

**STEREOTYPING GIVEN BY HARRY POTTER IN J. K. ROWLING'S
*HARRY POTTER AND THE SORCERER'S STONE***

THESIS

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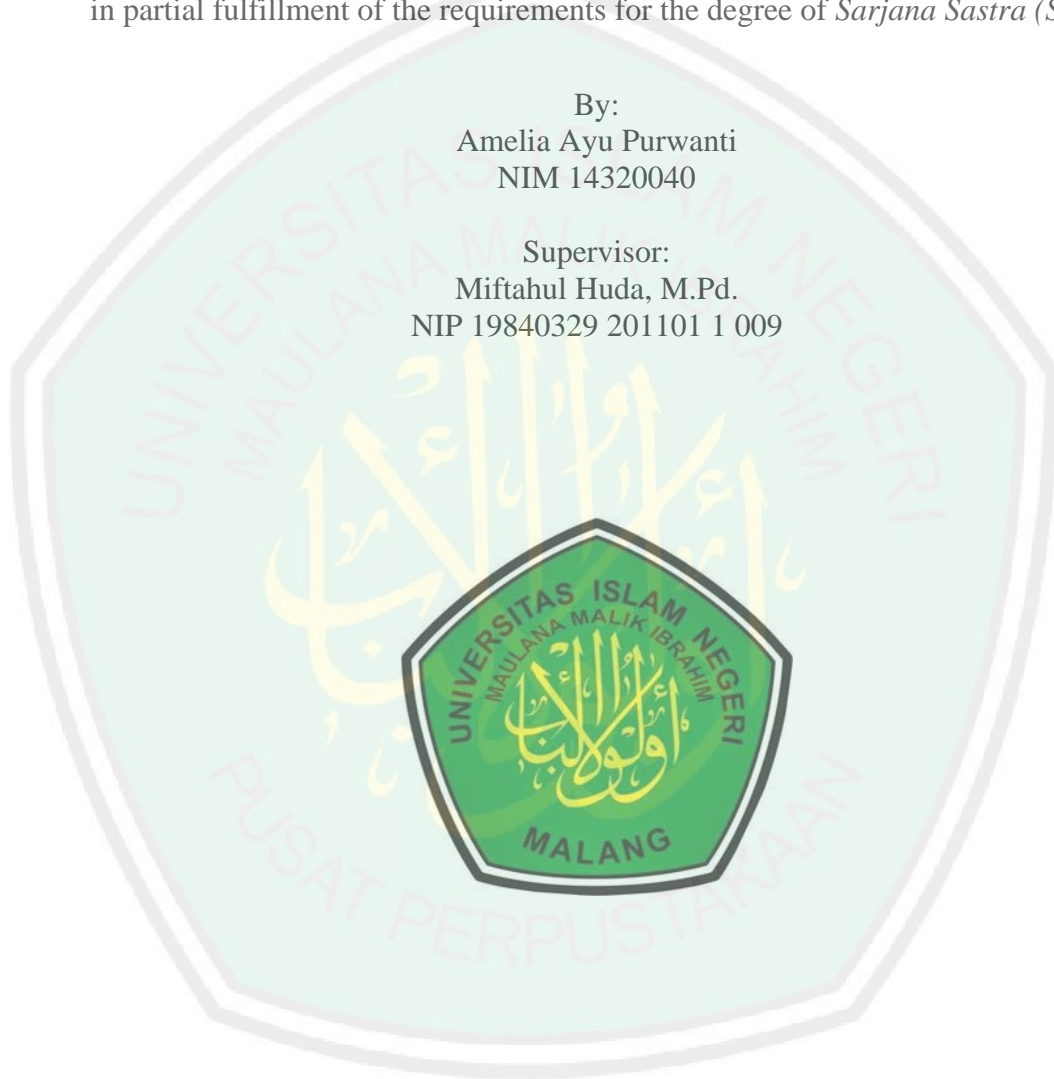
**STEREOTYPING GIVEN BY HARRY POTTER IN J. K. ROWLING'S
*HARRY POTTER AND THE SORCERER'S STONE***

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in partial fulfillment of the requirements for the degree of *Sarjana Sastra (S.S.)*

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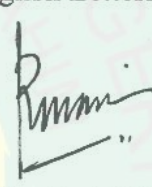
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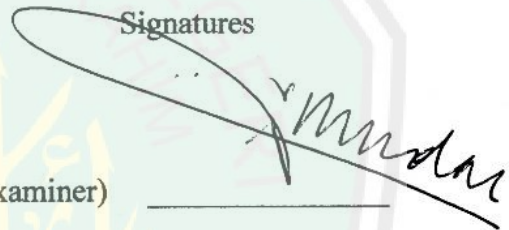
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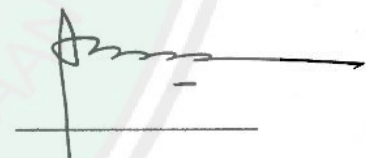
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MOTTO

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ
وَالْمُنْكَرِ وَالْبَغْيِ ۗ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ (النحل ١٦:٩٠)

“Indeed Allah enjoins justice and kindness and generosity towards relatives, and He forbids indecency, wrong, and aggression. He advises you, so that you may take admonition” (An-Nahl 16:90)



DEDICATION

Billions of thanks for my beloved parents, the greatest parents that I
have in the world.

My Father, Masroli, the strongest Hero for me;

My mother, Yuli Astutik, an Angel from Allah to me;

My beloved young sister, who teaches me love sincerely.

My honorable supervisor, Miftahul Huda, M.Pd.

Thousand thanks to all my beloved and best friends who always
support me

Also,

My teachers, my lecturers, and everybody who have contributed in the
accomplishment of my thesis.

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I thank Allah SWT who has given blessing and mercy for me to accomplish this thesis entitled **Stereotyping Given by Harry Potter in J. K. Rowling's *Harry Potter and the Sorcerer's Stone***, which is submitted as one of the requirements for the degree of *Sarjana Sastra (S.S.)*. *Sholawat* and *salam* are always presented to the greatest prophet, Muhammad pbuh, who has guided the people from the dark age into the blessed path of Islam.

First of all, my gratitude goes to the Rector of Universitas Islam Negeri Maulana Malik Ibrahim Malang, Prof. Dr. H. Abdul Haris, M.Ag., Dean of the Faculty of Humanities, Dr. Hj. Syafiyah, M.A., and Head of English Letters Department, Rina Sari, M.Pd., who have facilitated me conducting the study. My sincere gratitude also goes to my respectable thesis supervisor, Miftahul Huda, M.Pd., who has patiently guided me to accomplish this thesis.

I am truly aware that this thesis is still having some deficiencies. Therefore, I need constructive criticisms and suggestions from the readers to make it better. I do hope this thesis can inspire the readers to conduct better studies in the future.

Malang, May 22, 2018
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ABSTRACT

Purwanti, Amelia Ayu. 2018. **Stereotyping Given by Harry Potter in J. K. Rowling's *Harry Potter and the Sorcerer's Stone***. Thesis (*Skripsi*). Malang: English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Supervisor: Miftahul Huda, M.Pd.

Key Terms: Stereotype, Resistance.

This study aims at analyzing the stereotype given by Harry Potter and the resistance performed by other characters in J. K. Rowling's *Harry Potter and the Sorcerer's Stone* using stereotype and resistance theories by Walter Lippmann. The focus of the study are the process of stereotype given by Harry Potter to Dursley family and Slytherin students and also the kinds of resistance performed by other characters in response to the stereotype given. This research seeks to expose the other side of Harry Potter from different perspective.

The data are collected from *Harry Potter and the Sorcerer's Stone* novel written by J.K. Rowling (2001) in the forms of words, phrases, and sentences related to stereotype and resistance. The stereotype theory used in this study is mostly based on *Public Opinion* by Walter Lippmann (1922). This study applies literary criticism since the researcher conducts the analysis on a literary work, including description, analysis, and interpretation. This study uses sociology of literature, which employs sociology as an approach in studying literary works and social aspects (Wellek and Warren, 1990). The researcher chooses sociology of literary work to analyzes the social phenomenon of stereotype in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*.

The results of this study indicate that Harry Potter does stereotype to Dursley family and Slytherin. The stereotype is undergone by grouping the individuals, defending social position, and constructing racial stereotype. Dursley family, such as Uncle Vernon, Aunt Petunia, and Dudley are grouped as *muggles* who have no magic power. Additionally, Slytherin house and its student is also given stereotype by Harry Potter as wizard. In response to that stereotype, the two groups show kinds of resistance, such as ignoring the change, preventing others to know, avoiding change, and protesting about the change. Those two groups dominantly avoid changes and protest about the changes because they want Harry Potter and his allies know their action of avoiding and protesting the changes that they got.

ملخص

بوروانتي، أميليا أيو. ٢٠١٨. الصور النمطية التي قدمها هاري بوتر في هاري بوتر من ج. ك. رولينج وحجر الساحر. أطروحة. مالانج: قسم رسائل اللغة الإنجليزية، كلية العلوم الإنسانية، جامعة مولنا مالك إبراهيم الإسلامية الحكومية - مالانج.

المشرف: مفتاح الهدى، الماجستير
الكلمات الرئيسية: الصورة النمطية، المقاومة.

تهدف هذه الدراسة إلى تحليل الصورة النمطية التي قدمها هاري بوتر والمقاومة التي تؤديها شخصيات أخرى في هاري بوتر من ج. ك. رولينج وحجر الساحر باستخدام النظريات النمطية ونماذج المقاومة من قبل والتر ليبمان. التركيز على الدراسة هو تصوير الصورة النمطية التي قدمها هاري بوتر إلى عائلة دورلي وطلاب سليترين وكذلك أنواع المقاومة التي تقوم بها الشخصيات الأخرى استجابة للصورة النمطية المعطاة. يسعى هذا البحث إلى فضح الجانب الآخر من هاري بوتر من منظور مختلف.

يتم جمع البيانات من هاري بوتر ورواية الساحر ستون التي كتبها ج. ك. رولينج (٢٠٠١) في أشكال الكلمات والعبارات والجمل المتعلقة بالصورة النمطية والمقاومة. تستند نظرية النمطية المستخدمة في هذه الدراسة في الغالب على الرأي العام من قبل والتر ليبمان (١٩٢٢). تطبق هذه الدراسة النقد الأدبي حيث يقوم الباحث بإجراء التحليل على العمل الأدبي، بما في ذلك الوصف والتحليل والتفسير. تستخدم هذه الدراسة علم اجتماع الأدب، والذي يستخدم علم الاجتماع كنهج في دراسة الأعمال الأدبية والجوانب الاجتماعية (وللك و ورن، ١٩٩٠). يختار الباحث علم الاجتماع للعمل الأدبي لتحليل الظاهرة الاجتماعية للصورة النمطية في ج. ك. رولينج هاري بوتر وحجر الساحر.

نتائج هذه الدراسة تشير إلى أن هاري بوتر يقوم بصور نمطية لعائلة دورسلي و سلتريين. يتم تصوير الصورة النمطية عن طريق تجميع الأفراد، والدفاع عن الموقف الاجتماعي، وبناء النمطية العنصرية. عائلة دورسلي، مثل العم فيرنون، العمدة فتنيا، و دودلي يتم تجميعهم كما مقلّس الذين ليس لديهم قوة سحرية. بالإضافة إلى ذلك، يتم إعطاء منزل سليترين وطالبه أيضًا صورة نمطية بواسطة هاري بوتر كعلاج. واستجابة لتلك الصورة النمطية، تظهر المجموعتان أنواعًا من المقاومة، مثل تجاهل التغيير، ومنع الآخرين من المعرفة، وتجنب التغيير،

والاحتجاج على التغيير. هاتان المجموعتان تتجنبان بشكل مهيمن التغييرات والاحتجاج على التغييرات لأنهما يرغبان في أن يعرف هاري بوتر وحلفاؤه تحركهم لتجنب الاحتجاجات التي حصلوا عليها والاحتجاج عليها.



ABSTRAK

Purwanti, Amelia Ayu. 2018. **Stereotyping yang diberikan oleh Harry Potter di Novel J. K. Rowling *Harry Potter dan Batu Bertuah***. Skripsi. Malang: Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Miftahul Huda, M.Pd.

Kata kunci: Stereotip, Resistensi.

Penelitian ini bertujuan untuk menganalisis stereotip yang diberikan oleh Harry Potter dan resistensi yang dilakukan oleh karakter lain dalam novel J. K. Rowling, *Harry Potter dan Batu Bertuah* menggunakan teori stereotip dan resistensi oleh Walter Lippmann. Fokus dari penelitian ini adalah proses stereotip yang diberikan oleh Harry Potter kepada keluarga Dursley dan para siswa Slytherin dan juga jenis-jenis resistensi yang dilakukan oleh karakter lain dalam menanggapi stereotip tersebut. Penelitian ini berusaha memaparkan sisi lain Harry Potter dari perspektif yang berbeda.

Data penelitian ini dikumpulkan dari novel *Harry Potter dan Batu Bertuah* yang ditulis oleh J.K. Rowling (2001) dalam bentuk kata, frasa, dan kalimat yang terkait dengan stereotip dan resistensi. Teori stereotip yang digunakan dalam penelitian ini sebagian besar didasarkan pada buku *Public Opinion* oleh Walter Lippmann (1922). Penelitian ini menerapkan kritik sastra saat peneliti melakukan analisis pada karya sastra, termasuk deskripsi, analisis, dan interpretasi. Penelitian ini menggunakan sosiologi sastra, yang menggunakan sosiologi sebagai pendekatan dalam mempelajari karya sastra dan aspek sosial (Wellek dan Warren, 1990). Peneliti memilih sosiologi karya sastra yang menganalisis fenomena sosial stereotip dalam novel J.K. Rowling, *Harry Potter dan Batu Bertuah*.

