. This research focuses on physiological needs plus needs for safety, love, belonging, esteem, and self-actualization.

The cognitive aspect is divided into two sections: problems solving and moral reasoning. Problems solving is analyzed using Piaget's cognitive development theory. This theory is used because it clearly categorizes the cognitive development of children and adolescents in a sequence of stages. Each stage presents the qualitative development

of their thinking. Piaget's cognitive theory claims that children naturally construct their own knowledge through assimilation and accommodation. The two stages related to Harry's concrete operations and formal operations. In the concrete operational stage, children are able to apply logic to real objects, events and situation but they still cannot apply logic to abstract concepts. In the formal operational stage, adolescents are able to think abstractly, logically, hypothetically and meta-cognitively to solve problems. The outcomes of cognitive development are different in how people understand the world. However, not everyone becomes a formal operational thinker.

The second aspect of cognitive development concerns moral reasoning. In this research, Kohlberg's moral reasoning theory is applied because it divides moral reasoning into six sequence stages related to cognitive ability ranging from childhood to adulthood. Each stage explains how individuals make judgment in moral dilemmas. All six stages are evaluated in this research.

The last aspect is social development. This is analyzed using Erikson's psychosocial theory because it divides social development into a sequence of stages and each stage presents the conflict between individuals and society that have to be resolved. The two stages concern Harry's ages are industry versus inferiority and identity versus role confusion.

The information collected from this review is integrated and form the framework of analysis (see table 1).

Table 1: Framework for Analysis

Development	Stages
<p>1. Emotional Development</p> <p>How to cope with frustrations and anxiety</p>	<p>Emotion (based on Freud’s Psychosexual theory)</p> <p>Stage4 Latency (6-11years): sexual interest is repressed. Children seek pleasure from people outside family and learn social norms and skills.</p> <p>Stage5 Genital (11 years onward): sexual desire is awoken. Adolescents seek pleasure from opposite sex peers. They develop mature sexuality by marrying and working.</p>
<p>2. Cognitive Development</p> <p>How to solve problems and make moral judgment</p>	<p>2.1 Problem Solving(based on Piaget’s Cognitive Development</p> <p>Stage 3 Concrete operation (7-11 years): children are able to use logics to solve concrete objects</p> <p>Stage 4 Formal operation (11 years onwards): adolescents are able to use logics to solve abstract concepts. They can use scientific method to deal with problems.</p> <p>2.2 Moral Reasoning (based on Kohlberg’s Moral Reasoning)</p> <p>Level 1(4-7 years)</p> <p>Stage 1 Punishment and obedience: children obey rules to avoid punishment.</p> <p>Stage 2 Self-interest: children do things for personal gain.</p> <p>Level 2 (10-13 years)</p> <p>Stage 3 Interpersonal relationships: children act to win approval.</p> <p>Stage 4 Law and order: adolescents obey laws and social norms.</p> <p>Level 3(13 years onwards or never occurs)</p> <p>Stage 5 Social contract: young adults consider both laws and individual rights.</p> <p>Stage 6 Universal ethical principle: adults use their own conscience such as freedom and justice.</p>
<p>3. Social Development</p> <p>How to form industry and personal identity</p>	<p>Identity (based on Erikson’s Psychosocial Development)</p> <p>Stage4 Industry versus inferiority (6-12 years): children must feel competent at some skills. If children can successful in some skills, they develop a sense of competence and industry. If not, they feel inferior and may have problems of self-esteem.</p> <p>Stage 5 Identity versus role confusion (12-18 years): adolescents need to develop a sense of self and personal identities. If they can resolve these conflicts, they achieve a sense of identity. If not, they tend to experience role confusion.</p>

CHAPTER 3

ADOLESCENT DEVELOPMENT OF THE MAIN CHARACTER IN J. K. ROWLING'S *HARRY POTTER* SERIES

This chapter analyzes the adolescent development of Harry Potter. The first part presents the factors that influenced his adolescent development. The second part illustrates the processes of his adolescent development from eleven to seventeen years old in terms of emotion, cognition and identity. These issues are examined through the concepts of adolescence and the theoretical frameworks of Freud, Maslow, Piaget, Kohlberg and Erikson as described in chapter two.

1. Factors that Influenced Harry's Adolescent Development

The seven novels of J.K. Rowling's *Harry Potter* series portrayed Harry's adolescent development. He had a negative family background, yet developed into a good young man because of many important factors. The crucial positive factors in his life were his friends and teachers. Moreover, he was influenced by positive reinforcement in his school environment. To better understand Harry's character, his childhood background, school environment, teachers and friends are examined below.

1.1 Harry's Childhood

In *Harry Potter and the Philosopher's Stone*, Harry was introduced as an orphan who was abused by his relatives: Uncle Vernon and Petunia Dursleys. Although he was raised alongside their biological son Dudley, Harry was treated badly. He lacked love and warmth, freedom and fair treatment. This caused him to become frustrated, lack self-confidence and remain inexperienced.

Harry lacked love and warmth from the family. He received inadequate emotional attention from his aunt and uncle. He was never hugged or kissed by them. They never told him that they loved him but only talked to him negatively. Moreover, they punished him severely. Once, Aunt Petunia said in front of Harry that he was hated and unwanted; for example, “the Dursleys often spoke about Harry like this, as though he wasn’t there—or rather, as though he was something very nasty that couldn’t understand them, like a slug” (*Philosopher’s Stone* 22). According to Erikson and Freud’s theories, if a mother figure fails to attach with her children, they will develop a sense of mistrust or have a pessimistic view of the world. This condition shows that Harry’s emotional needs were not fulfilled, so he felt insecure. He absorbed from their verbal expression a clear sense that they did not love him.

Further, Harry’s thoughts and behavior were controlled by his aunt and uncle. He was disciplined under strict rules and punishment. He was not allowed to ask questions or mention things that they disliked. Although he was curious about his true parents and his personal background, he could never ask, as in “Don’t ask questions is the first rule for the quiet life with the Dursleys” (*Philosopher’s Stone* 20). Moreover, he did not have a chance to interact with family members. For example, he wanted to share his dream about a flying motor bike, but his uncle scolded him, saying that motorbikes could not fly so he was upset: “I know they don’t know it was only a dream...but he wished he hadn’t said anything” (*Philosopher’s Stone* 24).

According to Piaget’s theory, children construct knowledge by interacting with the world around them. If they are encouraged to explore things by themselves, their knowledge or schema is expanded. However, the above excerpt shows that Harry had no freedom to think and explore, so he had no motivation to learn. He could not even question his own identity and the truth about his parents.

More seriously, Harry was treated as inferior to his cousin Dudley. It may be natural for parents to love their own child more than others, but not at the complete neglect of other young members of the family. His aunt and uncle showered Dudley with birthday gifts but Harry never received anything (*Philosopher's Stone* 22). They gave Dudley anything he wanted while they gave Harry second hand things that Dudley no longer wanted. In addition, they blamed and punished Harry while they praised Dudley (*Philosopher's Stone* 23).

This unfair treatment was demonstrated when the narrator described Harry's feelings: Harry was looking at the photograph of "Dudley playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house too" (*Philosopher's Stone* 19). This scene provided evidence that his aunt and uncle only showed affection to Dudley, their real son. Meanwhile, they ignored Harry and treated him as if he did not exist. Because of this unfair treatment, Harry felt inferior and lonely.

From this portrayal of his childhood, it can be deduced that Harry was neglected and abused by the Dursleys. Without love and warmth, freedom and fair treatment, he felt insecure and had no trust in the family. In this negative environment, it was hard for him to develop into a good young man. Fortunately, his environment changed when he left home for school. The new school played a crucial part in helping him develop positively.

1.2 School Environment

Hogwarts School presented a different environment from what he experienced with the Dursleys. At school, he was exposed to people from various backgrounds. In contrast to his home life, he was treated equally under school rules. In the school

environment, he experienced his first freedom to learn. Moreover, he was satisfied with the school's food and safety. This new school environment helped him gain confidence.

At the Dursleys' house, Harry had little chance to go outside and meet people. At Hogwarts, he lived among people including pure blood wizards, muggle born, and half-bloods. The school environment paralleled the real world that contains people from various backgrounds. Harry learned there were many students similar to him, worse than him and better than him. On the first day of school, he was very worried just like other students: "Harry looked around anxiously and saw that everyone else look terrified too" (*Philosopher's Stone* 86). Because he noticed that other students were also worried, he relaxed because he was not the only one who lacked confidence.

Harry was treated under fair and structured school rules. The school used a reward and punishment system to reinforce students' behavior. It divided students into four houses: Gryffindor, Ravenclaw, Hufflepuff and Slytherin. Each house was governed by the same principle. Students who demonstrated good behavior and achieved well at school were rewarded while those who broke rules were punished. The principle announced, "your triumphs will earn your house points while any rule-breaking will lose house points" (*Philosopher's Stone* 85). This shows that the rules were applied to all students and this reinforced their behavior. Harry lived in Gryffindor house and had to conform to the rules by behaving well, cooperating and competing with other house members in order to win the house championship.

At school, Harry found things he liked. He enjoyed learning and joining activities. Hogwarts provided many interesting courses. His favorite subject was Defense against the Dark Arts, the subject that helped him defend himself from bad magic. He was also interested in Transfiguration, the most complex magic that could change one object into another. Moreover, he liked Flying since he discovered that he

could fly naturally. Harry enjoyed studying at Hogwarts: “There was a lot more to magic, as Harry quickly found out, than waving your wand and saying a few words” (*Philosopher’s Stone* 99). Piaget’s theory views physical experience as important to cognitive development. From here, it is clear that due to various learning environments, Harry gained more knowledge and skills that were helpful to his daily life. Moreover, he was enthusiastic to learn. He not only studied lessons in the classroom but learned outside the class. The school provided extracurricular activities. Quidditch was his favorite sport. It was played like football while flying on broomsticks. Harry had a chance to play as a Seeker of Gryffindor team: “Seeker is the most important position because it requires flying skills and high speed movement to catch a Snitch ball before the other teams” (*Philosopher’s Stone* 124-125). In Erikson’s view, activity enhances children’s skills and abilities. From participating in Quidditch, Harry discovered his talent and became confident. He learned responsibility because he had to manage his time between play and study and learn the importance of teamwork.