Hasil penelitian ini menunjukkan bahwa Harry Potter melakukan stereotip ke keluarga Dursley dan Slytherin. Stereotip ini dialami dengan mengelompokkan individu, mempertahankan posisi sosial, dan membangun stereotip rasial. Keluarga Dursley, seperti Paman Vernon, Bibi Petunia, dan Dudley dikelompokkan sebagai *muggle* yang tidak memiliki kekuatan sihir. Selain itu, asrama Slytherin dan siswanya juga diberi stereotip oleh Harry Potter sebagai penyihir. Menanggapi stereotip itu, kedua kelompok tersebut menunjukkan resistensi, seperti mengabaikan perubahan, mencegah orang lain untuk tahu, menghindari perubahan, dan memprotes perubahan. Kedua kelompok tersebut lebih dominan menghindari perubahan dan protes tentang perubahan karena mereka ingin Harry Potter dan temannya tahu tindakan mereka dalam menghindari dan memprotes perubahan yang mereka dapatkan.

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CHAPTER I

INTRODUCTION

This chapter explains some important points related to fundamental aspects of the research namely the reasons of choosing the research topic in background of the study, research questions formulated in problems of the study, and research goals in objectives of the study. In addition, this chapter also contains significance of the study and scope and limitation. Furthermore, the research method and definition of the key terms are presented in the last section of this chapter.

1.1 Background of the Study

When different members of the society interact with the material objects of the external world and with each other, they develop certain ideas, attitudes, and mental pictures towards them. These ideas and attitudes, named as cognitive framework developed out of past experience, are used for processing and interpreting subsequent social information. These ideas are known as “pictures in our head” in Lippmann’s theory (Lippmann, 1922; Deeksha, 2016). However, the mental image they think about a person, a place, an idea, or an event may not be true, and those are called stereotypes.

Walter Lippmann’s (1922) *Public Opinion* begins with “The world outside and the pictures in our heads,” the chapter that introduces his conception of the stereotype. This explains how public opinion is formed and manipulated because of

what people trust as an “authentic messenger” (Agora, 2015). Agora (2015) states that people believe in everything coming from their head then classify those things as their own way.

The word “stereotype” itself comes from the conjunction of two Greek words: *stereos*, meaning “solid”, and *typos*, meaning “the mark of a below”, or more generally “a model”. Stereotypes thus ought to refer to solid models, and indeed the initial meaning of the term in English referred to a metal plate used to print pages (Miller, 1982). Miller points out that such a term is likely to give rise to at least two connotations: rigidity and duplication or sameness. The term “stereotype” gained its ground in the 1980s and was viewed as special cases of cognitive schemas or theories (Schneider, 2004).

In this modern world, passing through conflicts and prejudices, knowledge on the factors underlying tensions and conflicts in the social field may be necessary (Deeksha, 2016). Otherwise, people will gain lack of information which causes stereotypes. Members of society develop certain ideas, attitudes, and mental pictures towards others which trigger them doing stereotype. The conception of stereotype simplifies the mechanism to hold the environment because the environment’s real condition is too extensive to understand.

One of the prominent inventors who studied about the stereotype theory is Walter Lippmann (1922). His *Public Opinion* explains how stereotypes are formed and manipulated. Lippmann is considered as the first who study about stereotype until now. He discussed and formulated the stereotype scientifically and developed it until the stereotype takes a place in social, science, and literature. However the

stereotype is rapidly developed, definition of the stereotype that is used in every study is not far different from the original idea of Lippmann.

Each of us lives and works on a small part of the earth's surface, moves in a small circle, and of these acquaintances knows only a few intimately (Lippmann, 1922). That is the reason of the people who give some judgments and generalize something according to their mind without knowing the truth. People make up their minds before they define the facts, while the ideal would be to gather and analyze the facts before reaching conclusions. Misunderstandings can be the factor of wrong generalization.

The researcher chooses a novel entitled *Harry Potter and the Sorcerer's Stone* by J.K. Rowling to be the object of this study. J.K. Rowling's *Harry Potter and The Sorcerer's Stone* is a fiction which uses London as the main setting. This novel has Harry Potter as the main character. Harry is a poor boy who lives with his cruel family because his parents are killed by a bad wizard named Lord Voldemort. The examples of the stereotyping given by Harry Potter are visible in two parties: Dursley family and Slytherin students.

The Dursley household is dominated by Dursley's son, i.e. Dudley, who torments and bullies Harry. He gets a bad treatment from Dursley family even though he is a part of them. When Harry has his eleventh birthday, he learns that the Dursleys have tried to deny Harry's wizardry all the years. The stereotype in this chapter begins when Harry thinks that the Dursley family will never let him go. It does not mean that they eagerly want Harry to stay because he is treated as a servant. In addition, Dursley family do not want anyone know that they have an odd

nephew. Those all treatments are the reasons for Harry to generalize the Dursley family as non-magic, or called *muggles*, who are not a group of good people. Harry thinks that *muggles* have bad behavior.

On the other hand, Harry gets two best friends, Ron Weasley and Hermione Granger. Harry has never had any friends until he meets them. He thinks that wizardry world is the best. However, he also gets his enemy Draco Malfoy, a Slytherin bully. Actually, Malfoy wants to make a friend with Harry because of Harry's popularity as a boy living from the worst wizard, Lord Voldemort. Unfortunately, Malfoy has a bad behavior and he is very arrogant. Moreover, Harry also meets some Slytherin students acting as Malfoy's bodyguards. Harry concludes that Slytherin students and Slytherin house are not good for him. That is the reason for Harry to say "No Slytherin!" several times when he is wearing Sorting Hat.

From the novel *Harry Potter and the Sorcerer's Stone*, the researcher analyzes Harry Potter and other characters, such as Dursley family (Uncle Vernon, Aunt Petunia, and Harry's cousin, Dudley) and members of Slytherin House (Draco Malfoy, Crabbe, and Goyle) in terms of the stereotype and resistance. The researcher focuses on Harry Potter's life and daily activities to identify his stereotype towards them and the resistances shown by other characters. Harry Potter is highly susceptible to give stereotypes because he is treated unfairly by other characters. This possibility is in line with the argument of Bird (2002), i.e. that stereotypes originate more due to the feelings and emotions of the individuals with less emphasis in the characteristics of the stimulating circumstances. It means that when people is treated unfairly, they will stereotype others as the form of defense.

This study applies sociology of literature approach, which employs sociology in reading literary works and social aspects (Wellek and Warren, 1948). Wellek and Warren (1948) suggest three major principles in the sociology of literature: sociology of authors, sociology of literary work, and sociology of readers. The researcher prefers to choose sociology of literary work to analyze the social life in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*.

There are some research having been carried out to reveal the issue of stereotype in literature. First, *Stereotyping and Resistance in David Henry Hwang's Drama M. Butterfly* by Anggun Devi Puspitasari (2013) discusses about the kinds of stereotyping given by the French characters to the Chinese women characters in David Henry Hwang's drama *M. Butterfly*. The theory used is Edward Said's postcolonialism. Second, *Negative Stereotypes of Black Males as Seen in Richard Wright's Native Son* by Anintya Rizqi Ika Hastari (2016) studies the negative stereotypes of Black males in African American community as found in Richard Wright's *Native Son*. The third previous study is *Stereotypes, Mimicry, and Hybridity in Sherman Alexie's novel The Absolutely True Diary of a Part-Time Indian* by Lailiyah K. Novia (2016). This study aims to reveal the Indian stereotypes imposed to Junior's reservation. The postcolonial approach used is of Madsen (2003).

The researcher wants to uncover the imperfections of Harry Potter because most readers always see the kindness without considering the truth that Harry Potter is likely to stereotype, which is a negative side of Harry himself. This statement is in line with the previous study stating "it is disappointing that not many people

know that Voldemort is Harry Potter himself” (Maisaroh, 2015). It means that Harry Potter has not only good behavior but also the bad one like Voldemort. The other previous studies analyze about stereotyping in different objects such as novel, drama, poem, and other literary works. Furthermore, it studies the same object using different approaches such as psychology, archetype, and metaphor.

Almost all of the previous studies analyze the kinds of stereotype. However, the researcher studies about the process of how stereotyping occurs as shown in Harry Potter’s stereotype and kinds of resistance performed by other characters in response to the stereotype given. The researcher shows the process of stereotype in order, from grouping individuals, defending social position, to constructing racial stereotype. The kinds of resistance are divided into four parts based on whether they know what they do or not (conscious and unconscious) and also based on whether they do it openly or not (covert and overt). Those four kinds of resistance are called ignoring, preventing, avoiding, and protesting.

1.2 Problems of the Study

The problems of this study are formulated as follows:

1. How is the stereotyping given by Harry Potter to the people around him in J.K. Rowling’s *Harry Potter and the Sorcerer’s Stone*?
2. What kinds of resistance are performed by other characters in response to the stereotyping given by Harry Potter in J.K. Rowling’s *Harry Potter and the Sorcerer’s Stone*?

1.3 Objectives of the Study

The objectives of this study are:

1. To find out the process of stereotyping given by Harry Potter to the people around him in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*.
2. To identify kinds of resistance performed by other characters in response to the stereotyping given by Harry Potter in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*.

1.4 Scope and Limitation

This study is about stereotype and resistance in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*. This study tries to find out the process of stereotyping by Harry Potter in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*. This study also reveals kinds of resistance performed by other characters. The stereotype theory used in this study is Lippmann's theory. This study aims at analyzing the literary work using sociology of literature approach.

This study is limited on the researcher's analysis about stereotype and resistance in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*. The researcher provides the process of stereotyping given by Harry Potter such as grouping individuals, defending social positions, and constructing racial stereotype, and kinds of resistance performed by other characters such as ignoring, preventing, avoiding, and protesting the change. Thus, this study provides lack kinds of resistance in response of stereotype given by Harry Potter which can stimulate the next researchers to response this study by carrying out other related studies.

1.5 Significance of the Study

This study is expected to have both theoretical and practical significances. Theoretically, this study is expected to have contribution and new understanding in analyzing literary works using the stereotype theory that first delivered by Walter Lippmann in his book, *Public Opinion* (1922). Besides, this study explains the process of stereotype given by Harry Potter and the resistance performed by other characters in response to stereotype given. This study is also conducted to expand the theoretical perspective of literature with regard to the stereotype theory by Walter Lippmann.

Practically, the result of this study is expected to be a reference and an example for other researchers who analyze literary works related to the stereotype theory by Walter Lippmann. The researcher provides deep explanation about the stereotype theory by Walter Lippmann, the analysis of J.K. Rowling's *Harry Potter and the Sorcerer's Stone* novel, and the resistance of the stereotype problems which can enrich the previous studies for the next researchers in the future.

1.6 Research Method

This part presents and discusses the method of the study covering research design, data and data source, data collection, and data analysis.

1.6.1 Research Design

The research is categorized as literary criticism. The researcher applies literary criticism as the design of the study, which focuses on J. K. Rowling's *Harry*

Potter and the Sorcerer's Stone as the object of the study. The novel was written by a popular American author, J.K. Rowling. This study uses stereotype theory that was first proposed by Walter Lippmann in his book, *Public Opinion* (1922). This study focuses on sociology of literature about the social issue of stereotype in the literary work, J. K. Rowling's *Harry Potter and the Sorcerer's Stone*.

This study uses sociology of literature, which assumes sociology as an approach of analyzing a literary work, considering the relation of literary works and social aspects (Wellek and Warren, 1948). According to the theory of sociology of literature by Wellek and Warren (1948), there are three parts of sociology of literature: sociology of the author, sociology of literary work, and sociology of the readers. Sociology of the author is the intrinsic approach to the author of literary work from the perspective of biography, psychology, society, ideas, and others. Sociology of literary work refers to the social setting, social change, and development in the literary work. Sociology of the readers is the extrinsic approach such as function, value, and impact of the literary work for the readers. Furthermore, the researcher chooses sociology of literary work by analyzing the social life issue of stereotype in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*.

1.6.2 Data and Data Source

The data of this study are collected from J.K. Rowling's novel *Harry Potter and The Sorcerer's Stone* by Criag Philpot publisher, published on July, 11th 2001. The novel was the last publication in 2008 and it was not published anymore. This novel consists of 249 pages for US edition.

J.K. Rowling's *Harry Potter and The Sorcerer's Stone*, especially on page 13, 20, and 28 provides the process of stereotypes given by Harry Potter and the resistance performed by Dursley family. The other stereotype is given by Harry Potter and resistance performed by Slytherin students from page 86 and page 98 proves that Slytherin students also treat Harry bad and they have bad behavior. Those pages provides many words, phrases, sentences, and conversations about the stereotype problems and resistance.

1.6.3 Data Collection

The researcher does some ways to collect the data that can support the analysis. Those are:

1. Reading J.K. Rowling's *Harry Potter and The Sorcerer's Stone*. This first reading aims to understand the whole story;
2. Doing the close reading to J.K. Rowling's *Harry Potter and The Sorcerer's Stone* to get deep understanding of the novel. The researcher reads the most important parts from the source to identify possible topic and data for the research;
3. Classifying the most important phrases, sentences, conversations, and other evidences in order to get the data based on stereotype and resistance theory. The types of clasification are divided into two categories: process of stereotype and kinds of resistance.
4. Classifying the data based on the process of stereotype, which is divided into two groups of character: Dursley family and Slytherin.

5. Classifying the data based on kinds of resistance, those are: ignoring the change, preventing others to know, avoiding change, and protesting the change.