Harry’s basic needs for food and safety were satisfied. Although at home he was fed adequate food, at Hogwarts ate more various kinds of food: “Harry’s mouth fell open. The dishes in front of him were now piled with food. He had never seen so many things he likes to eat on one table” (*Philosopher’s Stone* 92). According to Maslow, food is humans’ first basic need. Hogwarts provided Harry with plenty of nutritious food so he was physically satisfied and felt adequate.

Harry also felt comfortable living in the school dormitory. At the Dursleys’ home, he was forced to live in a cupboard under the stairs, but at Hogwarts he had his own room in a safe school dormitory. Despite the school being a new place for him, he felt more familiar there than at the Dursleys: “The castle felt more like home than Privet Drive had ever done” (*Philosopher’s Stone* 126). According to Maslow, people want to

be free from danger. Hogwarts provided him with appropriate and safe accommodation, so he felt secure for the first time. It can be seen that the school provided both positive and negative aspects. The two most positive factors were teachers and friends.

1.3 Teachers

Teachers are authority figures that guide and discipline students' behaviors. At home, Harry's aunt and uncle were his authority figures but they controlled him too much, so he felt powerless. However, new authority figures at school were beneficial to him. They provided positive guidance, assistance and good nurturing. At the same time, he learned that not all authority figures were good because he was abused by some teachers. His two most influential teachers were Professor Albus Dumbledore and Professor Minerva McGonagall.

Dumbledore was the headmaster of Hogwarts and considered the most powerful person in the wizard community. He was brave, intellectual, merciful and loyal. He believed in love and friendship and trusted in the goodness of others. He served as a positive father figure for Harry. In Freudian terms, Dumbledore represented a strong ego and superego for Harry. He guided Harry to behave and express emotions in suitable ways. He taught Harry to live in reality, not in fantasy. For example, when Harry wanted to see his dead parents, he told Harry, "It does not dwell on dream and forget to live, remember that" (*Philosopher's Stone* 124). He also taught Harry to respond bravely to problems. While other wizards feared saying Voldemort's name, he taught Harry, "Call him Voldemort, Harry. Always use the proper name for things. Fear of a name increases fear of the thing itself" (*Philosopher's Stone* 216). According to Freud, children identify with the same sex parent. Dumbledore was a good model of strong ego for Harry. He did not want Harry to withdraw or employ other defense mechanisms to reduce his

frustration, but wanted him to act maturely by facing reality. This helped Harry act appropriately.

In cognitive terms, Dumbledore provided Harry freedom to learn and explore things. Harry said, “I think he sort of wanted to give me a chance. I think he knows more or less everything that goes on here, I reckon he had a pretty good idea we were going to try, and instead of stopping us, he just taught us enough to help” (*Philosopher’s Stone* 219). According to Piaget, physical experience and social transmission influence cognitive growth. In comparison, Harry admired Dumbledore because he was encouraged to learn and receive guidance when needed. With this support, he felt free to explore and choose things by himself and gain more life experience.

Moreover, Dumbledore instilled Harry with values of love and friendship. He taught him that love and friendship were more important than power. “Your mother died to save you. If there is one thing Voldemort cannot understand, it is love... even though the person who loved us is gone, will give us some protection forever. It is in your very skin. Quirrell, full of hatred, greed, and ambition, sharing his soul with Voldemort, could not touch you for this reason” (*Philosopher Stone* 216).

Regarding Kohlberg’s moral reasoning, Dumbledore was a model of universal ethical principles. He told Harry that love was important to save people from harm; a selfish person who wants to control others cannot understand the power of love. However, he did not force Harry to believe; rather, he guided and let Harry choose by himself. In addition, Dumbledore provided him with encouragement and positive feedback. He complimented him and rewarded him when he was successful. For example, he told him that he was an excellent Quidditch player. He gave him a point for his bravery to save the stone. This encouragement helped him feel more confident in his competence.

The second important teacher for Harry was Professor McGonagall. She was head of Gryffindor House where Harry lived. She was strict, encouraging and loyal. McGonagall guided him through discipline and moral values. He was controlled by the same rules as other students. When Harry, Ron and Hermione got caught sneaking out one night, McGonagall punished them saying, “You Miss Granger, I thought you had more sense. As for you, Potter, I thought Gryffindor meant more to you than this. All three of you will receive detentions...I’ve never been more ashamed of Gryffindor students” (*Philosopher’s Stone* 178). This scene shows that McGonagall represented the superego for Harry. Harry was punished because he broke school rules. From her teaching, Harry adjusted his behavior to meet his teacher’s expectations.

Although McGonagall was strict, she provided encouragement and recognition to her students. She acknowledged Harry’s athletic ability and supported him, “You really are a natural. I’m just going to teach you the rules this evening, then you’ll be joining team practice three times a week” (*Philosopher’s Stone* 124). In Erikson’s view, teachers’ encouragement is very important to the self-concept of children. McGonagall fulfilled this role by complimenting Harry for his natural Quidditch talent, supported him to join the Quidditch team, and motivated him to practice very hard.

Dumbledore and McGonagall provided Harry with a very different experience that what he had known at home. They provided discipline, freedom to learn, encouragement and moral values. However, they never forced him to believe. He chose and valued things himself.

1.4 Friends

Friends provided a sense of companionship, informational support and positive feedback for Harry. In his childhood, he was lonely. He was ignored by his aunt and uncle and he couldn’t get along well with Dudley who always punched him. In addition

to Dudley and his gang bullying him, Harry couldn't play with anyone: "At school, Harry had no one" (*Philosopher's Stone* 27). With the bad relationship with his cousin, he had no friends and couldn't share with anyone. However, Harry gained attention from students at Hogwarts because of his reputation for surviving the curse of the evil wizard Voldemort. Harry was surrounded by people who favored him and others who were jealous of him. Many friends entered Harry's life but Ron and Hermione were his two closest friends who most influenced his adolescent development.

Ron was Harry's first friend. They first met on the train to Hogwarts. Harry was impressed with Ron's family who helped him find the right platform. He also enjoyed the wizard story that Ron shared with him. Ron was generous, brave and loyal. He shared information with Harry about the wizard community that Harry had never known before. "Bill was Head boy and Charlie was captain of Quidditch. Now Percy's a Prefect. Fred and George mess around a lot but they still get really good marks and everyone thinks they are very funny" (*Philosopher's Stone* 75). Ron was clearly a valuable source of wizard information. He explained a wizard's life by using his brothers as an example.

Ron comforted Harry when he lacked confidence or felt upset. When Harry was worried because he knew nothing about magic, Ron encouraged him, saying "You won't be. There are loads of people who come from muggle families and they learn quickly enough" (*Philosopher's Stone* 76). Another example was when Harry felt down when Professor Snape deducted his points. Ron told him, "Cheer up. Snape's always taking points off Fred and Gorge" (*Philosopher's Stone* 104). Ron always provided comfort for Harry. This helped him relax and know that he was not the only person being treated badly.

Moreover, Ron was loyal to Harry and willing to help him whenever necessary. Ron went with Harry to duel with Malfoy, his rival student. Ron helped Harry save

Hermione from the mountain troll. He was willing to go with Harry to save the stone although he risked being expelled. This bond helped Harry gain trust in his friends.

Hermione was Harry's other close friend. In the beginning, Harry disliked her because she was very strict with school rules. After Harry and Ron rescued her from the mountain troll, they became friends. Hermione was intelligent, self-disciplined and loyal. She provided a conscience for Harry. She warned Harry when he did something improper. When Harry ignored the rules and flew his broom to follow Malfoy, Hermione shouted, "Madam Hooch told us to not to move – you'll get us all into trouble" (*Philosopher's Stone* 110). This shows that Hermione represented the superego for Harry. She wanted Harry to consider other people's needs before doing something to satisfy himself. Hermione reminded him before he broke the rule, "You mustn't go wandering around the school at night, think of the points you will lose with Gryffindor if you're caught" (*Philosopher's Stone* 115). This shows that Hermione guided Harry to behave appropriately. She wanted Harry to take responsibility for his actions, not just doing things out of self-interest but showing concern for others. With her guidance, Harry became more aware of what he should do.

Hermione encouraged him to do good things and complimented him when he was successful. She praised Harry for saving the stone for the school, "Harry you're a great wizard you know" (*Philosopher's Stone* 208). She was a valuable source of information and helped him solve problems. For example, she helped him do homework and find information for each task. Moreover, she was loyal and always helped him whenever needed. She was willing to help Harry save the stone although she had to break the rules. Because of their companionship, encouragement and loyalty, Harry gained trust and could rely on his friends. He was sure that his friends would never leave him. He could ask them for feedback that helped him recognize his own value.

With the influence of his school, teachers and friends, Harry's emotional, cognitive and social skills developed positively.

2. Process of Harry's Adolescent Development

This section presents the process of Harry's adolescent development in three main aspects: emotional, cognitive and social.

2.1 Harry's Emotional Development

Harry encountered various frustrations and anxieties from his childhood experience and problems. With guidance from friends and teachers, he developed from being frustrated and angry into being calmer and more mature.