1.6.4 Data Analysis

In analyzing the data, the researcher does some ways. Those are:

1. Describing the quotation by providing contexts in which the words, phrases, and sentences are produced.
2. Relating the data with the relevant theory, i.e. stereotype and resistance theory by Lippmann (1922).
3. Analyzing the pattern of the process of stereotype and the kinds of resistance.
4. Drawing elements of stereotype and resistance to simplify the analysis by charts.
5. Drawing conclusion to clearly explain the process of stereotype and the kinds of resistance.

1.7 Definition of Key Terms

There are some terms which are important in this study. Those are;

1. Stereotype: A diffusive blur and an indiscriminately shifting suction which characterizes what we do not understand (Lippmann, 1922). Baron and Byrne (1991) hold that stereotypes are negative schemata for social groups. In this research, the term is used to identify the personal characteristics of Harry Potter in giving the negative descriptions of Dursley family, Slytherin bullies, and Slytherin house itself.

2. Resistance: The use of force or violence to oppose something, including the resistance of the environment, repressed cravings of several maturities, and the manifest personality (Lippmann, 1922). Resistance is the refusal to accept something new or different (Webster, 1828). The resistance argued by Dursley family shows that they think *muggles* is the best kind of human in this world and wizard is dangerous. Moreover, Slytherin house and its students comply the stereotype given. They show their bad behaviour and role against Harry Potter.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some points reviewing related literature as the fundamental aspects of the study. The first point contains the general image within stereotype framework in social studies. The second point explains the stereotype theory by one of the prominent inventors, Walter Lippmann. The third point discusses sociology of literature, which is an appropriate approach for this study. The last point is the relevant previous studies that can enrich knowledge and understanding about stereotype and literature for the readers.

2.1 Stereotype in Social Studies

This point contains general image of stereotype formulated within stereotype in social studies including definition of stereotype, the time, place, reason, and the way it happens. Furthermore, this part presents the people who are susceptible to do the stereotype in general term.

A *stereotype* is "...a fixed, over generalized belief about a particular group or class of people." (Cardwell, 1996). The definition of stereotype by Cardwell states that stereotype is a fixed generalization about groups of people. The word "stereotype" itself comes from the conjunction of two Greek words: *stereos*, meaning "solid", and *typos*, meaning "the mark of a below", or more generally "a model". Stereotypes thus ought to refer to solid models, and indeed the initial

meaning of the term in English referred to a metal plate used to print pages (Miller, 1982). As Miller (1982) points out, such a term is likely to give rise to at least two connotations: rigidity and duplication or sameness. When applied to people, then, stereotypes are rigid, and they stamp all to whom they apply to with the same characteristics.

It should be noted that the actual term was used as early as 1824 (Allport, 1962; Rudmin, 1989) which wa referred to formalized behavior, and by the early part of the 20th century it was regularly used to refer to rigid, repetitive, often rhythmic behavior patterns (Schroeder, 1970). Although the most familiar use of the term refers to characteristics that we apply to others on the basis of their national, ethnic, or gender groups, in the more modern conceptions stereotypes are still thought to predict discriminatory behavior, and their source tend to be seen as localized more in personality dynamics rather than in the larger culture.

With the publication of *The Authoritarian Personality* (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950), stereotypes were viewed less as pictures in people's heads than as traits assigned to overly simplified categories, and while everyone sometimes employs such categories, their using was considered especially likely among people with prejudiced personalities. *The Authoritarian Personality* was one of the most influential books in modern psychology. It deeply affected how social scientists thought about prejudice and stereotyping as well as attitude and personality. However, stereotype has been developed not only on generalization and classification, but also discrimination of genders, races, religions and many more.

2.2 Stereotype and Resistance Theory by Walter Lippmann

This part defines some variables and main problems of the research related to the stereotype theory by one of the prominent inventors, Walter Lippmann in his book *Public Opinion* (1922).

2.2.1 Stereotype

This part explains some important points of stereotype such as history, definition, process, causes, development, impact, and the people who are susceptible to do the stereotype according to Lippmann (1922) theory and other supporting theories.

2.2.1.1 History of Stereotype

Stereotype is derived from the conjunction of two Greek words that are *stereos* which means “solid” and *typos* which means “the mark of blow” or more generally “a model”. Stereotype itself refers to solid models and indeed the initial meaning of the term in English referred to metal plate used to print pages (Miller, 1982). According to Miller’s (1982) statement, such a term has at least two connotations that are rigidity which means stereotype applied to people and duplication or sameness which means the action of people who stamps all to objects with the same characteristics.

The actual term of stereotype was used as early as 1824 (Allport, 1962; Rudmin, 1989) to refer to formalized behavior and by the early part of the 20th century it was regularly used to refer to rigid, repetitive, and often rhythmic

behavior patterns (Schroeder, 1970). However, the most familiar use of the term refers to characteristics that we apply to others on the basis of their national, ethnic, or gender groups. In that sense, the term was first used by the distinguished journalist Walter Lippmann in his book *Public Opinion* (1922). This was not a passing reference, either; he devoted a substantial portion of his book to a discussion of the concept. Lippmann viewed stereotypes as general cognitive structures, and he used the term to account for errors and biases in our conceptions of the world.

Actually, most of Lippmann's discussion dealt with various errors of thinking and was not specifically concerned with traits ascribed to groups of people. However, most of the first empirical studies did concern such trait attributions particularly to ethnic groups, while still preserving Lippmann's notions of error. The study of Katz and Braly (1935) are most famous. They asked Princeton University students to check traits they thought described 10 racial and ethnic groups. Those traits with considerable consensus of endorsement for a particular group were seen as stereotypic of that group.

More modern conceptions are marked with the publication of *The Authoritarian Personality* (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950). Stereotypes began to be considered as manifestations of a general prejudiced attitude. Stereotypes were still thought to predict discriminatory behavior, but their source tended to be seen as localized more in personality dynamics rather than in the larger culture. Stereotypes were viewed less as pictures in people's heads than as traits assigned to overly simplified categories, and while everyone sometimes

employs such categories, their use was considered especially likely among people with prejudiced personalities.

In 1954, Gordon Allport published what remains the seminal book on prejudice, *The Nature of Prejudice*. Allport's background made him ideally suited to this task. He had a clear sense of the extent to which attitudes and values could serve multiple functions for the individual. He taught at Harvard University in the Department of Social Relations and he rubbed shoulders with sociologists and anthropologists (so that the idea of looking at individual behavior in a cultural milieu came naturally to him).

Important as the classic Katz and Braly, authoritarian personality, and Allport conceptions were, by the late 1960s they had ceased to generate exciting research. The literature from this period is littered with reports of stereotypes of Group A by Group B, debates over fairly minute issues, and little attention to larger problems. By the early 1970s, it appeared that the study of stereotypes had run out of steam. Brigham's (1973) classic review covered about 100 studies (limited to ethnic stereotypes), and his general tone about what had been learned was somewhat pessimistic. He suggested that many issues, even basic definitional ones, remained unresolved.

2.2.1.2 Definition of Stereotype

A diffusive blur and an indiscriminately shifting suction characterize what we do not understand (Lippmann, 1922). Stereotypes have been defined as a false classificatory concept to which as a rule a strong emotional feeling tone of likes or

dislikes, approval or disapproval is attached. According to Lippmann (1922), stereotypes are individual attitudes so strongly inter conditioned by collective contacts that they become highly standardized and uniformed within the group. He also held that a stereotype is a composite of ideas or attitudes that make up the picture of our heads or the “a perceptive mass” which means that all the experiences acquired in the past determine our perception about the object at a particular moment.

According to Lippmann “We do not first see and then define, we define first and then see. In the great blooming, budging confusion of the outer world, we pick out what our culture has already defined for us and we tend to perceive that which we have picked up in the form of stereotypes for us by our culture. Stereotypes are more or less consistent picture of the head to which our habits, tastes, capacities, comforts, and hopes have adjusted themselves. They may not be a complete picture of the world. But they are a picture of the possible world to which we are adopted.” This quotation shows that people fit and feel comfort about anything they believe as a member of that group which has equality in everything they want to be.

2.2.1.3 Process of Stereotype

This part presents and discusses the stereotype process presented by Walter Lippman and the other supporting theories by expert.

1. Grouping Individuals

The first process of stereotype is grouping individuals. Each of us lives and works on a small part of the earth’s surface, moves in a small circle, and of these

acquaintances knows only a few intimately (Lippmann, 1922). Lippmann states the first process of stereotype is a common stereotype which begins from the generalization because of lack information in everything. When people lives in a small part of this world, he or she cannot know anything in this whole word. His or her knowledge is measured up by some factors such as place, time, and ability to know everything. This reason triggers people to make a group of individual. Skaters, Goths, Gangsters, and Preps are a few examples. Most of this stereotyping is taking place at schools and society.

2. Defending Social Position

When people are grouped in individuals, the second process of stereotype will occur as defending social position. The system of stereotypes may be the core of our personal tradition, the defenses of our position in society (Lippmann, 1922). According to the statement above, Lippmann explains that stereotype process developes as a defense of people in their society. Defense means the ability to protect against attack or harm, or something used to protect against attack or harm. Stereotype as defense means that people stereotype others to protect something from attack or harm that can cause their life in danger or something dangerous will happen. For example, some of Madurese are being grouped as rough people by Javanese. However, they still live together because they do not want all forms of disunity and defend their social position in Indonesia.

3. Constructing Racial Stereotype

Then, the development of stereotypes as defense is racial stereotypes which was first delivered by the most famous study of racial stereotyping published by

Katz and Braly in 1935. Racial stereotypes always seem to favor the race of the holder and belittle other races. It is probably true to say that every ethnic group has racial stereotypes of other groups. Some psychologists argue that it is a “natural” aspect of human behavior, which can be seen as benefit to each group because it helps in the long-run to identify with one’s own ethnic group so find protection and promote the safety and succeed of the group. For example, Batak people are identical with racists. They usually marry their children with one race.

2.2.1.4 The Causes and Development of Stereotype

Stereotypes develop in the manner, attitude, and prejudices develop. Social learning and social perception, group norms, and reference of groups play a tremendous role in the development of stereotypes. From the personal point of view stereotypes may have an unconscious self-reference. Thus, Allport (1991) says that one may imagine his own qualities in a group and hate the group because he is in conflict over the same qualities in himself. Bird (2002) says that stereotypes originate more due to the feelings and emotions of the individual with less emphasis in the characteristics of the stimulating circumstances.

Stereotypes grow out of experience. As already indicated a stereotype is an undiscrimated construct which assimilates varying types of experiences into the same pattern on the basis of a minor resemblance or a fallacious similarity. Throwing further light on the causes and development of stereotype, Lippmann remarks “Each of us lives and works on a small part of earth’s surface, moves in a small circle, and of these acquaintances knows only a few intimately. Inevitably our

opinion covers a bigger space, a longer reach of time, a greater number of things than we can entirely observe. They have, therefore, to be pieced together out of which others have reported and what we can imagine.”

According to Benedit (1942) “The first lesson of history in this respect is that when any group in power wishes to persecute or expropriate another group, it uses as justification reasons which are familiar and easily acceptable at the time.” The truth of her view can be realized in the tragic consequences of full blown racism in Nazi Germany bent on world conquest. Results of several observations, experiences, and studies show that undoubtedly there are group differences in behavior and attitudes. On the other hand, the origin of such differences can not necessarily be attributed to biological and racial factors.

The common causes and development of stereotype that can be concluded from the statements above that there are two types of causes and developments. First, perception of natural object, which means that stereotype begins when an individual making a perception about something then believe it. Furthermore, perception of the natural object depends upon the objectivity of the stimulus. Second, perception of social object, which means people learn from the social life as a group of the environment around them then stereotypes the other different groups. Another cause that can trigger people to stereotypes others is the feeling. When they feel in danger, weak, being in profitless, and unfair situation, they easily stereotypes others as defense of their soul.

2.2.1.5 Subjects of Stereotype

Some groups claim for themselves, and that for at least some groups stereotypes match actual measured personality traits (Schneider, 2004). Psychologists who pay tribute to Lippmann today might be more than a little alienated by the final sections of *Public Opinion*. There, Lippmann laid out his proposed solution to what he saw as the difficulties democracies have in effectively formulating rational public policies to address their problems. In brief, he felt that it was foolish to think that the average person could have intelligent opinions about public affairs.

When the researcher points out to the quotations above and the other details, there are some groups of people who are highly susceptible to do the stereotype. First, group or people in power who stereotype others which are powerless for example all politicians are philanders and think only of personal gain and benefit. Second, group of gender which stereotypes other gender in form of gender discrimination for example men are strong and do all the work because they are the “backbone”. On the other hand, women are not as smart as a man, they cannot do as good or a job as a man. Third, racist people who stereotype others in the form of racial treatment. They generalize others as groups of bad people and far different from them for example, saying that all Blacks are good at sports is a stereotype because it groups the race together to indicate that everyone of that race is a good athlete.

2.2.2 Resistance

This part explains some important points of resistance: its definition, kinds, and the people who have to do the resistance according to Walter Lippmann (1922) theory with other supporting theories.

2.2.2.1 Definition of Resistance

Resistance means the use of force or violence to oppose something. The resistance of the environment, repressed cravings of several maturities, and the manifest personality (Lippmann, 1922). Resistance is the refusal and acceptance or compliance with something. The resistance argued by Dursley family shows that they are as *muggles* is the best and normal kinds of human in this world. The others, especially wizard, are strange and dangerous that should be hidden from the world. On the other hand, Slytherin house and its students comply the stereotype given by the main character, Harry Potter. They show their bad behaviour and role in the story as the resistance of the stereotype given.