Latency Stage

According to Freud, childhood experience shapes a person's personality. If children's needs in each stage are met properly, the child grows up with a healthy personality. If their needs are not satisfied, they develop fixations related to each given stage. The *Harry Potter* series began when Harry was ten years old. Although the story did not show directly how Aunt Petunia took care of him, his frustration and anger indicated that his needs for love and warmth in the oral stage were not fulfilled. He felt inadequate and still needed love from family. "Harry had dreamed and dreamed of some unknown relation coming to take him away but it never happened: the Dursleys were his only family" (*Philosopher's Stone* 27). According to Freud's concept of the oral stage, if sucking and psychological needs of comfort are not met properly, a fixation occurs. In this scene it shows that Harry gets frustrated and he expresses it through a form of withdrawal. Harry was uncomfortable with the relationship between him and the Dursleys, so he still needed someone who really cared for him. However, he knew that it

was impossible so he expressed his inadequacy by imagining other relatives who could take him out of the house.

Another characteristic of Harry's personality was shown by his anger. Sometimes when he could not get what he wanted, he reacted aggressively. When Uncle Vernon did not allow him to read his letter, Harry shouted, "I WANT MY LETTER!" (*Philosopher's Stone* 31) [Capitals in original]. This shows that Harry was overly controlled by his uncle and responded aggressively. Harry shouted at his uncle because his desire to read the letter was obstructed. These two examples reveal that Harry had a hostile childhood experience, so he became frustrated and angry. This personality trait could remain with him until adulthood. However, he had positive experiences when he went to school and he gradually adjusted himself. He became more disciplined through positive authority, new friends and playing sports.

To live with others in new environment, Harry could not act just to satisfy his own demands. His behavior was disciplined by teachers. At home his aunt and uncle were his authority figures, but teachers like McGonagall and Dumbledore were new authority figures for him at school. They set proper rules and provided appropriate guidance to shape his personality. For example, McGonagall set strict rules for all students: "Anyone messing around in my class will leave and not come back. You have been warned" (*Philosopher's Stone* 100). During the latency period, children develop a superego from people outside the family. McGonagall represented a superego for Harry. She reinforced him to follow classroom instruction. She taught Harry that he needed to be more careful of his behavior to avoid punishment.

Children in the latency period spend most of their time with friends. In Maslow's view, friends fulfill needs for love and belonging. Harry was quite popular at school so many students wanted to befriend him. However, his strongest sense of belonging was

with Ron and Hermione. The three of them were in Gryffindor house so they spent most of their time sharing and discussing school subjects and activities. Harry was happy to have Ron and Hermione as friends. They helped him adjust himself to new school environment. Harry made new friends and they fulfilled his needs for belonging; he also brought his impulsiveness under control.

However, he began experiencing a new wave of frustration when he was thirteen. In Freudian terms, his childhood trauma left him with fear that was repressed at an unconscious level. His fear was awakened by the presence of Dementor, the guards of Azkaban prison who investigated the school. For many years, his fear was hidden, but whenever the Dementors went near him, he recalled his painful memory, “He heard screaming, terrible, terrified screams. He wanted to help...he tried to move his arms but he couldn’t” (*Prisoner of Azkaban* 94). Harry had repressed his fear for a long time. Eventually, he could no longer repress the fear and he ended up fainting.

However, he had a good helper who helped him cope with fear. In his third year at Hogwarts, he began to trust Professor Lupin because he was one of his father’s best friends. Lupin was a teacher of Defense Against the Dark Arts, his favorite subject. Professor Lupin guided him to emotional maturity. He taught him how to control his fear before it controlled him. “Fight fear with laughter, fight despair with happiness. It has nothing to do with weakness” (*Prisoner of Azkaban* 203). This quote shows that Professor Lupin taught him a concept to cope with fear using reaction formation. Lupin encouraged him to think opposite to his emotions. He instructed him to be brave and strong enough to overcome painful memory. Instead of thinking of pain, he suggested Harry to think of something more positive or some moment that made him feel happy.

With the help of Professor Lupin, Harry practiced defending himself from fear and finally he overcame it. He did not dwell on the suffering of his parents, but focused

on happy moments when they were still with him. He also reflected positively on a chance of living with Sirius Black, his godfather and one of his father's best friends. When Harry encountered the Dementors again, he was no longer scared. "I am going to live with my godfather. I am leaving the Dursleys. He forced himself to think of only Sirius, and only Sirius, and began to chant: Expecto patronum!" (*Prisoner of Azkaban* 412). Harry coped with fear using Lupin's method. This coping style is comparable to Freud's reaction-formation: Harry acted opposite to his impulse. He still had fear, but he tried to think of something more positive. With his efforts to think positively, he released his fear and resisted the Dementors. With Lupin's help, he resolved his fears, indicative of his growing maturity.

Genital Stage

Harry's genital stage began to show when he turned fourteen. According to Freud's genital stage, sexual desire is awakened and adolescents need to experience mature heterosexual love. Similarly, Harry began falling in love but his expression was clumsy. He could not express his love and was worried about his appearance.

From showing no interest in a girl for the previous three years, Harry began feeling embarrassed to talk with girls. For example, he wanted to ask Cho Chang, a beautiful girl of Ravenclaw house, to be his dance partner, but it was difficult for him to ask. "Harry turns to look at her and his stomach gave a weird lurch as though he had missed a step going downstairs. Er. He said, He couldn't ask her. He couldn't" (*Goblet of Fire* 432). It is common for a boy at his age to feel shy to approach a girl and feel fear of being rejected. Harry was shy to express his true feelings to Cho. He was afraid that she might not accept his request.

Apart from feeling awkward with girls, Harry was concerned about his appearance. He felt shorter, smaller and less handsome than Cedric, another boy who

loved Cho, “He had Harry star like Cedric - prepare to overlook the fact that he has beaten him at Quidditch, and was handsome, and popular and nearly everyone’s favorite champion” (*Goblet of Fire* 435). It is explicit in this scene that Harry was affected by physical and hormonal changes. This led him to have a negative view toward his appearance and compared his physical appearance to others.

The effect of hormonal change was apparent when he was fifteen. Hormonal changes, external pressures and his own insecurity contributed to his poor adjustment. These factors stimulated aggression in Harry and he was hardly able to control his moods. He became angry easily and responded to people aggressively. He challenged people he disliked and no longer cared what other people thought about him. His frustrations were expressed in many forms. When he was angry, he used sarcasm to hurt others. On one occasion at fifteen, he was furious with his friends and some adults because he hadn’t received any news from them, “the injustice of it all welled up inside him so that he wanted to yell with fury” (*Order of Phoenix* 17). When he saw his cousin, he called him, ‘Big D, Diddykins, and Dinky Diddydums’ to make Dudley angry. Further, “it gave Harry enormous satisfaction to know how furious he was making Dudley; he felt as though he was siphoning his own frustration into his own cousin, the only outlet he had” (*Order of the Phoenix* 20). In this scene Harry used displacement as a defense mechanism. In fact, he was angry because he held an unconscious desire to gain information from his friends. However, his friends were not there for him so he shifted his anger to Dudley who was less threatening. By teasing Dudley, he relieved his pressure.

Harry also employed projection as a defense mechanism by projecting his anger directly at his friends. He was angry because he believed that Ron and Hermione were concealing the truth about the Order of Phoenix, the club set to fight against Voldemort.

Without listening to their reasons, he yelled sarcastically, “I SUPPOSE YOU’VE BEEN HAVING A REAL LAUGH HAVEN’T YOU, ALL HOLED UP HERE TOGETHER” (*Order of the Phoenix* 79) [Capitals in original]. This indicates that he wanted to get information from Ron and Hermione, but his desire was not fulfilled. He projected his anger onto friends by blaming them for being disloyal.

His aggression also extended towards his teachers. He was not aware of his manner and acted rudely towards Professor McGonagall. When McGonagall warned Harry not to challenge Professor Umbridge, an officer from the Minister of Magic, about Voldemort’s return to power, Harry shouted back at her, “I am telling the truth...Voldemort is back” (*Order of Phoenix* 276). Harry showed no respect for McGonagall’s advice. This demonstrated that Harry’s ego could not balance between superego and id. His desire to show his opinion was greater than his awareness of what was suitable or unsuitable. He believed he had a right to be mad because he was forced to lie by Umbridge.

McGonagall noticed Harry’s moodiness so she tried to calm him down. She asked him, “Do you really think this is about truth or lies? It’s about keeping your head down and your temper under control!” (*Order of Phoenix* 276). This showed that McGonagall represented the ego for Harry. She wanted him to behave in a socially acceptable way. She wanted him to control his impulsive anger because it could cause him trouble.

Similarly, Hermione wanted to help him cope with his aggression. She told him to avoid challenging Malfoy because Malfoy might cause him trouble. Harry responded, “Wow I wonder what it’d be like to have a difficult life?” (*Order of Phoenix* 290). This shows that Harry overlooked Hermione’s suggestion and did not care what would happen to him. He thought that he had already faced a lot of trouble and did not care anymore.

From his fifteenth year, Harry was very moody and could not control his impulses because of the physical and emotional changes he was going through plus the many problems that he encountered during his adolescence. From sixteen to seventeen his emotions gradually became calmer and more mature. He recognized his own feelings and was able to show his love. Harry's real desire for love was starting. When he was sixteen, he became aware that he loved Ron's sister Ginny but he tried to repress his feelings. "You just didn't like seeing her kissing Dean because she's Ron's sister" (*Half-Blood Prince* 342). Harry's anger at Dean for kissing Ginny indicates that he loved Ginny but could not show it. He repressed his desire because he thought it was not suitable to love his best friend's sister. He feared for his friendship with Ron.

However, he became more confident after Ginny broke up with her boyfriend. He was sure that he loved Ginny and he was no longer afraid to show that he loved her. After winning the Quidditch Cup, he dared to kiss Ginny in front of other Gryffindor members. "Harry looks around, there was Ginny running towards him...without thinking, without planning it, without worrying about the fact that fifty people were watching, Harry kisses her" (*Half Blood Prince* 630-1). In the genital stage, sexual desire is directed towards the opposite sex. This scene showed his sexual desire by kissing Ginny. This shows his maturity has deepened compared to when he was fourteen. He was no longer embarrassed to demonstrate his affection in front of others. He also demonstrated his love for Ginny in a mature way after Dumbledore's funeral. He acted bravely and selflessly. Although he wanted Ginny to be his girlfriend, he broke their relationship because he did not want her to be in danger. When Ginny told him that she did not care, Harry responded, "I care. How do you think I'd feel if this was your funeral...and it was my fault?" (*Half-Blood Prince* 761). This scene shows his mature responsibility concerning those he loves. He chose to end the relationship although he still loved her.

He realized that it was dangerous for Ginny if Voldemort knew she was his girlfriend.

Harry also developed a more mature understanding of his own feelings in other regards. He realized that he loved his best friends Ron and Hermione. During their journey to find Horcruxes, Ron ran away from Hermione and Harry. When Ron returned, Harry recognized how much Ron meant to him: “He could not finish; it was only now that Ron was here again that Harry fully realized how much his absence had cost them” (*Deathly Hallows* 308). This scene implies Harry’s strong ego. He expressed his mature emotions by showing his love towards Ron of which he had never spoken.

In summary, in the beginning Harry felt insecure and angry as a result of his childhood experiences. After he entered adolescence, his emotions changed easily and he could not control his impulses. As he grew older, he became more mature, stable and able to love. According to Freud’s theory, a healthy personality comes from two main areas of life: the ability to love and to work. Harry can be understood in terms of Freud’s theory because he was able to love others.

2.2 Harry’s Cognitive Development

The analysis of cognitive development is divided into two parts. The first part examines Harry’s thinking ability through the way he solved problems. The second part examines his moral reasoning.

2.2.1 Problem Solving

According to Piaget’s theory of cognitive development, children naturally construct knowledge through assimilation and accommodation. Mental ability is developed qualitatively from childhood to adolescence in a sequence of stages. In the *Harry Potter* series, Harry developed from the concrete operational to the formal operational stage. He changed from reacting emotionally to problems to being more

logical and determined. Interaction with friends and teachers plus his experience helped him expand his knowledge structure.

Concrete Operations Stage

According to the concrete operational stage, children between seven and eleven are able to use logic to understand concrete objects, events or situations. At eleven, Harry could use logic but he was still egocentric because he was raised in an environment that inhibited his learning. During his childhood he lacked social interaction. He had no freedom to acquire information and share his ideas, so his logic was not fully developed. He was still egocentric and he used trial and errors to solve problems. He always focused on the surface of problems confronting him. For example, when they were lost in the forbidden forest, Hermione could think more deeply that the three-headed dogs were guarding something, but Harry was just focusing on its head, “I wasn’t looking at its feet. I was too busy with its heads” (*Philosopher’s Stone* 120). This showed that he was unable to consider beyond what he saw.

In addition, he was still solving problems through trial and error. For example, when he saved Hermione from the troll without knowing how to deal with the troll, “Harry then did something that was both very brave and very stupid: He took a great running leap and managed to fasten his arms around the troll's neck from behind” (*Philosopher’s Stone* 130). This showed that he was unable to think of possible solutions. He did not apply any skills he learned from school to deal with problems.

However, his cognitive ability improved at Hogwarts because the environment enhanced his learning. He had more freedom to explore, more chances to interact with friends and teachers, and he encountered different problems that enhanced his thinking skills. He had more freedom to explore things on his own. In the story, the invisible cloak was a symbol of free learning for Harry. He used the invisible cloak to seek things

he wanted to know, “where should he go? ...the Restricted Section in the library. He’d be able to read as long as he liked, as long as it took to find out who Flammel was” (Philosopher’s Stone 151). In Piaget’s terms, physical experience helps children expand the knowledge structure. This excerpt shows that he could freely search for information in the library by wearing the invisible cloak. With this freedom, he gained the knowledge he wanted.

Harry also gained information about wizard issues and people from interacting with friends. For example, when Oliver Wood, the captain of Quidditch, demonstrated how to play, Harry applied his background knowledge to assimilate the new information. “Harry repeated as Wood took out a bright red ball about size of a football” (Philosopher’s Stone 124). According to Piaget’s concept of assimilation, information from the environment is matched with existing ideas. This event showed that to participate in Quidditch allowed Harry to gain more experience about wizard sports. Harry assimilated his background concept of football to understand how to play Quidditch.

With experience and social interaction, Harry’s thinking in the concrete operation stage developed. His distinctive concrete skill was the ability to classify objects. He was able to classify shape, color and texture. In the task of the trapdoor, he was required to classify the correct key to open the door. Ron analyzed the door and told Harry to look for, “A big old-fashioned one probably silver, like the handle” (*Philosopher’s Stone* 203). Harry was able to classify the right key. “That big one - there – no, there-with bright blue wings-the features are all crumbled on one side” (*Philosopher’s Stone* 203). According to Piaget’s theory concrete operations, children can think logically about concrete objects, are less egocentric, can classify and preserve things. Harry found the right key because he could match the color, shape and texture of the key according to Ron’s instructions.

Harry's logical skill developed but he was still less logical than his friends. This was clear in the chess and puzzle tasks. When the three friends were standing on a huge chessboard, Ron was the one who solved the problem while Harry had no idea how to deal with it. He said, "just tell us what to do" (*Philosopher's Stone* 204). In the puzzle task, Harry was required to solve the logic puzzle but he could not do it; however, Hermione solved it easily as shown by the description, "Harry is amazed...saw that she was smiling, the very last thing he felt like doing" (*Philosopher's Stone* 207). Both the chess and puzzle tasks required logical thinking skill. Harry was not logical enough so he could not solve those tasks as well as his friends.

Formal Operations Stage

According to the formal operational stage, adolescents are able to think abstractly, logically and hypothetically. Harry's formal operational skill developed when he was twelve. He and his friends began solving problems in more scientific ways. They identified problems, did experiments, and made conclusions.

Harry could also hypothesize as shown in the task of determining who the heir of Slytherin was. He considered the possibilities, "Look at his family, the whole lot of them has been in Slytherin, he's always boasting about it. They could easily be a Slytherin descendant" (*Chamber of Secrets* 173). This shows that he could use hypothetical reasoning, which is one ability in Piaget's theory of formal operations. He did not focus on the here and now but looked back to the past and linked it to the present. He had background knowledge that Malfoy and his family were involved with dark magic before, so he hypothesized that Malfoy would be the heir of Slytherin.

Harry was able to test his hypothesis to determine whether or not Malfoy was the heir of Slytherin. They disguised themselves as Malfoy's friends and eavesdropped on his conversation. Malfoy said, "I wish I knew who it is. I could help him" (*Chamber of*

Secrets 242). This scene shows that Harry's hypothesis was faulty. From Malfoy's discussion, they discovered that Malfoy also had no idea who Slytherin's heir was. Harry, Ron and Hermione came to the conclusion that Malfoy was not the heir of Slytherin. This showed that they naturally acquired the skill of scientific method. They considered possible answers, tested their hypothesis and made a conclusion.

Harry's problem solving skill as a formal operational thinker was well developed by the time he was fourteen. He developed more strategic ways of thinking. He could plan solutions, apply knowledge and skills to solve problems. This was shown when dealing with the first task of the Triwizard Tournament. He was required to collect the golden egg that was protected by a dragon. First, he created a method of dealing with the dragon. He then gathered information from his friends and the library, "Harry pulled down every book he could find on dragons" (*Goblet of Fire* 371). He created a method to deal with the dragon. After he collected useful information, he dealt with the dragon in his own way. On the day of the task, he applied his knowledge and Quidditch athletic skills to deal with the dragon successfully. "Harry lures the dragon off the eggs long enough for him to zoom in and snatch the golden egg" (*Goblet of Fire* 390). In terms of Piaget's formal operational stage, adolescents can solve all classes of problems. This event shows that Harry was skillful in solving problems alone.

According to Piaget's theory, emotions impact cognitive ability. In the same way, Harry's thinking skill was impacted by hormonal changes. The most obvious evident was his poor decision to go to the Ministry of Magic when he was fifteen. He was lured by Voldemort to believe that Sirius Black, his godfather, was being tortured in the ministry. Without heeding his friends, he led them to the Ministry of Magic because he thought he could rescue Black (*Order of Phoenix* 640-73). However, Black died as a result of the attempted rescue (*Order of Phoenix* 710-1). This implies that Harry's emotional change

impacted his decision making. He was too concerned about Black's safety so he decided to go without considering the possibility that Voldemort might have told him a lie.

After Black's death, Harry showed meta-cognition, another ability of formal operations. He was able to reflect on his own thinking, "it is his fault Sirius had died; it was all his fault. If he, Harry, had not been stupid enough to fall for Voldemort's trick,...if he had only opened his mind to the possibility that Voldemort was as Hermione had said, banking on Harry's love for playing the hero"(Order of Phoenix 901-902). In this scene, Harry used his meta-cognitive skill to consider his own action. He realized that because he did not think carefully he was tricked by Voldemort's plan. He reconsidered Hermione's warning and understood that Voldemort used Harry's willingness to help people against him.

As he grew older, Harry's thinking became more effective. When he was sixteen, he became more thoughtful and tactful. For example, he used his tricks to help Ron feel confident in his ability to win a Quidditch match. He explained to Ron and Hermione that, "I wanted Ron to think I'd done it, so I fake it when I knew you were looking. He looked at Ron. You saved everything because you felt lucky. You did it all yourself" (Half-Blood Prince 354). This showed Harry's skill in being hypothetical. He planned to trick Ron based on his own theory that if Ron believed he had consumed the lucky potion, he would be more confident. Harry's theory was correct and Ron was motivated to win the Quidditch match.