“Smoothness, hardness, glossiness, and brilliancy, heavy weight for its size ... the serviceable properties of capacity for being hammered and pulled without breaking, of being softened by heat, and hardened by cold, of retaining the shape and form given, of resistance to pressure and decay, would probably be included” in the layman's definition about resistance (Lippmann, 1922). In the statement above, there are refusal and acceptance or compliance of the metal. It will be softened by heat or hardened by cold. The response of some actions are the resistance of it.

The resistance to all sharing of responsibility is an attempt to deny the alteration of human capacity in the course of time (Lippmann, 1922). The facts that people see depend on where they are placed, and the habits of their eyes. Some people who get their stereotype from others will give their resistance which can be the truth or the opposite. It means that people will accept only what they want and what is appropriate to their mind. Resistance is an automatic and unconscious process. According to Denburg and Kiesler (2002), it can be either for a certain period of time (state resistance) but it can also be a manifestation of more longstanding traits or character (trait resistance).

The modern psychologists are disposed to regard the outward behavior of an adult as an equation between a number of variables, such as the resistance of the environment, repressed cravings of several maturities, and the manifest personality. Some modern psychologists have studied about this variable intensively. They try to understand and notice the outward behavior of adult.

2.2.2.2 Kinds of Resistance

A dream will inspire some people immediately, but as they try to realize it, they will hit obstacles. Some of these obstacles are personal, some are relational, practical, or social. Others are just nasty interruptions from outside. On the other hand, some of the people want to influence may be skeptical from the outset, seeing all the problems that might occur, and anticipating or inventing problems that may never happen. Each type of resistance corresponds with a certain kind of information that people need in order for them to come with the others.

The brain loves to dream because of the effect expectation of reward has on its chemistry. Dreaming inspires hope. Hope is an expectation of something positive being fulfilled in the future. This expectation of reward releases dopamine into your brain, the same stuff that gets released when you laugh and exercise. Plunet (2011) said that studies show people with higher status is more prone to hope in relation to people in lower status positions.

There are four common kinds of resistance based on whether or not people are aware of their actions (conscious or unconscious) and whether they are acting openly or not (covert and overt). First, ignoring the change by survivor which intents on ignoring the process of change, and might even be hurt at the suggestion of non-cooperation. Second, preventing by saboteur that knows what they're doing, but doesn't want others to know. They may be motivated by the need to minimize their own losses. They're unlikely to infect others directly, because they are not being open about what they're doing, but their behavior may influence others. Third, avoiding the change by bystander that lacks the will to carry out change, and is always likely to revert to their original behavior. The last is protesting by protester which like saboteur, they knows exactly what they are doing but is much louder about it, making this the easiest type of resistance to spot. This is also the resistance most likely to spread to others (O' Connor, 1993).

2.2.2.3 Subjects of Resistance

There are two subjects of resistance stated by Gauthier (2014). These subjects are divided into kinds of the action from the doer namely passive resistance

and active resistance. The first is passive resistance where a subject refuses with little or no physical activity, to appropriately respond to others. The example is including subjects who offer little or no physical or mechanical resistance upon contact, but who refuse to act or respond to an officer's attempt to take him or her into custody, stand when or walk where directed, or put their hands behind their back as directed.

The second is active resistance where a subject uses physical activity to resist or takes an affirmative action to defeat another ability to take him or her into custody or to seize him or her, but the subject's actions would not lead a reasonable person to perceive a risk of physical injury to him or herself, the subject, or a third person. Refusing to move upon verbal direction or chaining oneself to an object does not constitute active resistance. Examples of active resistance include pulling away, escaping or fleeing, struggling, and not complying on physical contact, or other energy enhanced physical or mechanical defiance. Physical resistance in this category can escalate rapidly in an attempt to thwart another ability to facilitate control with intense struggling to evade capture. Injury potential at this level of resistance is significantly greater.

2.3 Sociology of Literature

The sociology of literature is a specific area of study which focuses its attention upon the relation between a literary work and the social structure in which it is created. It reveals that the existence of a literary creation has the determined social situations. There is a reciprocal relationship between a literary phenomenon

and social structure. Sociological study of literature proves very useful to understand the socioeconomic situations, political issues, the world view, creativity of the writers, the system of the social and political organizations, and the relations between certain thoughts and cultural configurations in which they occur and determinants of a literary work (Laurenson, 1972).

While introducing the theoretical premises of the sociology of literature, it is necessary to discuss the nature and scope of both sociology and literature. Generally, 'sociology' is defined as the scientific study of society, more specifically human society. Etymologically, the term 'sociology' is derived from the Latin word *socius* means companion or associate and the Greek word *logos* or *ology* means study or science. According to Rawat (2007) "literally, sociology is the study of companionship, meaning social interaction, and its resultant relationship that exists between companions or groups of human beings". Sociology as an independent discipline of social science emerged is only around the middle of the eighteenth century. Prior to the middle of the eighteenth century, the study of society was dominated by social philosophers rather than social scientists.

Sociology of literature has long and distinguished history. Several critics and scholars from Plato down to the present have discussed the different theories and methods of sociological approach to literature. They believe in the simple conviction that literature is social products, thoughts, and feelings found in literature are conditioned and shaped by the cultural life created by the society. The early critics did not doubt the reciprocal relationship between literature and society.

Plato, who started the discussion of the relationship between literature and society, raised some questions about social implications of literature.

The researcher uses sociology of literature which assumes that sociology as an approach of literature considering literary works and social aspects (Wellek and Warren, 1948). Wellek and Warren (1948) suggest that the sociology of literature is divided into three major parts namely sociology of authors, sociology of literary work, and sociology of readers. First, sociology of authors is the intrinsic approach to the author of literary work from the perspective of biography, psychology, society, ideas, and other arts. Second, sociology of literary work is the social setting, social change, and development in the literary work. The last, sociology of readers is the extrinsic approach such as function, value, and impact of the literary work for the readers. In addition, this study focuses on sociology of literary work which analyzes the social life in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*.

2.4 Previous Studies

This part presents and discusses the research findings from the previous studies relevant with the research being studied and the description about correlation between research findings and the present study. There are some previous studies which have discussed the issue of stereotype in literature. The first is *Stereotyping and Resistance in David Henry Hwang's Drama "M. Butterfly"* by Anggun Devi Puspitasari (2013) who finds out the kinds of stereotyping that are given by the French characters to the Chinese women characters in David Henry Hwang's drama *M. Butterfly*.

The findings of the research show that there are some practices of stereotyping by the French characters to hold the power of the Chinese women characters. The stereotyping that can be found in this study is inferiority of Chinese women characters, uncivilized Chinese women characters' culture, Chinese women characters are powerless and uneducated Chinese women characters. The reactions of the Chinese women characters to the stereotype show the Chinese women identity and identity falsification. This study uses Postcolonial literary criticism as the approach of the study. The theory used is Edward Said's postcolonial analysis.

The second research is *Negative Stereotypes of Black Males as Seen in Richard Wright's "Native Son"* by Anintya Rizqi Ika Hastari (2016). This research studies negative stereotypes of Black males in African American community as found in Richard Wright's *Native Son*. Through *Native Son*, Wright tries to portray the awfully unjust condition of the society. Bigger Thomas, the main character, is a nineteen-year-old African American boy who needs to endure the unfortunate fate of having Black skin color in America. He is accused of having raped and murdered a white girl named Mary Dalton, the only daughter of a wealthy family Mr. Dalton. While the fact is, he never raped her.

From reading *Native Son*, the researcher can assume that racism has been a complex issue in the United States. Orelus (2010) states, "though this nation has proudly thought of itself as an ethnic melting pot, in too many ways, essentially a nation of cowards" (Orelus, 2010). Negative stereotypes in the middle of hatred projected toward African Americans in the novel *Native Son* are the focus of this study. Bigger Thomas, as the protagonist, encounters them. He cannot help his fear

toward White people. The writer uses sociological approach by Wilbur Scutt as a way to understand the depiction of Black male generated by White society.

The third previous study is *Stereotypes, Mimicry, and Hybridity in Sherman Alexie's Novel "The Absolutely True Diary of a Part-Time Indian"* by Lailiyah K. Novia (2016). This research aims to reveal the Indian stereotypes that have been imposed in Junior's reservation, the performance of mimicry that Junior does to resist the white authority imposition, and the hybrid identity that Junior constructs to define his new identity. To conduct this study, the writer uses postcolonial theory that is famously proposed by Homi K. Bhabha.

Homi K. Bhabha is one of the most important thinkers in cultural studies due to his enormous works central to postcolonialism. In his essay collection *The Location of Culture*, Bhabha refutes Edward Said's *Orientalism* that becomes the pioneer of postcolonial theory. Said argues the West needs to validate their superiority by creating East as the inferior. Bhabha's perspectives that illuminate his writings are based on poststructuralist ideas such as Jacques Derrida and Michel Foucault whose works can be reduced to a single explanatory term which is difference. Bhabha tries to undermine the simple polarization of the Self and Other by stating that the relationship between them is ambivalent.

The other previous studies use the same object but different approach. The first is *Metafora pada Novel "Harry Potter and the Sorcerer's Stone" dan Strategi Penerjemahannya* by Ayuni Fitria (2017). This research is intended to describe the conceptual metaphor in the novel *Harry Potter and The Sorcerer's Stone*, to identify the translation strategies which the translator employed in translating metaphor into

Indonesian language, and to predict the reasons that form the background of the employing translation strategies. The theory that serves as the base of the research is the theory of conceptual metaphor by Kovecses (2010), and also the theory of metaphor translation strategies by Newmark (1981) and Larson (1984).

The result shows that there are six strategies related to metaphor translation, they are: (1) Translation of metaphor by reproducing the same source domain in the target language; (2) Translation of metaphor by replacing the source domain in source language with the standard source domain in target; (3) Translation of metaphor by simile plus description or information; (4) Translation of metaphor by converting metaphor into its metaphorical meaning (nonmetaphor); (5) Deletion of metaphor; and (6) Translation of metaphor by using the same metaphor combined with information.

The second is *Refusal Strategies as Found in "Harry Potter and The Philosopher's Stone" and "Harry Potter and The Chamber of Secrets"* by Winny Permataningtyas (2017). This research aims to study refusal acts performed in "Harry Potter and the Philosophers Stone" and "Harry Potter and the Chamber of Secrets" movies. It aims to identify what types of refusal acts based on Beebe, Takashi, and Uliss-Weltz classification of refusal acts and analyze the most dominant refusal strategy used by the characters, how they are expressed throughout the movies, also the realizations of the refusals.

Refusal acts found in this research include direct and indirect refusal. There are also adjuncts found as an addition. Refusal acts used such as flat no, negotiation of a proposition, regret or apology, mitigated refusal, reason or explanation,

statement alternative, statement of principle, attempt to dissuade interlocutor, and acceptance that functions as a refusal and avoidance. The research data are from the scripts of two Harry Potter movies, and the result of the research shows that both direct and indirect refusals are produced by the main characters in two Harry Potter movies with the total of 91 refusal acts and 12 adjuncts for addition.

The third is *Voldemort as the Other Side of Harry Potter as Seen in Harry Potter's Character Development in "Harry Potter and the Philosopher's Stone"* by Isti Maisaroh (2015). This study tries to reveal Harry Potter's character development that shows his other side, which is pictured perfectly in the form of Lord Voldemort. To accomplish that purpose, this research is not only limited to Harry Potter's character development in the first book of Harry Potter Series, "Harry Potter and the Philosopher's Stone", but also Voldemort's character which is randomly found in the rest of series. Using psychological approach, this research analyzes them based on psychological theories; they are Freud's psychoanalytic and Erikson's psychosocial.

After exploring Harry Potter's character development from his immature stage to the mature stage, it is found that Voldemort is his other side that tries to hamper his development. Therefore, his attempt to defeat Voldemort is actually his attempt to defeat himself, so he can grow up and reach his next step of development. What people must realize is its significances that represent everyone in their life. The lack of knowledge about the importance of growing up is the core issue of most people's problems.

After finding some important points of the previous studies, the researcher finds the correlation between the previous studies and the research itself. The first correlation is on the approaches but from different inventors of the stereotype theory, such as Said (1977) and Bhabha (1994). However, the researcher prefers to use the stereotype theory by Walter Lippmann as the first who studied about that. Every inventors has their own characteristic and it is different from one another. For example, the stereotype theory by Edward Said (1977) tends to employ postcolonial analysis while the stereotype theory by Walter Lippmann is close to the sociology of literature.

The other correlation between the previous studies and the research is that they have the same object with different approaches. There are many researchers who studied about J. K. Rowling's *Harry Potter and the Sorcerer's Stone*. They used various approaches which is appropriate to the object of the study. There are also some researchers studying about the stereotype theory in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*. Furthermore, they studied the stereotype given to the main character, Harry Potter. On the other hand, the researcher tends to analyze the stereotype given by Harry Potter because no studies elaborate that issue before.

The other researchers use some different theories like the theory of conceptual metaphor by Kovecses (2010), and also the theory of metaphor translation strategies by Newmark (1981) and Larson (1984). The research has correlation with the previous studies in the terms of the approach or object of the study, which provides more knowledge and understanding for the researcher related

to stereotyping given by Harry Potter in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*.



CHAPTER III

ANALYSIS

This chapter contains research findings and discussion related to stereotype and resistance in J. K. Rowling's *Harry Potter and the Sorcerer Stone* using the theory proposed by Lippmann (1922). The data analysis is presented on the basis of the objectives; each is discussed in terms of the groups being stereotyped and their resistance.

3.1 The Process of Stereotype Given by Harry Potter

The process of stereotype given by Harry Potter to the people around him in J.K. Rowling's *Harry Potter and the Sorcerer's Stone* is presented in three phases. The first phase is grouping individuals, which means that Harry Potter triggers to make a group of bad people according to what he sees. Second, defending social position, which means that Harry Potter stereotypes the other, to make the defenses of his position in society after he groups the individuals. The last, the development of defending social position is constructing racial stereotype which always seems to favor the race of the holder and belittle other races. It is probably true to say that Harry Potter stereotypes his world as wizard is better than *muggles* or Harry's house, Gryffindor is better than other houses, especially Slytherin.

These processes of stereotype determine the way the stereotypes are given by Harry Potter to Dursley family, such as Uncle Vernon, Aunt Petunia, and Dudley

as a group of *muggles* or non-magic people. Moreover, it also maintains stereotypes given by Harry Potter to the Slytherin house and its students, such as Draco Malfoy, Crabbe, and Goyle and also ex-Slytherin student, Lord Voldemort, who have killed Harry's parents. The explanation and classification details are explained below, simplified by the following chart.

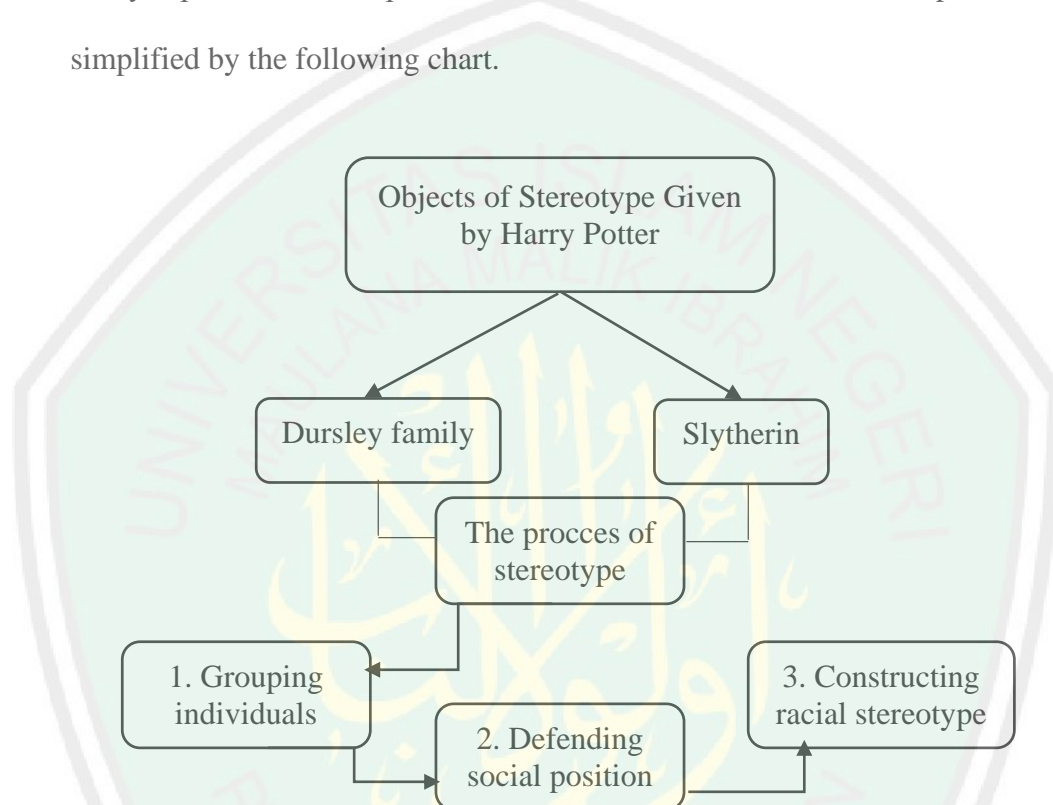


Chart. 3.1 The Process of Stereotype Given by Harry Potter

The chart above clearly explains the process of stereotype based on the objects of stereotype by Harry Potter. Those objects are Dursley family, consisting of Uncle Vernon, Aunt Petunia, and Dudley, and Slytherin, which consists of Draco Malfoy, Crabbe, and Goyle. Every object has its process of stereotype given by Harry Potter, from the first process of grouping individuals, defending social position, and constructing racial stereotype.

In line with Lippmann's (1922) stereotype theory, the process of stereotype given by Harry Potter chronologically happens when he groups individuals around him as a group of bad *muggles* and Slytherin house is a house for bad people because he know only few about them. After grouping individuals, Harry Potter comes to the second process of stereotype: defending social position. He uses the stereotype as a defense from bad treatment to him. The process he does is the form of protecting himself from harm and danger that may causes worse treatment from others. This process develops more as constructing racial stereotype by Harry Potter after knowing those bad people and their bad treatment to him.

3.1.1 Stereotype Given by Harry Potter to Dursley Family

The Dursleys torments and bullies Harry. He gets a bad treatment from Dursley family even though he is a part of them. A stereotype begins when Harry is treated as a servant. In addition, Dursley family do not want anyone knows that they have an odd nephew. Those all treatments are the reasons for Harry to generalize the Dursley family, non-magic, or called *muggles*, not a group of good people. Harry think that they have a bad behavior. According to Allport and Bird (1991), stereotypes originate more due to the feelings and emotions of the individual with less emphasis in the characteristics of the stimulating circumstances. The stereotypes given by Harry Potter to Dursley family are explained in the process below.

3.1.1.1 Grouping Individuals

The first phase from the process of stereotype is grouping individuals. Grouping individuals happens when people live in a small part of this world, they cannot know anything in all the whole world. Their knowledge is measured up by some factors such as place, time, and ability to know everything. This reason triggers people to make a group of individuals. It means that when people live in a small part of the world, they will classify the whole as that small part.

This process of stereotype is exposed by Harry Potter when he is grouping Dursley family, a group of *muggles* or non-magic people as a group of bad people. Although, his friend, Hermione is also from a *muggle* family, she is very lucky to be a witch. Harry sees the *muggles* world from a small example, Dursley family which are cruel to him. Then, he classifies *muggles* as a group of bad people. He does not see the whole group of muggles outside because he has never met them. Conversations and sentences which prove this process of stereotype are explained below:

The room held no sign at all that another boy lived in the house, too (Page: 13, chapter: 2).

The first paragraph from chapter 2 page 13 shows that Harry Potter is not considered as a part of Dursley family. The sentence “*The room held no sign at all that another boy lived in the house, too*” clearly explains that Dursley family treats another boy (Harry Potter) with bad treatment. It is a bad treatment because they do not want anyone knows the existence of Harry Potter by behaving that no one lives

with them. Moreover, Harry is hidden from the outside world so he cannot know the real world of *muggles*.

“Up! Get up! Now!”

Harry woke with a start. His aunt rapped on the door again.

“Up!” she screeched (Page: 13, chapter: 2).

The above conversation shows that Aunt Petunia has high-tension on treating Harry Potter. Furthermore, if she loves Harry as his nephew, she will not make her shrill voice that makes the first noise of the day to wake Harry up. It bothers Harry so much. However, he still does what his aunt wants to do without any exception. The conversation between Harry Potter and Aunt Petunia shows that Harry has a bad morning every day. He nearly does not have a good beginning in the morning because Aunt Petunia wants him to wake up earlier and prepare everything especially for his cousin, Dudley. He is also warned not to have any mistakes on every work he does.

He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose (Page: 14, chapter: 2).

Dudley as Harry’s cousin never loves him even though Harry is a part of his family. Harry is like Dudley’s enemy, a bad person that has to be destroyed from this world. That is Dudley’s annoying Harry Potter all the time. Dursley family has no one who treats Harry Potter as it should be.

The researcher also finds evidence of bad treatment as the cause that triggers Harry to grouping individuals:

“Bad news, Vernon,” she said. “Mrs. Figg's broken her leg. She can't take him.” She jerked her head in Harry's direction (Page: 16, chapter: 2).

Mrs. Figg is a mad old lady who lives two streets away. She takes care of Harry Potter when Dursley family go out celebrating Dudley's birthday. They do not want people know about Harry Potter. It is a bad news for Dursley family knowing that Mrs. Figg cannot take care of Harry because she has broke her leg. They talk about Harry Potter in front of him or just ignore Harry as if he does not understand. Sometimes, their conversation makes Harry feels bad and it also hurts his heart. In this case, Mrs. Figg is also a *muggle* that Harry knows and she treats Harry as badly as Dursley family do. This is one of the preventing action from Dursley family to hide Harry Potter from the whole world.

Harry has no friends at school. Everyone hates him because Dudley's gang does. It means that all of the *muggles* around Harry Potter hate him. In addition, Dudley's gang is the most powerful student group which nobody likes to disagree with them. The evidence of this statement is on page 23 chapter 2:

Everybody know that Dudley's gang hated that odd Harry Potter... and nobody liked to disagree with Dudley's gang (Page: 23, chapter: 2).

Moreover, Dursleys always does bad treatment to Harry Potter. It is shown by the quotation below:

"That's mine!" said Harry, trying to snatch it back (Page: 26, chapter: 3).

It is the first time Harry Potter gets his letter. He does not know who writes for him, but it makes him happy to get this letter. Although, not for a long time of Harry's happiness, Uncle Vernon takes it from him and considers something big is

going to come. The Dursleys bring Harry out of their house to escape from the strange letter that always knows where they are and comes to them. They still give bad treatment for Harry Potter. Harry has to find a place to sleep on the floor and his birthday is not special, even forgotten by the Dursleys.

The other evidence of lying in case of preventing action by Dursleys to prevent Harry from knowing about his real world is presented below:

“Do you mean ter tell me,” he growled at the Dursleys, “that this boy -- this boy! -- knows nothin' abou' -- about ANYTHING?” (Page: 37, chapter: 4).

The Dursleys have never told and taught Harry about his world, the wizardry world. It means that they not only hate the wizard but also want to hide anything about Harry's world because they think that it is strange and dangerous area. Harry finally knows his world from Hagrid, the keeper of key from Hogwarts School. Lying is an act to tell untruth with a particular aim. *The Council Framework Decision* (2002) argues that lying is one of ways to attract the victim of crime to do what the doer wants (Novianti, 2014).

On page 37 chapter 4 there are the conversations between Uncle Vernon and Hagrid, which explain clearly that the Dursleys, especially Uncle Vernon and Aunt Petunia, do not want Harry to know his world as a wizard. Moreover, they forbid Hagrid as the Keeper of the Keys in Hogwarts School to tell Harry the truth. On the other hand, Hagrid is very angry to know that and he does not care about Uncle Vernon's prohibition.

According to Lippmann's (1922) argument about the first process of stereotype, Harry Potter does this grouping individuals to his family known as

muggles or non-magic people. He classifies *muggles* around him as a group of bad people because he only knows a few of *muggles* that treat him bad. He does not have time to go out and see the real world. In fact, some more *muggles* such as Harry's grandparents and Hermione's parents are very kind to everyone around them. Harry's grandparents are proud of having a witch and a wizard on their family. Moreover, Hermione's parents, who have a perfect job in *muggles* world as dentist are proud of their daughter as a witch. Harry Potter lives in a small part of this world which consists of bad people. Furthermore, when Harry Potter knows his real identity, it triggers Harry to classify them as worst *muggles* because he only knows a wizard named Hagrid who is very nice to him.

3.1.1.2 Defending Social Position

The systems of stereotypes may be the core of our personal tradition, the defenses of our position in society (Lippmann, 1922, p. 38). According to the statement above, Lippmann explained that stereotype process develop from grouping individuals becomes as a defense of people in their society. In this case, defense means the ability of people to protect against attack or something harmful, or something used by people to protect against attack or something harmful. Stereotype as defense means that Harry Potter stereotypes others to protect himself from attack or harm that can cause his life in danger or something dangerous will happen. Harry Potter stereotypes Dursley family as defense from their punishments or more bad treatments.

Being treated bad by Dursleys causes Harry Potter stereotypes them as his defense not to get more punishment or other bad treatments. The data below show the stereotype as defense by Harry Potter to Dursley family:

Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept (Page: 14, Chapter: 2).

A normal family with two boys gives them their own room. However, Harry Potter does not get his own room. He sleeps in the nasty cupboard under the stairs. The cupboard is very tight, dirty, dark, and improper for anyone to stay there. Harry is used to this situation to survive his life. Actually, he can protest to his uncle or aunt to give him a proper room to live, but he prefer to stay at the cupboard or else, he will get the punishment. Harry is even more than a servant, he is treated badly by Dursley family. Living in a dark cupboard is not good for a boy who is growing. He does not have his healthy life, foods, clothes, and environment.

The next data also show the stereotype as a defense given by Harry Potter to Dursley family. It is also the same case of stereotyping Dursley family as a group of bad *muggles* so Harry Potter tries to accept anything includes yelling, abusing, warning, and other bad treatments from Dursley family:

“I’m warning you now, boy -- any funny business, anything at all -- and you’ll be in that cupboard from now until Christmas.” (Page: 18, Chapter: 2).

Uncle Vernon warns Harry Potter not to do any strange things or he will get the punishment, being in the cupboard until Christmas. Dursleys hate everything that Harry does. Not only about he is asking questions but also talking strange things. They think that Harry Potter may get dangerous ideas on his head. Harry

Potter obeys the rule and pays attention to the warning just because he stereotypes Dursley family as a group of bad *muggles* which will punish him if he breaks the rule. This action protects Harry Potter from harm and attack performed by Dursley family.

The researcher finds data on page 20 and 21 chapter 2 in the novel, which presents one of the strange thing in the zoo when Harry looks like talking to a snake. Furthermore, the snake answers Harry's questions like it really understands what Harry talks about. The other strange thing happens when the glass of the tank suddenly disappears, the snake escapes from its tank then crawls down and says "thanks" to Harry Potter. Moreover, Dudley and his friend, Piers, consider this strange thing. They are very shocked. It is the same feeling when the other people such as the keeper of the zoo realizes this.