Harry's thinking ability also became faster. He was able to apply his knowledge from potion class to save Ron from poison. While Professor Slughorn was shocked with Ron's symptoms and did not know what to do, Harry quickly found the antidote, "he hurtled back to Ron's side, wrenched open his jaw and thrust the bezoar into his mouth" (Half-Blood Prince 472). This showed that Harry was thoughtful. He used not only his

intuition but also his knowledge from the potion class. He remembered that bezoar was the antidote to save Ron in time.

Harry's thinking skill became more mature when he was seventeen. He was indecisive in the beginning but he was more determined at the end. His cognitive ability was reflected in the task to find and destroy Horcruxes, the soul of Voldemort. After the death of Professor Dumbledore, Harry had no guidance or direction. He did not plan his journey ahead and many times he was distracted. For example, his goal was to find Horcruxes, part of Voldemort's soul, but he instead chose to visit his birthplace (*Deathly Hallows* 260). Nevertheless, Ron and Hermione helped him along the way. They helped him figure out what Horcruxes were, where to find them and how to destroy them. When he was distracted by the deathly hallows, Hermione pulled him back, "I thought it was You-Know-Who we were supposed to be fighting?" (*Deathly Hallows* 353). Hermione helped Harry get back on track by reminding him of his goal. This helped him be less egocentric and more focused.

Because of their help, Harry was more determined to reach his goal. After the death of Dobby, a house-elf, Harry was more reasonable and focused on finding the Horcruxes: "Hermione's right. Dumbledore didn't want me to have it. He didn't want me to take it. He wanted me to get the Horcruxes...I am supposed to get the Horcruxes" (*Deathly Hallows* 404). Moreover, he demonstrated more systematic thinking by planning his strategy with his friends, "Harry kept telling himself that their plan was good, that the Griphook knew what they were facing, that they were well-prepared for all the difficulties they were likely to encounter" (*Deathly Hallows* 421). This reveals that Harry had learned how to plan more effectively than when he was younger.

In summary, Harry developed from being an eleven year old solving problems through trial and errors to becoming more logical by thirteen. He became more

thoughtful and strategic when he was fourteen but regressed and became less logical when he was fifteen. By seventeen, he was once again clear and determined on his path.

2.2.2 Harry's Moral Reasoning

According to Kohlberg's theory of moral reasoning, people progress in moral reasoning through a series of stages from egocentric mentality to concern for the well being of others. Throughout the series, Harry's moral reasoning developed from the lowest to the highest levels of Kohlberg's moral reasoning.

In the beginning, his moral reasoning was in Kohlberg's first stage. He was unable to judge good from bad. He obeyed his uncle's rules just to avoid punishment. On Dudley's birthday, his uncle warned him not to misbehave in public. However, he spoke to the snake so he was punished. He had to obey his uncle's command, "Harry didn't know what time it was and he couldn't be sure the Dursleys were asleep yet. Until they were, he couldn't risk sneaking to the kitchen for some food" (*Philosopher's Stone* 27). According to the first stage, individuals obey authority figures to avoid punishment. It can be seen that Harry followed the commands of his uncle not because he thought it was wrong to steal food but just to avoid punishment.

Harry experienced Kohlberg's second stage when he was early eleven years old. He reasoned that the right thing was whatever satisfied him. For example, on the train to school, he was pleased that Ron shared some wizard information with him, so he shared a snack with Ron (*Philosopher's Stone* 76). However, when Draco Malfoy, a rival student, teased and challenged Harry to fight, Harry wanted to fight back. "'Oh, you are going to fight us, are you?'" Malfoy sneered. "Unless you get out now," said Harry" (*Philosopher's Stone* 82). According to moral reasoning in stage two, children judge their behavior based on personal gain. This scene showed that Harry through fighting

back was not wrong because Malfoy deserved it. His words implied that if Malfoy hit him, he had the right to fight back.

However, Harry's self-centeredness decreased after he interacted with friends and teachers. He began caring about his friends' feelings more than his own needs. This was implied when he helped Hagrid save Norbert the dragon. He learned from Ron that feeding the dragon was illegal for wizards; "Dragon bleeding was out-lawed by the Warlocks convention of 1709, everyone knows that" (*Philosopher's Stone* 169).

However, Harry and his friends decided to help Hagrid hide the illegal dragon in another place so that Hagrid would not be punished by the Ministry of Magic, "They all helped buckle Norbert safely" (*Philosopher's Stone* 176). This showed Harry's moral reasoning moved to Kohlberg's third stage, interpersonal relationships. Harry, Ron and Hermione were more concerned about their relationship with Hagrid than the consequences of breaking the law.

In addition, Harry began conforming to his friends' expectations. One night, he and his friends were sneaking out and they got caught by Professor McGonagall. Gryffindor House lost points and its members were disappointed. Harry felt very sad that his actions upset his friends, "It was a bit late to repair the damage, but Harry swore to himself not to meddle in things that weren't his business from now on he felt so ashamed that he went to Wood to resign from Quidditch team" (*Philosopher's Stone* 179). This scene showed that he learned how to behave for others, which is another example of morality. He knew that he was supposed to cooperate with other house members to gain points; however, he lost points, so he was worried about his relationship with others in the house. His promise showed that he did not want to break the rules again and he wanted to be accepted by others.

His moral development in stage three continued when he was twelve. When Ron and Harry broke the Decree for the Restriction by flying a car to school, Ron's father faced an inquiry. Harry felt very sorry, "His insides were burning with guilt. Mr. Weasley was facing an inquiry at work. After all Mr. and Mrs. Weasley had done for him over the summer" (*Chamber of Secrets* 99). This shows that his moral reasoning was based on interpersonal relationships. He cared about Mr. and Mrs. Weasley. He was not concerned that it was wrong to break the wizard's law; however, he realized that it was wrong to let Mr. and Mrs. Weasleys down.

As Harry was studying in wizard school for two years, he learned more about the laws of wizards. He knew that law was important and people had to follow the law for a peaceful community. In his third year at school, Sirius Black, a prisoner who was sentenced for murder, escaped from Azkaban prison. When Hermione and Ron asked him what he wanted to do with Black, Harry was thinking, "All he knew was that the idea of doing nothing, while Black was at liberty, was almost more than he could stand" (*Prisoner of Azkaban* 233). According to stage four, individuals judge right and wrong based on social laws and order. In this incident, it is quite obvious that his morality was based on law. He believed that bad people should be arrested and sent to prison. He thought it was unlawful that Black was still free. Black deserved to be punished by the wizard's law because he did such bad things and was dangerous to other wizards.

After he discovered that Sirius Black was innocent but Peter Pettigrew was the real traitor, Harry still wanted Pettigrew to be punished by law, "He can go to Azkaban, if anyone does deserves that place, he does" (*Prisoner of Azkaban* 405). This incident also shows that Harry judged what was right based on the wizard's law. Because Pettigrew did something very harmful to other wizards, he had to be punished by wizard's law, which meant going to Azkaban prison.

Harry's postconventional moral reasoning was distinctively shown when he was fourteen. By this time, his moral reasoning was in stage five. He was able to consider individual rights as equal to community rights. It was clearly shown in the second task of the Triwizard Tournament. He was required to save a person who was tied at the bottom of the lake. However, Harry faced a moral dilemma. He saw that two people were still under water and he had to save only one. However, if he saved only one, the other might have died if another contestant did not arrive in time. Finally, Harry decided to save both of them, reasoning, "I don't want them to die (*Goblet of Fire* 544). According to Kohlberg's stage five, individuals consider both human rights and laws or norms. This scene shows that Harry was able to consider both rules and rights. In the first place, he thought of maintaining the rules but at the end he considered a person's life was more important than rules, so he decided to save both of them.

Harry's moral reasoning in stage five continued to show when he was fifteen. In the very beginning of the fifth novel, he broke the laws of the Ministry of Magic by casting a spell outside school because he wanted to save Dudley and himself from the Dementors (*Order of Phoenix* 25-7). He weighed the rights of a person as equal to social laws. Although he was underage and not allowed to use magic outside school, he decided to perform magic because he believed he had the right to protect himself.

His moral reasoning grew a lot and he mostly reasoned in the highest stage when he was sixteen and seventeen. According to the last stage of moral reasoning, individuals use their principles to judge what is right or wrong based on the whole society. After he had experienced many dilemmas plus his own cognitive growth, Harry's universal ethical principles were revealed. He used his own conscience to determine what was right or wrong.

One of Harry's most distinctive values was forgiveness. He forgave the Dursley's even though they had treated him so poorly for many years. When he wanted them to go to the Order of Phoenix for safety, his uncle did not understand the point nor why he had to accept their protection. Harry shouted, "Don't you understand? They will torture you and kill you like they did my parents!" (*Deathly Hallows* 117). This shows that Harry thought it was right to save the Dursleys. Harry valued the Dursleys' life as important as others. His desire to protect the Dursleys also demonstrated that he could forgive, which was a very positive change in his life.

Another value that he adopted from Dumbledore was the value of love. Many times, Dumbledore instilled the value of love in him. In the first year, he told Harry that love was a powerful thing that his enemy did not understand. In the third year, he reminded Harry that his mother loved had saved him in time of crisis, "You think the dead we loved ever truly leave us? You think we don't recall them more clearly than ever in times of great trouble?" (*Prisoner of Azkaban* 460). It can be seen here that Dumbledore is a model of ethical principles. He used his own conscience to value things around him.