Unfortunately, on page 22 chapter 2, the result of the strange things that Harry does is the punishment from uncle Vernon. He has to stay at the cupboard without eating. It is a worst treatment from the Dursleys that no one can tolerate that. Harry has been living with the Dursleys almost ten miserable years. Dursleys are his only family and it is shown by the data below:

"Go -- cupboard -- stay -- no meals," before he collapsed into a chair, and Aunt Petunia had to run and get him a large brandy (Page: 22, chapter: 2).

After doing a strange thing, Harry Potter has to accept the consequences of his action. He gets the punishment from Uncle Vernon and the punishment is indicated from the sentence "*Go -- cupboard -- stay -- no meals,*" which means that Harry Potter should stay all night or maybe all the day without eating. Harry can

only become mad with Dursley family, especially Uncle Vernon for that mindless punishment, but he does not want to take a risk and waits until they all sleep so, he can sneak to the kitchen for some food.

In line with Lippmann's (1922) statement, grouping individuals develops as defending social position. Harry Potter knows and experiences bad treatment from Dursleys. Moreover, he groups Dursley family and other *muggles* around him as a group of bad people. After grouping individuals, he defends himself on his social life with *muggles* around him because he tries to ignore harm and dangerous that will be given to him by those *muggles*, especially Dursleys. Action of protecting himself from bad treatment is a form of defending his position because Dursley family is only family that Harry has in this world. He does not know who will accept orphan like him except his only family even though they are bad people and giving their bad treatment almost everyday in Harry's life.

3.1.1.3 Constructing Racial Stereotype

Stereotype as a defense develops as racial stereotypes which first delivered by the most famous study of racial stereotyping published by Katz and Braly in 1933. Racial stereotypes always seem to favor the race of the holder and belittle other races. It is true to say that every ethnic group has racial stereotypes of other groups. Some psychologists argue that it is a "natural" aspect of human behavior, which can be benefit for each group because it helps in the long-run to identify with one's own ethnic group and so find protection and promote the safety and success of the group than the other group (Katz and Braly, 1933). In this process of

stereotype after knowing the truth, Harry Potter does the racial stereotypes to Dursley family within his action in differentiate his world, wizard world, and *muggles* world as the world of Dursley family. Conversations and sentences below will explain about it:

“A Muggle,” said Hagrid, “it's what we call nonmagic folk like them. An' it's your bad luck you grew up in a family o' the biggest Muggles I ever laid eyes on.” (Page: 40, chapter: 4).

The sentences above stated by Hagrid shows that *muggles* like Dursley family is not a group of good people. In addition, Harry Potter thinks the same racism about *muggles*, Dursley family which treat him bad even though he is a part of that family. Moreover, Dursley family give a racial stereotypes also to the wizard. For example, Aunt Petunia is envy of her sister, Harry's mother, because their parents are proud of having a witch in the family. This racial stereotype causes Harry Potter gives racial stereotypes to prove that the wizard world is better than *muggles*' world. Harry Potter feels the high quality of wizard world which can make his grandparents proud of his mother.

The data below explain the additional information about the causes that can make Harry Potter does the racial stereotypes to Dursley family:

Harry had gone very white. As soon as he found his voice he said, “Blown up? You tells me they died in a car crash!” (Page: 41, chapter: 4).

Being lied by Dursley family about the real accident that happens to his parents, Harry is very angry. It increases the racial stereotypes that is done by Harry Potter to Dursley family. He thinks the inferiority of *muggles* which can lie to hide

the truth just because they cannot accept what they think strange and inappropriate for them. Confronted with this situation and felt full of anger, Harry Potter gives a bad and racial classification to Dursley family. The data below is the evidence of racial stereotypes given by Harry Potter to Dursley family:

He threw a dirty look at the Dursleys (Page: 41, chapter: 4).

The sentence “*Dirty look*” means Harry Potter sees Dursley family as something insulting, disgusting, and he wants to ignore them because of their bad behavior, treatments, lying, and other bad attitude. Harry understand the reason exactly why these people hate him so much. On the other hand, Harry Potter was not guilty to be born as a wizard. It is a gift from God for him. Furthermore, his grandparents and his parents always proud to have Harry Potter. Reverse to Dursley family, which do not want Harry Potter knows himself.

This analysis of constructing racial stereotype appropriate with Katz and Braly (1933) statement about the third phase from the process of stereotype is constructing racial stereotype to others. When Harry Potter groups individuals *muggles*, he defends himself to protect from any harm and danger, then, Harry Potter constructs racial stereotype to the *muggles* after knowing that he is a wizard. He classifies wizard is far better than *muggles* who treat him bad. Otherwise, his grandparent is proud of his parents because they are wizard and witch. Having a wizard in their family is a gift, different with Dursley family who think that having a wizard is dishonor. The process of stereotype is simplified by the chart below.

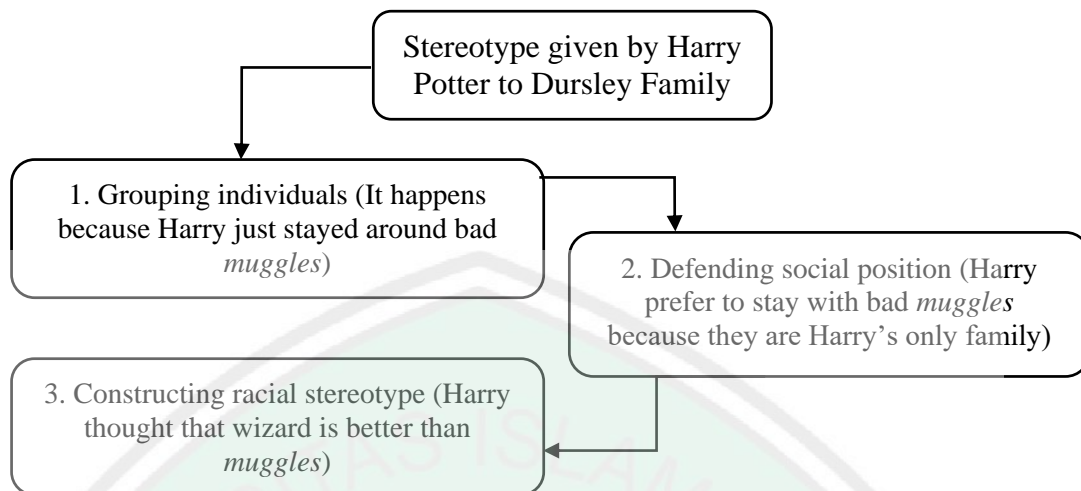


Chart. 3.2 Stereotype Given by Harry Potter to Dursleys

From the chart above, the process of stereotype given by Harry Potter to Dursley family starts from phase grouping individuals. Grouping individuals happens because Harry Potter just stays around bad *muggles* who treat him bad and give unfair treatment to Harry as he is considered as a part of Dursley family. After grouping individuals, Harry tries to defend himself for worse treatment that might affects his life and position. Finally, Harry Potter knows the truth about his real identity, as a wizard. Furthermore, the development of defending social position is constructing racial stereotype between *muggles* and wizard world. Harry thinks that wizard is better than *muggles* because he only knows a few of good wizard around him.

3.1.2 Stereotype Given by Harry Potter to Slytherin House and its Students

Harry thinks wizardry world is the best. On the other hand, he also gets his enemy Draco Malfoy, a Slytherin bully. Actually, Malfoy wants to make a friend with Harry Potter because of Harry's popularity as a boy living from the worst

wizard, Lord Voldemort. Unfortunately, Malfoy has a bad behavior and he is very arrogant. Moreover, Harry also meets some Slytherin students acting as Malfoy's bodyguards. They have the same bad behavior as Draco Malfoy. There are also three processes of stereotype done by Harry Potter to Slytherin. These processes are explained below.

3.1.2.1 Grouping Individuals

The processes of stereotype given by Harry Potter to Slytherin are also chronologically happens in three phases. The first is grouping individuals which happens when people live in a small part of this world, they cannot know anything in all the whole world. Their knowledge is measured up by some factors such as place, time, and ability to know everything. This reason triggers people to make a group of individual. According to Lippmann (1922), each of us lives and works on a small part of the earth's surface, moves in a small circle, and of these acquaintances knows only a few intimately. It means that when people live in a small part of the world, they will classify the whole world as that small part of the world that they only know.

The data below is the findings which proves the one of processes of stereotype, grouping individuals:

Harry was strongly reminded of Dudley (Page: 60, chapter: 5).

In this part of the novel, Harry Potter meets with a pale boy in the back of shop. This pale boy is talkative. He tells anything that Harry Potter does never know

before. He talks about broom, Quidditch, Slytherin, and another wizardry topics. Harry hopes that he can talk something more interesting, but he cannot. Furthermore, this boy reminds Harry of Dudley because he says that he will whimper to his father to buy him a broom. However, the first year students at Hogwarts School cannot have their own. Only Dudley the boy has the same behavior as this pale boy in Harry's mind. It is because Harry Potter stays at home every day when he was in Dursley's house. He had no one to be his friends or just people he knows they have bad behavior as Dursleys. This causes trigger Harry to stereotype that pale boy same as Dudley.

The analysis of grouping individuals by Harry Potter to the Slytherin students is grouping individuals. Harry Potter groups the Slytherin students as a group of bad wizard even though he only know a few of Slytherin students who treat him bad and very arrogant such as Draco Malfoy, Crabbe, and Goyle. The first meeting of Harry Potter and Draco Malfoy, a pale boy in the shop is boring and bad meeting until it reminds Harry Potter to his cousin, Dudley because Malfoy has the same bad behavior as Dudley.

3.1.2.2 Defending Social Position

Harry Potter stereotypes the Slytherin and its students as a defense after knowing all the Slytherin students that he meets are a group of bad people. It means that Harry Potter wants to stay safe wherever he is whether in *muggles* world or wizard world that he just know. This statement is in line with Lippmann (1922), the systems of stereotypes may be the core of our personal tradition, the defenses of

our position in society. According to the statement above, Lippmann explains that stereotype is a defense of people in their society. The defense by Harry Potter can be in protection form of himself from attack or harmful situation.

The following data show the stereotypes as a defense given by Harry Potter to Slytherin student, Draco Malfoy or a pale boy that he meets in the back of shop:

“They are dead,” said Harry shortly. He didn't feel much like going into the matter with this boy (Page: 61, chapter: 5).

Harry Potter seems not interested to talk with a pale boy that he meets. Harry tells the reason why Hagrid accompanies him to go to Diagon Alley instead of his parents. However, he just tells the reason briefly because he does not want to talk more to the pale boy. On the other hand, the pale boy asks more about Harry's parents especially their kind means they are a witch and a wizard. This boy looks like hate the *muggles* family. He wants to be with people that are wizarding family because he thinks that they have the same high level. Harry is blessed of having insufficient time to introduce himself to this boy because he wants no more from their conversation.

The next process of stereotype after grouping individuals is defending social position. Harry Potter shows no action to argue with a pale boy, Draco Malfoy, who talks too much about himself and he is very arrogant. Harry Potter defends himself to do not talk unnecessary things with Draco Malfoy. Moreover, Malfoy highly reminds Harry with his cousin, Dudley who has the same bad behavior. On the other hand, this fact opens Harry's mind about racial stereotyping

that he argues about wizard is better than *muggles*. After meeting with Draco Malfoy as a wizard, Harry thinks that there is also bad people in the wizard world.

3.1.2.3 Constructing Racial Stereotype

The racial stereotype develops from the process of stereotype, defending social position is performed by Harry Potter in line with the data below:

“I bet I'm in Hufflepuff” said Harry gloomily.
 “Better Hufflepuff than Slytherin,” said Hagrid darkly.
 “There's not a single witch or wizard who went bad who wasn't in Slytherin. You-Know-Who was one.” (Page: 62, chapter: 5).

According to the conversation above, Harry Potter is influenced by Hagrid statement about Slytherin house and its students. Although, in this case, Hagrid statement is true because in fact, Slytherin house is full of bad students with bad attitude and behavior. The conversation between Harry and Hagrid manages Harry Potter to give a racial stereotype that Slytherin house is a house for bad people includes Lord Voldemort who has killed his parents.

After meeting with some Hogwarts students such as Ron Weasley and his family and also Hermione Granger, Harry thinks that all people in the wizard world is very nice even though he gives racial stereotypes to one of them, Draco Malfoy. The racial stereotypes first delivered by the most famous study of racial stereotyping that was published by Katz and Braly in 1933. Racial stereotypes always seem to favor the race of the holder and belittle other races. The racism

action performed by Harry Potter to Slytherin house continued as the following data below:

“I think I can tell who the wrong sort are for myself, thanks,” he said coolly (Page: 87, chapter: 6).

The statement by Draco Malfoy above shows that he was not only racism but also picky to make a friend with people who have the same level with him. Malfoy thinks that all people around Harry Potter such as Ron Weasley and Hagrid are parasites which rub off on Harry Potter. This racism makes Harry Potter gives the racial stereotypes. The following explains and provides the evidence of the racial stereotypes performed by Harry Potter:

Harry gripped the edges of the stool and thinks, Not Slytherin, not Slytherin (Page: 97, chapter: 7).

A sorting ceremony about to start when Harry Potter is amazed by the Great Hall with its amazing scenery outside and he never seen before. There is Sorting Hat which can talk and sort the first year students to enter one of the four houses in Hogwarts School. The four houses are called Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. Each house has its own noble history and each produces outstanding witches and wizards. The Sorting is a very important ceremony because, while they are there, their house are something like their family within Hogwarts. They will have classes with the rest of their house, sleep in their house dormitory, and spend free time in their house common room.

The racial stereotype given by Harry Potter is when he is sorted by Sorting Hat. He does not want to be a part of Slytherin house because of his racism to Draco

Malfoy, Crabbe, Goyle, and Lord Voldemort. Then, he stereotypes Slytherin house and all of its students as a bad group of people. In fact, the Slytherin students show their bad behavior and attitude in the following days at Hogwarts School such as when the Gryffindor and Slytherin students learn Flying lesson together. Malfoy bullies Neville by taking Neville's *Remembrall*, a glass ball the size of a large marble. Neville gets this *Remembrall* because his grandmother knows that he always forgets about anything, so this glass ball can remind him. Harry and Ron try to help Neville and hope that they can fight with Malfoy's gang, but Professor McGonagall suddenly comes.

According to Katz and Braly (1933), the development of defending social position is constructing racial stereotype, Harry Potter also constructs racial stereotype to Slytherin students in the first day school when he is selected by Sorting Hat. He gets first bad impression after meet with some Slytherin students such as Draco Malfoy who is very arrogant, Crabbe, and Goyle who torment and bully Harry Potter because he prefer to make a friend with some mix-blood wizards and witches than with a pure blood wizards like those Slytherin students. The chart below simplifies the analysis about process of stereotype given by Harry Potter to the Slytherin house and its students.

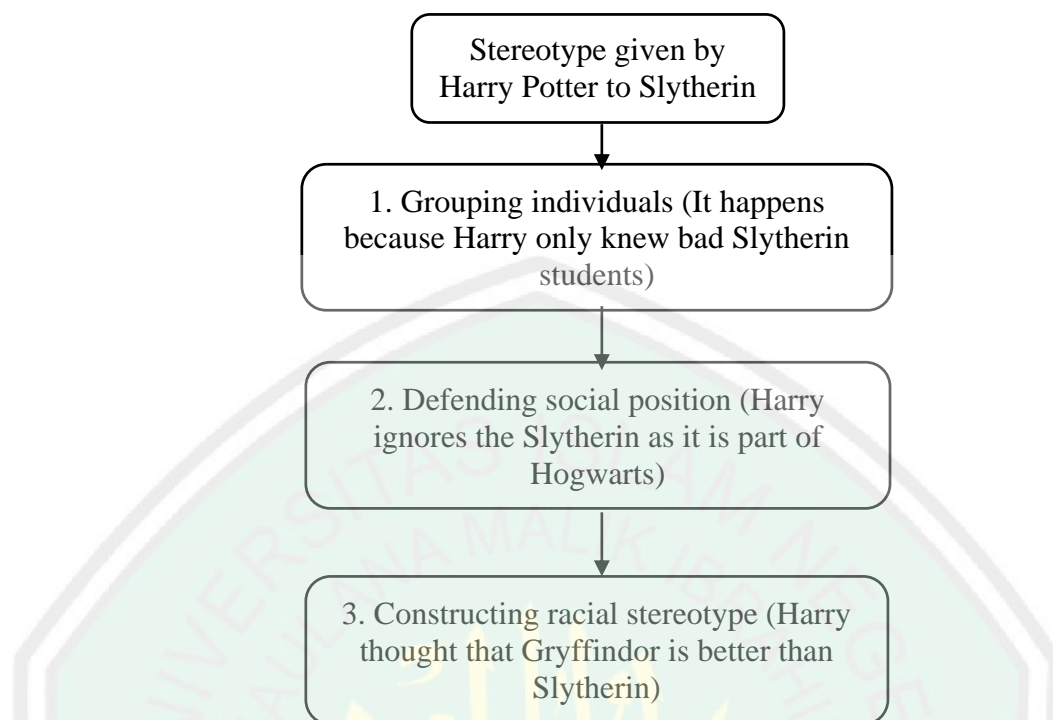


Chart. 3.3 Stereotype Given by Harry Potter to Slytherin House and Its Students

The chart above explains the process of stereotype given by Harry Potter to Slytherin house and its students (Draco Malfoy, Crabbe, Goyle, and ex-student, Lord Voldemort who killed Harry's parents). The first phase of this process is grouping individuals. It happens because Harry only know bad Slytherin students that was mentioned. After grouping individuals, Harry defends his social position by ignoring the Slytherin as it is part of Hogwarts. The last phase of this proces is constructing racial stereotype when Harry finally thinks that Griffindor is better than Slytherin.

3.2 The Kinds of Resistance Performed by Other Characters

There are four common kinds of resistance based on whether or not people are aware of their actions (conscious or unconscious) and whether they are acting

openly or not (covert and overt). First, ignoring the change by survivor, who intends on ignoring the process of change. Second, preventing others to know by saboteur. They know what they are doing, but does not want others to know. Third, avoiding change by bystander that lacks the will to carry out change, and is always likely to revert to their original behavior. The last is protesting by protester, which is like saboteur, they knows exactly what they are doing but is much louder about it (O'Connor, 1993). This following table and analysis will explained below.

| | | | |
|--------------------|---|--|------------------|
| | Covert | | |
| Unconscious | Survivor Ignores the change | Saboteur Doesn't want others to know | Conscious |
| | Bystander Avoids change; reverts to BAU | Protester Much louder about it | |
| | Overt | | |

Table 3.1 The Kinds of Resistance. Source: O'Connor, 1993

The table above simplifies the classification of kinds of resistance according to O'Connor's (1933). There are four common kinds of resistance. From the top of the table it is classified based on covert (their resistance is not open) and it consists of ignoring the change (survivor does it unconsciously) and preventing others to know (saboteur does it consciously). The bottom of the table shows that the classification based on overt (their resistance is open) and it consists of avoiding

change (bystander does it unconsciously) and protesting about the change (protester does it consciously).

3.2.1 Unconscious

The kinds of resistance are divided into two kinds based on unconscious. It means that people are not aware doing those kinds of resistance. The first kind of resistance is ignoring the change by survivor which is covert or they are not acting openly. The second is preventing others to know by bystander which is overt or they are acting openly according to O' Connor (1993). This statement is in line with Layman's definition "Smoothness, hardness, glossiness, and brilliancy, heavy weight for its size ... the serviceable properties of capacity for being hammered and pulled without breaking, of being softened by heat, and hardened by cold, of retaining the shape and form given, of resistance to pressure and decay, would probably be included" (Lippmann, 1922). It means that something can resist itself unconsciously. The researcher will give more explanation, evidence, and data below.

3.2.1.1 Ignoring the Change

The survivor which is intent on ignoring the process of change, and might even be hurt at the suggestion of non-cooperation (O' Connor, 1993). The survivor do not resist openly because they do not want to change their mind and they think that they are the best. They hold on something they think it best.

a. Resistance by Dursley Family

The researcher focuses on ignoring the change which occurs in *Harry Potter and the Sorcerer's Stone* novel as Uncle Vernon, Aunt Petunia, and Dudley. They are Dursley family that will be discussed in the data below:

“Oh, these people's minds work in strange ways, Petunia, they are not like you and me,” said Uncle Vernon, trying to knock in a nail with the piece of fruitcake Aunt Petunia had just brought him (Page: 30, chapter: 3).

Dursley family, Harry's aunt family is a family containing a group of *muggles* with bad behavior and attitude. They are the survivor because they do not want any change on their life. They cannot accept his nephew as a wizard. Wizard has a strange mind as they think. Uncle Vernon, Aunt Petunia, and Dudley think that they are normal people and they cannot stay with a wizard on their life. They ignore the change of their family unconsciously and judge the wizard blindly without thinking that a witch and a wizard have ever been a part of their family too.

b. Resistance by Slytherin House and Its Students

The survivor also occurs in J. K. Rowling's *Harry Potter and the Sorcerer's Stone*. They are Slytherin students such as Draco Malfoy, Crabbe, and Goyle. The data below clearly explain that the survivor in this case is a pale boy, Draco Malfoy:

“Oh, sorry,” said the other,. not sounding sorry at all. “But they were our kind, weren't they?” (Page: 61, chapter: 5).

The data above prove that Draco Malfoy not only racist about mixed family which contains of *muggles* and wizard but also he gives the resistance as his action of ignoring the change. He does not want any kind of people being included in

wizard world, especially *muggles* because he does not let the other sort in high level as wizard. He is the survivor which is seen from the sentence “*But they were our kind, weren't they?*”. This sentence means that Malfoy is a survivor because he gives a resistance unconsciously from his question to Harry Potter. However, he does not know that this question probably hurts Harry so much.

In line with O'Connor (1993), the first kind of resistance done by other characters such as *muggles* (Uncle Vernon, Aunt Petunia, and Dudley) and Slytherin (Draco Malfoy, Crabbe, and Goyle) is ignoring the change by survivor. Those mentioned people are survivor because they ignore the change, do it unconsciously, and do not resist openly.

3.2.1.2 Preventing Others to Know

Bystander prevents others to know their behavior. They have lack the will to carry out change, and is always likely to revert to their original behavior (O'Connor, 1993). According to the statement above, bystander cannot make a change of their life. The bystander always show their own behavior, the original one. It is difficult for them to have another behavior or a new behavior beyond their origin.

a. Resistance by Dursley Family

Preventing others to know as one of the kinds of resistance is found in Dursley family behavior. They can accept Harry Potter's behavior, especially any strange things that he makes. Moreover, Dursleys show their original behavior

when they confront with wizard world which is far different from their world as a group of *muggles*. The researcher finds the data which support this analysis.

“Thirty-six,” he said, looking up at his mother and father.
 “That's twoless than last year.” (Page: 15, chapter: 2).

It is Dudley's birthday, everyone in the house is happy except Harry Potter. Furthermore, Dudley shows his original behavior unconsciously, actually bad behavior as his resistance from the sentence above. The sentence “*That's twoless than last year.*” indicates that Dudley has bad behavior because he complains to his parents about his presents that decreases than last year. Harry and other people probably think it is bad because he has to be grateful having all those presents when he is having his birthday. However, Harry Potter never have his birthday presents more than that, his birthday is forgotten by Dursley family.

The other data provides Dursley family who prevent others to know in kinds of their resistance are mentioned below:

“Go -- cupboard -- stay -- no meals,” before he collapsed into a chair, and Aunt Petunia had to run and get him a large brandy (Page: 22, chapter: 2).

Being under pressure by Dursley family, Harry Potter still stays on their home because they are his only family in the world. However, Uncle Vernon and Aunt Petunia also has their original bad behavior and give their bad treatments to Harry. The data above happens after Harry Potter does some strange things at zoo when Harry and Dursleys going to the zoo to celebrate Dudley's birthday. Actually, they do not really want Harry to go with them but, Mrs. Figg who always take care of Harry, is broken her leg so she cannot take this responsibility at that time.

Dursleys is forced to have this poor boy around them when they having fun. They are affraid of strange things that might happen and finally it was happened. As the result of the strange things that Harry does unconsciously and Dursleys thinks that it was a big fault, so Harry should accept the punishment. Almost everytime after Harry Potter does something strange, he will get a big and mindless punishment from Durlseys. It happens because Dursley do not want any change on their happy family as a *muggles*. They do not want the odd things happened. As the bystander, Dursleys show their bad behavior in kinds of their resintance that makes Harry stereotypes them.

b. Resistance by Slytherin House and Its Students

Kinds of resistance performed by Slytherin house and its students is found in *Harry Potter and the Sorcerer's Stone* novel. In addition, preventing others to know as one of the resistance form is performed by slytherin students, Draco Malfoy, Crabbe, and Goyle. Slytherin students as bystander in kinds of resistance that they do will be explained in the data and analysis below:

“I think I'll bully father into getting me one and I'll smuggle it in somehow.” (Page: 60, chapter: 5).

Bystander in this data that is found by the researher was Draco Malfoy. It happens in the back of the shop when Harry Potter met with the pale boy, Draco Malfoy. He talks too much about himself unconsciously, it makes Harry stereotypes him and reminds Harry of Dudley. The resistance performed by Malfoy as a bystander is that he shows his original bad behavior because he compulses and whimperes to his father to buy him a broom even though the first year student do

not allowed to have one. He also does improper thing such as smuggling the broom and playing with it. This action and bad behavior performed by Draco Malfoy justifies Harry to stereotype him and bring Malfoy's resistance at the same time.

According to O'Connor's (1993) statement, the second kinds of resistance doing by other characters such as *muggles* (Uncle Vernon, Aunt Petunia, and Dudley) and Slytherin (Draco Malfoy, Crabbe, and Goyle) are preventing others to know by bystander. Those mentioned people are bystander because they prevent others to know their original behavior, do not aware about something that they do, and resist it openly.

3.2.2 Conscious

There are two kinds of resistance based on conscious. It means that people are aware doing those kinds of resistance. The first kind of resistance is avoiding change by saboteur which is covert or they are not acting openly. The second is protesting about it by protester which is overt or they are acting openly according to O' Connor (1993). This statement in line with Lippmann (1922), the Catholic resistance to the atrocity tales was, of course, defensive. It is aimed at those particular fictions which aroused animosity against all Catholics, rather than against Belgian Catholics alone. It means that people for some condition can resist themselves consciously. The following data will explain and prove it.

3.2.2.1 Avoiding Change

Avoiding change by saboteur that know what they do, but do not want others to know. They may be motivated by the need to minimize their own losses. They are unlikely to infect others directly, because they are not being open about what they are doing, but their behavior may influence others (O' Connor, 1993). The following data will provide any sentences about other characters as saboteur in the kinds of their resistance.

a. Resistance by Dursley Family

This part of analysis explains and provides some data which proves that Dursley family are saboteur. Each of these are discussed below:

“I'm not having one in the house, Petunia! Didn't we swear when we took him in we'd stamp out that dangerous nonsense?” (Page: 27, chapter: 3).