Through the teachings of Dumbledore and his own choices, Harry valued love more than power. At the end of the series, he clearly loved his friends and all the wizards. Because of love, he sacrificed his life to save other people. As Harry was unconscious after Voldemort killed him, Dumbledore appeared and explained, "Lord Voldemort does not value... love, loyalty, and innocence, Lord Voldemort knows nothing" (*Deathly Hallows* 568). Harry clearly used his own conscience. He used love as a principle to judge right and wrong. His death while saving other people showed that he had a good heart and his moral reasoning reached the highest stage. His judgment was confirmed by Professor Dumbledore who praised his invaluable contribution to other

people. Harry was a good man who could love others while Voldemort could not comprehend love.

Friendship was another important one of his values. At the end of the series, after he triumphed over Voldemort, the first thing he wanted to see was his close friends. “Everywhere he looked he saw families reunited, and finally, he saw the two whose company he craved most...Ron and Hermione” (*Deathly Hallows* 597). This scene revealed his conscience. He valued friendship as much as life itself. Together, he and his friends passed through many crises. This made him want to see Ron and Hermione more than anything else.

In summary, Harry developed from the first until the last stage of Kohlberg’s moral reasoning. He grew from not knowing what was good or bad to be able to value things according to his own principles.

2.3 Social Development

In the *Harry Potter* series, Harry developed from a boy who lacked confidence in his ability into a man who understood who he was, what he wanted to be and knew his role in society. The guidance and feedback from friends and teachers helped him achieve his sense of identity.

Industry versus Inferiority Stage

According to Erikson’s stage of industry versus inferiority, the task of children between six and eleven is to gain recognition from others through academics or sports. Friends and teachers are important factors who help young people feel more confident. Children who can complete tasks gain satisfaction and develop perseverance. However, if they cannot complete a task or fail to gain recognition, they develop a sense of inferiority. In *Harry Potter*, Harry developed from a boy who felt inferior into one who felt competent in his ability.

In the beginning, Harry felt inferior in his magical ability. Since his aunt and uncle never told him the truth and they raised him as an unimportant person for ten years, Harry could not be sure of his power. “A wizard? Him? How could he possibly be?” (*Philosopher’s Stone* 47). Although other people in the wizard world recognized him as a celebrity who had survived Voldemort’s dangerous curse, Harry was humiliated with the reputation that he did not remember. “Everyone thinks I am special...but I don’t know anything about magic at all (*Philosopher’s Stone* 66). In addition, he did not think that he had the ability to compete with other students, “I bet I’m the worst in the class” (*Philosopher’s Stone* 76). In terms of Erikson, a sense of competence comes when a person recognizes his own ability as well as when other people sense it. At this point, Harry gained attention from others because of his past experience, but he felt dissatisfied because it did not reflect his true ability.

During his first year at Hogwarts, Harry had a chance to discover his own ability. His quick movement was recognized by Professor McGonagall. At flying lessons, he broke the teacher’s rule by flying on his broomstick to chase Malfoy, his rival student. Although McGonagall criticized him, she noticed that his flying ability was suitable for the Seeker position in Quidditch, “the boy is natural. I’ve never seen anything like this (*Philosopher’s Stone* 112). She took him to the Gryffindor team and said, “I want to hear you’re practicing hard, Potter, or I may change my mind about punishing you” (*Philosopher’s Stone* 113). She also encouraged him to be proud of his sport ability, “Your father would have been proud, he was an excellent Quidditch player himself” (*Philosopher’s Stone* 113). McGonagall provided support, expectation and encouragement which Erikson described as important to motivate children to practice skills and complete tasks.

From McGonagall's support, Harry became very enthusiastic to play Quidditch. He enjoyed flying on a broomstick, "What a feeling – he swooped in and out of the goalposts and then sped up and down the pitch" (*Philosopher's Stone* 123). He also managed his time between study and activity, "perhaps it was because he was now so busy, what with Quidditch practice three evenings a week on top of all his homework" (*Philosopher's Stone* 126). It was clear that he was responsible for his sports task and practiced very hard with the team.

After winning the Quidditch match, Harry had a new perception of his own ability. He began to describe himself in a more positive way, "He'd really done something to be proud of now. No one could say he was just a famous name any more" (*Philosopher's Stone* 165). He realized that he was a talented Quidditch Seeker and other people also recognized his talent. He gained a sense of industry. He practiced hard until he was successful. Erikson points out that this sense of industry motivates people to pursue other tasks in the future.

When he was thirteen, Harry and Hermione worked hard to complete the task assigned by Professor Dumbledore that required them to save Sirius Black (Prisoner of Azkaban 423-429). When he was fourteen, he had to complete the Triwizard Tournament. When he was fifteen, he was secretly chosen by Dumbledore's Army to be a teacher of Defense against the Dark Arts; he enjoyed this responsibility. He was proud that he could help them practice using spells. He remembered "how Neville has successfully disarmed Hermione, how Colin Creevey had mastered the Impediment jinx after three meetings hard effort" (*Order of Phoenix* 439). Harry was industrious to teach other students, "The only thing he really looked forward to were the DA meetings" (*Order of Phoenix* 497). When he was sixteen, he had to complete Dumbledore's homework by retrieving information from Professor Slughorn. He worked hard until he

completed the task (*Half-Blood Prince* 580). This evidence fulfills the criteria of Erikson's theory.

The Stage of Identity versus Role Confusion

From twelve to seventeen, Harry experienced the stage of identity versus role confusion. According to Erikson's fifth stage, adolescents confront the task of searching for their sense of identity. They must resist roles forced on them by society and make many choices. If they resolve the crisis of identity, they clearly understand who they are. If they cannot resolve it, they become confused in life.

Harry experienced confusion about his personality when he was twelve. Like other adolescents, he encountered peer pressure and had to prove himself. His schoolmates suspected that Harry might be the heir of Slytherin, of which Voldemort was previously a member. They thought that his special gift of speaking a snake language was related to bad magic. Due to this pressure, he suspected himself. "Could he be a descendant of Salazar Slytherin? He didn't know anything about his father's family, after all" (*Chamber of Secrets* 214). In terms of Erikson, adolescents must face and resolve an identity crisis. This scene depicts Harry's crisis. It led him to fear that he might share the cunning and ambitious personality of Slytherin and his enemies.

However, Harry gained support and guidance from friends and teachers alike. Ron and Hermione believed in him. They knew that his personality was different from Slytherin. Moreover, he was guided by Dumbledore who reassured him, saying, "It is our choices, Harry, that show what we truly are, far more than our abilities" (*Chamber of Secrets* 358). In terms of Erikson, choosing is one way to help adolescents understand themselves. Harry was lucky to have Dumbledore who guided him to consider his own ability. He taught Harry that he could choose to accept or reject the roles forced on him by other people.

From Dumbledore's feedback, Harry evaluated his own choices and became clearer about his own personality. When Dumbledore asked him to distinguish himself from Voldemort, he replied, "I don't think I am like him, I mean I am in Gryffindor" (*Chamber of Secrets* 357). He considered his choice to be in Gryffindor indicated that he had the qualifications of Gryffindor, not Slytherin. Although he still did not fully understand his identity, he perceived that his personality was different from the evil Voldemort.

According to Erikson, feedback from friends helps adolescents know themselves better. Ron and Hermione's feedback helped Harry clarify his identity. When he was fifteen years old, Hermione reassured him that he was brave and good at defending himself from bad magic, "Harry you're the best in the year at Defense against the Dark Arts" (*Order of Phoenix* 362). Ron also told him that he had done a lot of great things, "first year you save the stone from you know who...second year you kill the Basilisk...third year you fought off Dementors...and last year you fought off You-Know-Who" (*Order of Phoenix* 363). Ron and Hermione provided useful feedback. They reflected his bravery and courage which helped his establish his identity.

One aspect of Erikson's identity is to search for career. For Harry, career counseling by Professor McGonagall was very helpful to help him choose his own path. When McGonagall asked him what he wanted to be, he answered, "I thought of maybe being an Auror" (*Order of Phoenix* 728). He knew that he wanted to be an Auror, a policeman in a wizard world. Considering his ability, interest and academic skills, McGonagall reassured him that, "you showed a pronounced aptitude for the subject, and obviously for an Auror" (*Order of Phoenix* 730). This scene reveals the importance of teacher's feedback which Erikson argues is helpful for forming an adolescent's identity.

Professor McGonagall helped Harry feel confident in his future. She ensured him that he could be an Auror.

From sixteen to seventeen, Harry knew his role and duty in society as a wizard. He learned his fate when he was fifteen that he was the chosen one, he who must kill Voldemort. When he was sixteen, Dumbledore guided him to make the right choice when confused. He thought that he must kill Voldemort because of the prophecy, but Dumbledore told him, “Of course, you’ve got to! But not because of the prophecy! Because you yourself, will never rest until you’ve tried” (*Half-Blood Prince* 604). Dumbledore again reminded him of the importance of choice. He wanted him to evaluate why he had to kill Voldemort.

From Dumbledore’s guidance, he understood his own choice. He accepted the task of killing Voldemort. However, it was not because he was chosen but because he chose the path himself. He thought, “the difference between being dragged into the arena to face a battle to the death, and walking into the arena with your head held high. Some people perhaps would say that there was little to choose between the two ways but Dumbledore knew, and so do I” (*Half Blood Prince* 605). In Erikson’s perspective, the ability to make choices and resist roles forced by other people is important to identity development. This scene shows that Harry did not act because of the prophecy, but he elected to fight because Voldemort did terrible thing to wizards. He wanted to fight for himself and other people.

His choice was reflected through his work with Dumbledore to learn about Voldemort. Although Dumbledore had already died, Harry insisted that he would continue his duty. He replied to Professor McGonagall that, “Professor Dumbledore never told me to stop following his orders if he died” (*Half-Blood Prince* 738). Erikson’s theory states that making a commitment is another way to form identity. Harry accepted

responsibility for his duty to Professor Dumbledore. He dropped out of school and fought against Voldemort to protect other wizards.

When he was seventeen, he fully understood his identity. He knew that he was brave and selfless. After learning that he was the last Horcrux and that he himself had to be destroyed, he made his own choice, “Dumbledore knew, as Voldemort knew, that Harry would not let anyone else die for him now that he had discovered it was in his power to stop it (*Deathly Hallows* 555). He realized that his path was not predetermined by Dumbledore or Voldemort, but he made his choice freely to protect others. He knew at last that he was not supposed to survive, “I must die. It must end” (*Deathly Hallows* 556). According to Erikson, when one encounters a crisis and it is resolved, he or she achieves a sense of ego identity. His identity crisis was resolved. He knew that he was different than his enemy. His choice to sacrifice his life for Voldemort proved that he was selfless and he was determined to do good for society.

In summary, from eleven to seventeen years old, Harry transformed from a boy lacking confidence into a talented Quidditch player. He was a brave boy of Gryffindor. He wanted to be a policeman and he was the chosen one who had to protect the community from the evil wizard.

CHAPTER 4

CONCLUSION AND DISCUSSION

This chapter is divided into three parts. The first part is the conclusion of the study. The second part contributes to the discussion and the last part presents suggestions and recommendations for further studies.

The following conclusion is based on the purposes of the study. This research examined the positive factors that influenced Harry's adolescent development and how he developed emotionally, cognitively and socially. It is found from the research results that Harry was influenced by both nature and nurture. He developed emotionally, cognitively and socially in sequence as the theory by Freud, Piaget, and Erikson proposed. Although Harry was raised in a hostile family, he has developed to be a good and brave young man because of the support from his friends and teachers. He has developed from an invulnerable, inexperienced, and confused to be a boy who emotionally matured, logical and self-understanding.

The different factors have an impact on Harry in different ways. The home environment where he has been raised is found to be an unfavorable factor for Harry's development. At home, Harry lacks love and warmth, freedom and fair treatment. Although his aunt and uncle want to protect him from danger, their methods are pretty brutal for a boy of his age. These make him become frustrated, angry, lonely and inexperienced.

On the contrary, the new school environment, teachers and close friends are more advantageous and challenging for Harry's development than the home where he has been brought up. At the new school, Harry meets many people from various backgrounds. He is

reinforced by the school rules to behave as a good boy. He learns many courses useful for solving daily problems. Moreover, he has a chance to participate in school activity and discovers his sporting talent.

To study at school, Harry is positively influenced by two teachers. Professor Dumbledore and Professor McGonagall instill moral values and discipline in Harry. They provide him guidance, assistance and morale support. This helps him learn what is good or bad and what is right or wrong. More importantly, he has been positively affected by his two close friends. Ron and Hermione are his constant companions who provide comfort, support and positive feedback to him.

Harry's processes to be a mature man are not easy. Parallel to other adolescent development, he also faces many challenges and has to overcome them in order to live happily in the society. Luckily for Harry, because of positive factors above, he has developed in a responsible and fulfilled way. The processes of his development in each dimension is briefly concluded and discussed as follows.

First is emotional development. In each year, Harry experiences different problems and circumstances which he needs to deal with them properly. Year by year, He is more successful to deal with his temper when he grows older. His emotion has developed from being frustrated and angry to being able to control his moods and is able to love his friends and teachers. This coping of emotions and the ability to love is positive development for adolescent's emotion as it is supported by Freud's genital stage that adolescents need to develop love, a positive emotion that helps them live happily in the society.

Second is cognitive development. This research divides cognitive development into two categories. In terms of problem solving, Harry has to solve many tasks in each year of his schooling. Relatively to his age, Harry has developed from being inexperienced

to gaining problem solving skills. In the beginning, since he is young he can only solve problem by trial and error, but later he is more thoughtful and adopts strategic approach to the problems. His problem solving skill fits in Piaget's formal operation stage, which proposed that adolescent is able to think logically, and able to solve all classes of problem by careful thought.

Another aspect for cognitive development is moral reasoning. Having measured Harry's moral reasoning by Kohlberg's moral reasoning, it is clear that Harry's morality is developed from the lowest to the highest level. Early of his age, Harry values what is right or wrong by the punishment of his uncle and he stills does something just to satisfy his own needs. After he is disciplined by school and has formed friendship, however, Harry wants to be good boy for others and begins to respects rules and social law. As he has encountered many life crises and external pressure, Harry begins to value what is right or wrong based on his own principle to do greater thing for society.

According to Kohlberg, it is quite hard for adolescents to come to the highest level of moral reasoning, however for Harry, it is developed to the highest level because Harry has faced many pressures than other adolescents in his age. Another reason is that Harry is mostly set and forced to choose in different dilemmas which motivates his sense of morality. These much more pressures and dilemmas are beneficial for him because he can evaluate from the situations and enhance his sense of morality.

The third dimension in Harry's progress is social development. In this research, the social development is investigated in aspect of Erikson's identity development. In the series, Harry encounters a variety of identity crises through which he has to prove himself. One side, he has to maintain a good magic while the other side he has to resist the temptation of bad magic which place on him by Voldemort, his enemy. At the end, Harry has developed from a boy who lacks confidence in his ability to be a boy who

knows that he is a talented sport player, he is brave, he wants to be a policeman and he knows his duty to society.

The development of Harry's identity fits in Erikson's identity versus role confusion. He is a good example of many adolescents who faces identity crises and he successfully overcomes them on his own with the support of his friends and teachers. The study of Harry's adolescent development is valuable for both young and adult readers. It shows young readers that living in such complicated society is not simple. In the world of good and evil forces, they need to be strong enough to stand for their moral conviction. At the same time, readers can learn from the research that love and friendship is important. It is clearly shown that Harry faces many problems, but he does not fail because he has the support of friends and teachers who help him overcome these challenges. Because of the love and trust of other people, he gets himself out of stressful situations and shows his selflessness in helping others.

For adult readers, the research reminds them of a child's needs –that is, love, warmth, and support. In the world of adults, children might be neglected. There will never be a perfect place for a child to be raised to develop the necessary skills to live an ideal life. This research suggests that what adults can do to help children become healthy mentally and spiritually, is to understand them and provide them with strong guidance.

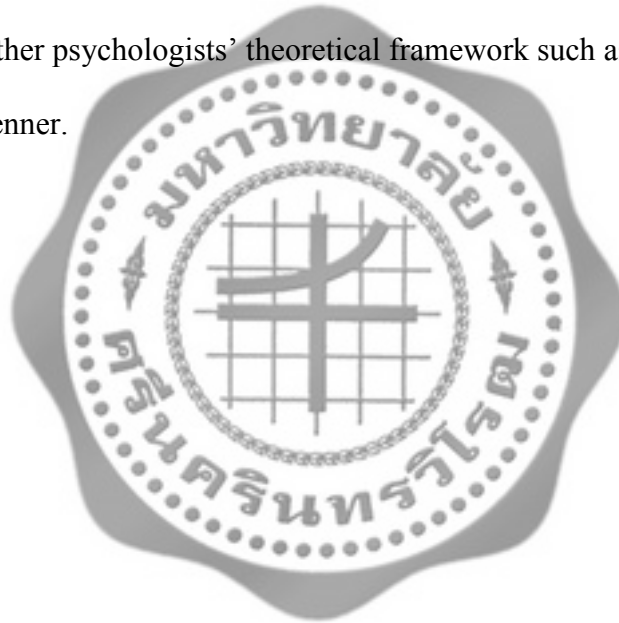
The study indicates that emotional intelligence is one of the earliest aspects to develop better citizens. It can be seen through the emotional development that Harry is able to forgive and love other people despite being treated poorly in his formative years. He sets a good example for young adults who want to live a happy life. In addition, this research implies that adolescents are required to have knowledge. The analysis showed them that skills and knowledge can be advantageous when they face problems by accidentally and it can save them from danger.

This current research is supported by previous criticisms, particularly in terms of moral values. From the analysis, Harry is a very kind person. He is willing to help others and he is able to select the right choice in times of dilemma. He chooses to risk his life to save other people. This research results agree with Leonie Caldecott in that the *Harry Potter* series reflects the maturity of the main character. This research also confirms the work of Wandee Saengakad (2006). Because the main character represents the lowest to highest level of Kohlberg's moral development, the *Harry Potter* series should be useful for students to discuss the main character in terms of child development.

Lastly, this research helps readers appreciate literature. It shows readers that J.K. Rowling set *Harry Potter* series in a magical world, but this does not detract from the relevance of Harry's experience to ordinary young people. Harry's character is parallel to today's adolescents. Initially, Harry experienced unhappiness and insecurity, and then he experienced genuine adversity. The way he reacts to these things provides a universal lesson of relevance to all young people. This explains the phenomenal success of *Harry Potter* with readers, young and old alike, which exceeded all expectations of both the author and literary critics.

Recommendations for Further Studies

1. The study of adolescent development of other characters such as Ron, Malfoy, and Hermione should be studied to compare with Harry.
2. There should be a comparative study on the personality development in Harry which opposed Voldemort.
3. There should be a study of the negative factors on Harry's adolescent development.
4. There should be a study on adolescent development in the main character, Harry, based on other psychologists' theoretical framework such as Vygotsky and Bronfenbrenner.





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Appendix A: Summary of *Harry Potter and the Philosopher's Stone*

Harry Potter is an orphan wizard. He is raised by the Dursleys, his relatives. On his eleventh birthday, Harry is discovered that he is actually a famous wizard because when he was an infant, the evil Lord Voldemort killed him and his parents but Harry is survived. Hagrid informs him that he is invited to study at Hogwarts School of Witchcraft and Wizardry. Harry starts Wizarding School in September. He quickly becomes friend with a boy named Ron Weasley. Harry and Ron break many school rules when they fight a mountain troll to save Hermione Granger. After this incident, Harry, Ron and Hermione become friends.