Accepting Harry's first letter is a big disaster for Dursley family. Although, Harry Potter has no friends in his life, more than that, he just has his cruel family until he gets his own letter unsuspectedly. Uncle Vernon and Aunt Petunia have never think and imagine about that before. No one knows someone in the other part of this world will know everything about Harry Potter, his address, even his room, and send him a letter for the first time. The letter is from the Headmaster of Hogwarts School, which is one of the wizard school. It is a big disaster for both Aunt Petunia and Uncle Vernon because they conceal the truth about Harry and his parents's world, wizard world.

They commit to lie to their nephew about Harry Potter's real world, his parents accident, and the causes why Dursleys is the only family for him in the world. They hide everything from Harry because they do not want people around them knows about his odd nephew. The data above shows that Dursleys, actually, Aunt Petunia and Uncle Vernon are saboteur because they know what they do, but they do not want any one knows. They do it to decrease the result of strange things that might happen and they cannot tolerate and handle it anymore. The next data is also the evidence that proves Dursley family are saboteur:

“We swore when we took him in we'd put a stop to that rubbish,” said Uncle Vernon, “swore we'd stamp it out of him! Wizard indeed!” (Page: 40, chapter: 4).

Actually, this data is the supporting details about the resistance performed by Dursley. Uncle Vernon emphasizes that he does not want any dangerous things performed by the wizard, Harry Potter, happens on his peaceful house. He thinks that wizard is rubbish, something disgusting, odd, and harmful because it can cause Harry's parents died nonsense and left Harry behind with scars for their family. They want to stop that nonsense, but they cannot handle it. They know what they do, what they actually want, but they do not want people around them especially, Harry knows about that.

b. Resistance by Slytherin House and Its Students

Draco Malfoy is one of the most influential character in Harry Potter life besides Dursley family. Malfoy shows his resistance as saboteur and the data about it is presented below:

Neville was trying to remember what he'd forgotten when Draco Malfoy, who was passing the Gryffindor table, snatched the Remembrall out of his hand (Page: 115, chapter: 9)

In the chapter nine of *Harry Potter and the Sorcerer's Stone* novel, the story begins when all of Hogwarts students get on together in the main hall to get their letters, presents, and other important packages from their family that being sent by an owl. Malfoy's eagle owl is always bring him packages of sweets from home, which he opens gloatingly at the Slytherin table. He feels so stupid to get this package. He is mad and ashamed. Unfortunately, he wrecks his anger to the Gryffindor table. Malfoy grabs Neville *remembrall*, the reminder ball from his hand. Actually, Malfoy does not like Neville and all the people around Harry Potter. The next data will discuss about the causes of Malfoy's hatred:

“Well, my gran brought me up and she's a witch,” said Neville, “but the family thinks I was all- Muggle for ages.”
(Page: 100, chapter: 7).

The additional data proves that Malfoy's hatred appears because Neville is a half family consists of *muggles* and wizard. The previous data and analysis already discuss that Malfoy does not allow any *muggles* becomes their part as wizard. He thinks that wizard is different and high level of people in the world. Draco Malfoy really know what he does is the preventing action to sort them in. However, he does not want anyone knows about his action of minimizing *muggles* from wizard environment. Furthermore, his action may influence people around him, especially Slytherin students to have the same hatred as he does.

Dealing with O'Connor's (1993) statement, the third kinds of resistance done by other characters such as *muggles* (Uncle Vernon, Aunt Petunia, and Dudley) and Slytherin (Draco Malfoy, Crabbe, and Goyle) is avoiding change by saboteur. Those mentioned people are saboteur because they avoid the change on their life, do it consciously, and do not resist openly. They may be motivated by the need to minimize their own losses.

3.2.2.2 Protesting about the Change

Protesting about the change by protester is like saboteur, they know exactly what they do but they are much louder about it, making this the easiest type of resistance to spot. This is also the resistance most likely to spread to others (O'Connor, 1993). In line with O'Connor's statement above, Walter Lippmann (1922) also stated that Protestants allowed the old religious hatred to be relighted in their minds and delivered themselves to attacks against Catholics. It means that people cannot hold something only on their mind, they have to bring it out, much louder about it, and spread it out to the other people around them.

a. Resistance by Dursley Family

The researcher finds two part of *Harry Potter and the Sorcerer's Stone* novel which explains and provides the evidence about Dursleys especially Aunt Petunia is a protester. Finally, she cannot hold everything on her mind. The explanation and analysis will be provided below:

“I was the only one who saw her for what she was -- a freak!
But for my mother and father, oh no, it was Lily this and

Lily that, they were proud of having a witch in the family!”
(Page: 41, chapter: 4).

This part happens when Hagrid, the keeper of the key from Hogwarts School is coming to the broken-down house where Dursleys hide Harry from nonsense letter. Finally, Hagrid says everything about Harry Potter. He tells Harry the truth, his wizard world, parents, and new school. Unfortunately, Harry does not know anything about that because all he knows is a big falsehood. He feels really disappointed to his only family. Hagrid is mad to them, then it makes Aunt Petunia bring it out of her mind. She hates wizard world because she gets unfair treatments from her parent, actually Harry’s grandparents. She express her protest much louder about any strange things happened in the past and she should hold on it for many years. the following data will support the data and analysis above:

She stopped to draw a deep breath and then went ranting on. It seemed she had been wanting to say all this for years
(Page: 41, chapter: 4).

The data above indicates that Aunt Petunia keeps all the secrets for a long time. She cannot hold on the truth anymore. In this case, Aunt Petunia is protester, which is much louder about what she should do. She blames her parents, family, sister, and now, her nephew, Harry Potter because Aunt Petunia thinks that Harry is the trouble maker for her peaceful family where consists of *muggles*. Furthermore, she does not believe any nonsense such as wizard world because they do strange things and it such a dangerous thing that should be vanished.

b. Resistance by Slytherin House and Its Students

Being confident and proud of his *'pure blood'* as a wizard generation, Draco Malfoy does his resistance much louder than before. The data that is found by the researcher about Malfoy's rebellion will be mentioned below:

“I'd be careful if I were you, Potter,” he said slowly. “Unless you're a bit politer you'll go the same way as your parents. They didn't know what was good for them, either.” (Page: 86, chapter: 6).

Malfoy's thinking about Harry Potter environment is full of rubbish things. He thinks Harry make a friend with wrong people and prefer to ignore him, the best one to be a companion because he thinks that they are the same. He complains about anything that should not on the right way as he does. Knowing that Harry hangs around with Hagrid and Ron Weasley, makes him angry. He claims that all those people are a group of riffraff. This resistance which is performed by Malfoy loudly, makes Harry more convinced to stereotype him as a bad wizard. The protester in the kinds of resistance that occurs in Slytherin student, Draco Malfoy has its own purpose to make others have the same thinking as Malfoy does, then he will influence others with his hatred to Harry.

According to O'Connor's (1993) statement, the fourth kinds of resistance doing by other characters such as *muggles* (Uncle Vernon, Aunt Petunia, and Dudley) and Slytherin (Draco Malfoy, Crabbe, and Goyle) is protesting about the change by protester. Those mentioned people are protester because they protest the change on their life, do it consciously, and resist openly. In line with O'Connor statement above, Walter Lippmann (1922) also stated that Protestants allows the

old religious hatred to be relighted on their minds and delivers themselves to attacks against Catholics. People cannot hold on something only on their mind, they have to bring it out, much louder about it, and spread it out to the other people around them.



CHAPTER IV

CONCLUSION AND SUGGESTION

After analyzing *Harry Potter and the Sorcerer's Stone* by using stereotype and resistance theory, finally the researcher comes to the final part, which consists of conclusion and suggestion. In this part, the researcher draws the conclusion dealing with the analysis in the previous chapter. In addition, the researcher is also going to give suggestions to the readers, especially for the next researchers who will use the same theory or the same objects of the study.

4.1 Conclusion

Harry Potter and the Sorcerer's Stone is a fiction novel written by Joanne Kathleen Rowling, well known as J. K. Rowling. This novel talks about Harry Potter's life and his effort againsts other characters who treat him bad and have bad behavior and attitude such as Dursley family consist of Uncle Vernon, Aunt Petunia, and Dudley and also Slytherin house and its students such as Draco Malfoy, Crabbe, and Goyle. The researcher presents the analysis of *Harry Potter and the Sorcerer's Stone*, divided into two parts. The first discussion is about the process of stereotye given by Harry Potter to other characters, and the second discussion is about the kinds of resistance performed by other characters in response to Harry Potter's stereotype given toward them.

The results of this study indicate that Harry Potter does stereotype to Dursley family and Slytherin. The stereotype toward Dursley family is by grouping the individuals, defending social position, and constructing racial stereotype. Furthermore, in case of Dursley family, Uncle Vernon, Aunt Petunia, and Dudley are grouped as *muggles* who have no magic power. Moreover, Slytherin house and its student is also given stereotype by Harry Potter. In response to that stereotype, the two groups shows kinds of resistance such as ignoring the change, preventing others to know, avoiding change, and protesting about the change. Those two groups prefer to avoid change and protest about the change because they want others to know their action.

4.2 Suggestion

Conducting analysis toward literary work is an interesting activity. In this study, the researcher analyzes a literary work in form of fiction novel entitled *Harry Potter and the Sorcerer's Stone* written by Joanne Kathleen Rowling or well known as J. K. Rowling. To analyze this literary work, the researcher uses stereotype and resistance theory by Walter Lippmann and supported by other theories related to the main theory. This study focuses on Harry Potter's life and his struggle againsts other characters. Furthermore, this study focuses on the resistance performed by other characters in response to the stereotype given.

Basically, there are many aspects which can be analyzed from *Harry Potter and the Sorcerer's Stone*. Along with this study, the researcher suggests the next researchers conduct analysis in other aspects which have not been analyzed, for

example, the impacts of stereotypes given by Harry Potter or other characters. Conducting analysis through different aspects will be beneficial for many people because the analysis will give inspiration for the next researchers. Nevertheless, if the next researcher wants to conduct analysis of *Harry Potter and the Sorcerer's Stone* by the same theory, then may broaden the study into more detailed analysis.



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APPENDICES

Appendix 1 : The Process of Stereotype

| THE PROCESS OF STEREOTYPE | | |
|----------------------------------|--------------|--|
| Group of Characters | | Data |
| Dursley Family | Uncle Vernon | <p>"I'm warning you now, boy -- any funny business, anything at all -- and you'll be in that cupboard from now until Christmas." (p.18)</p> <p>"Go -- cupboard -- stay -- no meals," before he collapsed into a chair, and Aunt Petunia had to run and get him a large brandy (p.22)</p> |
| | Aunt Petunia | <p>"Up! Get up! Now!"</p> <p>Harry woke with a start. His aunt rapped on the door again.</p> <p>"Up!" she screeched (p.13)</p> <p>"Bad news, Vernon," she said. "Mrs. Figg's broken her leg. She can't take him." She jerked her head in Harry's direction (p.16)</p> |
| | Dudley | <p>"Thirty-six," he said, looking up at his mother and father. "That's two less than last year." (p.15)</p> |
| Slytherin | Draco Malfoy | <p>Harry was strongly reminded of Dudley (p.60)</p> <p>"They're dead," said Harry shortly. He didn't feel much like going into the matter with this boy (p.61)</p> <p>"I think I can tell who the wrong sort are for myself, thanks," he said</p> <p>Coolly (p.87)</p> |

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| Crabbe | "Yes," said Harry. He was looking at the other boys. Both of them were |
| Goyle | thickset and looked extremely mean. Standing on either side of the pale boy, they looked like bodyguards (p.87) |
| Lord Voldemort | "I bet I'm in Hufflepuff" said Harry gloomily. "Better Hufflepuff than Slytherin," said Hagrid darkly. "There's not a single witch or wizard who went bad who wasn't in Slytherin. You-Know-Who was one."(p.62) |



Appendix 2 : The Kinds of Resistance

| THE KINDS OF RESISTANCE | | |
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| Kinds | Dursley Family | Slytherin |
| Ignoring the change | "Oh, these people's minds work in strange ways, Petunia, they're not like you and me," said Uncle Vernon, trying to knock in a nail with the piece of fruitcake Aunt Petunia had just brought him (p.30) | "Oh, sorry," said the other,. not sounding sorry at all. "But they were our kind, weren't they?" (p.61) |
| Preventing others to know | "Thirty-six," he said, looking up at his mother and father. "That's two less than last year." (p.15) "Go -- cupboard -- stay -- no meals," before he collapsed into a chair, and Aunt Petunia had to run and get him a large brandy (p.22) | "I think I'll bully father into getting me one and I'll smuggle it in somehow." (p.60) |
| Avoiding change | "I'm not having one in the house, Petunia! Didn't we swear when we took him in we'd stamp out that dangerous nonsense?" (p.27) "We swore when we took him in we'd put a stop to that rubbish," said Uncle Vernon, "swore we'd stamp it out of him! Wizard indeed!" (p.40) | "Well, my gran brought me up and she's a witch," said Neville, "but the family thought I was all-Muggle for ages." (p.100) Neville was trying to remember what he'd forgotten when Draco Malfoy, who was passing the Gryffindor table, snatched the Remembrall out of his hand. (p.115) |

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| <p>Protesting about the change</p> | <p>“I was the only one who saw her for what she was -- a freak!</p> <p>But for my mother and father, oh no, it was Lily this and Lily that,</p> <p>they were proud of having a witch in the family!" (p.41)</p> <p>She stopped to draw a deep breath and then went ranting on. It seemed</p> <p>she had been wanting to say all this for years (p.41)</p> | <p>"I'd be careful if I were you, Potter," he said slowly.</p> <p>"Unless you're a</p> <p>bit politer you'll go the same way as your parents. They didn't know</p> <p>what was good for them, either. You hang around with riffraff like the Weasleys and that Hagrid, and it'll rub off on you." (p.86)</p> |
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