At school Harry is a Quidditch player, it is a popular sport among wizard playing like football. As the year progresses, Harry, Ron and Hermione find the mystery of that valuable object, the Philosopher's Stone, is being hidden in the school. They try to protect the stone because they suspect that Professor Snape is trying to steal it. Ron and Hermione help Harry get through the challenges but Harry must go on alone to battle the professor. When he finally gets to the last room, however, he is astonished to find that it is not Professor Snape but it is someone else.

Harry is forced to do battle with Voldemort who try to kill him so many years before. He is able to save the Philosopher's Stone, although he is almost killed in process. The school headmaster, Dumbledore, arrives just in time to save Harry. The school year ends with Harry, Ron, and Hermione are honored for their service to the school, and Harry leaves to go back to the Dursleys for the summer. He feels as if he finally found the place where he really belongs.

Appendix B: Summary of *Harry Potter and the Chamber of Secrets*

Harry spends a summer at the Dursleys house. On his birthday, Dobby, a house elf, comes to warn Harry that he must not return to Hogwarts. Ron Weasley and his two brothers, twins Fred and George, come to his rescue in a flying car and take him to their house. Harry is very happy to spend the summer there.

The second year at school begins. Harry hears a mysterious voice in the walls and there is an attack happening to the students of Hogwarts. Harry is discovered by other students that he can speak to snake, Parselmouth. This ability is link to evil magic so Harry is suspected to be Slytherin's heir who will open the mysterious "Chamber of Secrets" and release the monster.

Harry has no idea who is attacking the students, so he tries to find out who does it. He, Ron, and Hermione make a plan to find out who is the real Slytherin's heir. Hermione is attacked by the monster so Harry and Ron have to find the truth on their own. The event gets worse when Ron's sister, Ginny, is kidnapped and taken down into the Chamber of Secrets. Ron and Harry discover an important clue that Hermione left for them. They quickly go into the Chamber of Secrets to rescue Ginny.

Ron and Harry are separated and Harry is left to follow the monster on his own. He finds Ginny, and with help from Dumbledore and his phoenix, Fawkes, Harry can destroy Slytherin's heir, who turns out to be Tom Riddle, a younger Lord Voldemort. Voldemort had possessed Ginny through a diary and using her to set the monster loose on the students. Harry and Ron are both considered as heroes when they can save Ginny. Harry is very proud to his action because he helps Gryffindor win a house cup.

Appendix C: Summary of *Harry Potter and the Prisoner of Azkaban*

Harry starts his third year at Hogwarts with many unfavorable events. He uses spell with his relative. He learns that a murderer, Sirius Black, is hunting to kill him. As he goes back to school, he learns that Dementors, evil, soul-sucking creatures, have been around Hogwarts to protect the students from Black. The Dementors affect Harry much more than the other students because of his terrible past, and he learns to defend himself from it. He likes Professor Lupin, the new Defense Against the Dark Arts professor, who begins teaching Harry the Patronus Charm, a spell to fight against Dementors.

As the school year progresses, the third year students have many homework. Hermione gets stressful because of overload of courses, but no one knows how she can take all classes. Hermione and Ron stop talking to each other when Ron discovers that Hermione's cat, Crookshanks seems to have eaten his rat, Scabbers.

There are a number of events occur at school. Ron's rat, Scabbers, turns out to be a disguised wizard, Peter Pettigrew, to spy on Harry and his friends on behalf of Lord Voldemort. Harry learns that it was Peter, and not Sirius Black, who betrayed his parents to Voldemort. Harry wants Pettigrew to be punished for his crimes but he escapes in the night.

Sirius turns out to be innocent. He is a friend of Harry's father and a godfather for Harry. He is happy and he plan to live with Black, but Black has to escape from the Ministry to avoid being arrested. Professor Lupin, Harry's favorite teacher, has to resign his post when it is discovered that he is a werewolf. Harry saves Black and he is finally free from Azkaban prison. He is comforted because he finally has a family member.

Appendix D: Summary of *Harry Potter and the Goblet of Fire*

In this year, The Weasleys have invited Harry to the Quidditch World Cup. After the game, the wizards are shocked when Voldemort's sign appears in the sky due to Voldemort's servants, the Death Eaters. When Harry, Ron, and Hermione go back to Hogwarts, they are shocked to find that the school will be hosting the Triwizard Tournament this year. A champion is chosen for each school and competes in very difficult challenges that test their skill and daring.

Harry is shocked when he is chosen as he fourth school champion even though he does not put his name in the Goblet of Fire. Ron does not believe Harry and he stops talking to Harry. The other students also think that Harry is looking for more fame, and the only person who stands by Harry's side is Hermione.

In the tournament, Harry can finish the first task of fighting dragons. Ron finds that the task is dangerous and believes that Harry may not want to compete, so they become friends again. Harry also faces with the journalist, Rita Skeeter, who publishes gossip articles about him and writes that he wants to make more fame. Sirius returns to keep an eye on Harry because there is someone at the school who wants Harry dead, but no one knows who he is.

At the second task of the tournament, he has to retrieve mer-people from the bottom of a lake. During the final task of the tournament, Harry and Cedric both tie for first place, but Cedric is immediately killed. Harry witnesses Voldemort's return to power. Harry tells Dumbledore about Voldemort's return but the Minister of Magic, Cornelius Fudge, does not believe Harry. However, Professor Dumbledore begins to fight against Voldemort.

Appendix E: Summary of *Harry Potter and the Order of the Phoenix*

Harry takes a long summer at the Dursley's house. He is depressed for the lack of information from his friends about Voldemort's return. Harry uses the spell outside school which is against the law and The Ministry of Magic wants him to attend a hearing. Professor Dumbledore helps him at the hearing and he is back to school. However, his life is worse when Dolores Umbridge, a Ministry representative take an authority at school. She thinks he is crazy to lie about Voldemort's return.

Harry defiant behavior causes him in detention with Professor Umbridge, who controls the school with many rules. Moreover, Harry has to prepare for OWLs, a test that determine the student's future career choices. Umbridge bans Harry from playing Quidditch and does not allow student to practice Defense Against the Dark Arts.

With the help of Hermione, the students form a secret defense group, known as Dumbledore's Army, and teaching his friends how to fight the dark magic. When Umbridge finds out about Harry's secret defense group, Professor Dumbledore claims that he is the founder of the group to protect Harry.

Harry keeps dreaming of dark corridors and locked doors, and his scar is hurt constantly. Harry is trapped by Voldemort. He and his friends go to the Ministry of Magic to save his godfather Sirius Black is killed. Black is killed and Harry discovers his destiny in the prophecy that either Harry will kill Lord Voldemort or Voldemort will kill Harry.

Appendix F: Summary of *Harry Potter and the Half-Blood Prince*

Harry's sixth year at Hogwarts begins with a more determined Harry. He wants to fight with Voldemort and his Death Eaters. Dumbledore wants Harry to persuade ex-professor, Horace Slughorn, to come out of retirement to teach at Hogwarts again. He has been made Quidditch Team Captain. Professor Severus Snape has finally achieved his desire to become Defense Against the Dark Arts professor. Harry is excited to be taking private lessons with Dumbledore this year. He learns all about Voldemort's past which Dumbledore hopes that this will help Harry in his final battle with the Dark Lord.

Harry uses a spell tricks in the Potions book of the Half-Blood Prince and it gives him a reputation for intelligence of Potions and it makes Hermione displease. Harry also suspects on Draco Malfoy. He believes that Malfoy has replaced his father as the head of the Death Eaters. Harry falls in love with Ginny, Ron's sister. Harry and Dumbledore leave on their mission while Malfoy is able to sneak in Death Eaters to attack the school. The battle takes place between the students, members of the Order of the Phoenix, and the Death Eaters.

Having succeeded in their mission to recover the Horcrux, Harry and Dumbledore return only to get trapped on the Astronomy Tower. Here, Harry witnesses Professor Snape kills Professor Dumbledore. Professor Dumbledore's death is terrible thing to Harry but it helps him to see clearly what his true mission is. He resolves that he will not return to Hogwarts, he intends to adventure to destroy the remaining fragments of Voldemort's soul, Horcruxes. Ron and Hermione insist that they will journey with him.

Appendix G: Summary of *Harry Potter and the Deathly Hallows*

Harry has finally come of age, and finally starts on his final journey to defeat Voldemort for good. The Dursleys are forced to go into hiding so that Voldemort's Death Eaters will not torture them for information. Harry, Ron and Hermione are on a difficult quest to find and destroy the last of Voldemort's Horcruxes. Only once these Horcruxes have been destroyed, Harry knows that Voldemort truly be killed.

Harry encounters with rumors of Dumbledore's past, and begins to wonder if Dumbledore might have related to dark magic. Because of their lack of plan, lack of food, and lack of progress, their spirits are often low, and Ron especially becomes argumentative. One night he and Harry get into a fight and Ron leaves them. Harry and Hermione are upset. They finally decide to revisit Godric's Hollow in search of clues, and they are almost caught by Voldemort. They have almost died many times and Harry's wand was broken in the battle.

Ron redeems himself and come in time to Harry's life. They manage to destroy another Horcrux with Gryffindor's sword, and they begin to learn about magical objects called the Deathly Hallows. A person who possesses the three objects will be a master of death, and to Harry, it is his one chance to beat Voldemort. As his adventures and the danger increases, Harry begins to truly understand what Dumbledore intended him to do. He realizes that he has to sacrifice his own life for Voldemort to truly be vanquished.

Filled with love for his friends, he willingly gives his life so that they may live. However, Harry is alive. He meets Dumbledore again in death, and Dumbledore answers many of his questions. Harry is given a choice to stay or to go back, and he chooses to go back and fight. He is the true master of the Hallows, and Voldemort is killed.



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