

**THE HEROIC VALUES OF ALBUS  
IN J.K. ROWLING'S *HARRY POTTER AND THE CURSED CHILD***

**THESIS**

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## DECLARATION

This thesis contains materials which have been accepted for the award of Sarjana Degree of English Department, Faculty of Arts and Humanities, State Islamic University of Sunan Ampel, Surabaya. For the best of my knowledge, it contains no material previously published or written by other person except where due reference is made in the text of the thesis.

Surabaya, 18 December 2018



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## THESIS ADVISOR'S APPROVAL

This is to certify that this thesis written by Nurdiana Kholida Wahid entitled the Heroic Values of Albus in J.K. Rowling's *Harry Potter and the Cursed Child* has been approved by the Advisor and could be proposed to fulfill the requirement of Sarjana Degree of English Department, Faculty of Arts and Humanities, State Islamic University of Sunan Ampel, Surabaya on December 19<sup>th</sup>, 2018.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Literature is the expression of the author's feeling. Murry believed that to know the work of literature is to know the author's soul (Abrams 226). Thus, the literature is understood as a work of art as a representative of poet or author or person's feeling about something. Experts believed that literature is divided into three forms or genres, those are prose or fiction, drama and poetry. It is supported by the definition of literature explained in *Online Oxford Learner's Dictionary* that literature is valued as works of art in a form of writing especially novels (prose), plays (dramas, theatre) and poems in contrast to technical books and newspapers, magazines, etc. ([www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com) accessed on August 19, 2018). Moreover, each genre of literature has its own uniqueness in term of the form, beauty, style, and feeling.

Taking more account to drama as the object genre of the research, drama has its own uniqueness too. Drama has other names, those are 'theatre' and 'play'. However, in the Old English Literature, a term used was likely 'play' for noticing *The Play of Adam*, a play that was produced in England during the twelfth century (Greenblatt 8). Play was then followed other terms as drama and theatre. Unlike fiction that focuses on the narrative description and plot, and poetry that contains lines, stanzas and sometimes the rhyming ends, drama consists of dialogues of all characters in form of script written by playwrights before performed on the stage.

Thus, dialogues are the main part in drama for being able to discover the feeling and characters of the players or actors to the content and style of their dialogues. Since English theatre was flourished in England, it has become the central discussion of drama up to present time. The theatre show in that moment received much limitation from the government due to the crowd. It is only royal theatres that might produce 'legitimate' drama. The legitimate drama was a combination between dialogues and music (musical drama) (Greenblatt 19).

Accordingly, the play analyzed in this study is *Harry Potter and the Cursed Child* written by J.K. Rowling. People call the famous British writer in this century J.K. Rowling. However, her full name is Joanne "Jo" Rowling. She is not only a novelist but also a screenwriter and producer. She is well-known due to her best-selling series novels *Harry Potter*. The place and date of birth of her was in Yate, England on July 31, 1965 (Smith 3). She has written seven *Harry Potter* novels sold over 450 million copies and translated into 79 languages. In November 2016, she has been screenwriter and producer on the film of *Fantastic Beasts and Where to Find Them* (Rowling 243).

Book of *Harry Potter and the Cursed Child Parts One and Two* was produced by Sonia Friedman Productions, Colin Callender, and Harry Potter Theatrical Production. It has been the best-selling book after only two days after it was released. Moreover, the book has been performed premiered at the Palace Theatre in London, England, on July 30, 2016 with the talented actors. It is the eight book of *Harry Potter Series* and the first book presented on the stage officially. The play was acclaimed critically as the most awarded West End

production in the history of Olivier Awards and as winner a record-breaking nine awards including in which Best New Play and Best Director were included.

Unlike the previous seven series books that the main character was Harry Potter himself, Rowling uses different character in the story of *Harry Potter of the Cursed Child*, that is Albus Severus Potter, Harry Potter's son. Albus possesses opposite personality with his father who was smart, talented and well-known due to his achievement and good interference toward the Hogwarts. Albus is an ignorant boy since he was chosen in the Slytherin House. He is not as talented as his father in the magic lesson as for example in a broom class, he becomes the latest student to make the broom up.

*Harry Potter and the Cursed Child* possesses two issues which one is about Albus as a minor issue and the second is about the Time-Turner as the major issue. As explained a little in the previous paragraph about Albus' ignorance, it is the effect of minor issue in the story. At the moment when a sorting hat is on Albus' head, he chooses him in a Slytherin. It shocks Albus very much because in Potter's family, it is only him who belongs to Slytherin House. Moreover, Albus feels that he is not as good as his father, and he even thinks that he is not a part of Potter family and ancestor since he is not good in doing the magical practice in the classes. As a result, many students in Hogwarts often insult him. These facts make Albus become an ignorant student. Unlike Harry who treated Hogwarts as a nice place to stay and study, it becomes a nightmare place for Albus. Due to the fact, Albus often argues with Harry. Since then, the relation between Harry and Albus is not good. The major issue of the story is about the Time-Turner, a wizard tool

that can send somebody to the past or future. In Harry Potter series, the tool had ever been used by Hermione in the third novel, *Harry Potter and the Prisoner of Azkaban* when she invited Harry to save Hagrid's pet from the execution and Sirius Black and Harry himself from Dementors. Meanwhile, in the recent story, Amos Diggory asks Harry to use Time-Turner from the Ministry of Magic to save Cedric Diggory (his son) who has been killed by Voldemort twenty years before. However, Harry refused to do that due to his capability and his acknowledgement about massive time and circumstance destruction caused by Time-Turner. However, Albus who listened the conversation, offered himself to help Amos by also inviting his friend, Scorpius. The reason why Albus wanted to help Amos is because Albus thought that it was his father's mistake that Cedric was dead. Thus, Albus tried to take him back. Then, they started their first time journey after they used Polyjuice Potion to steal Time-Turner in Ministry of Magic. When they arrived at the first round of Triwizard Tournament, they sabotaged Cedric. Albus and Scorpius did not have idea about what they have done on changing situation in the past using Time-Turner. As an effect of their carelessness, the following day, the time changed everything, Ron got married with Padma Patil, Hermione taught in Hogwarts, Rose did not exist because Ron and Hermione did not marry and Albus was in Gryffindor. Then, they used Time-Turner again to go back to the past, to the second round of Triwizard Tournament to sabotage Cedric because their previous action failed-Cedric did not exist in the present time. This second act was done by Albus and Scorpius as a hope that Cedric and Rose could exist in the present without considering the effect caused by their action in using Time-

Turner. Therefore, due to the problems and personality that Albus encounter and are significantly different to Harry Potter, and due to the main issue that Albus was involved in, the researcher in this study is interested in analyzing Albus' heroic values.

*Harry Potter and the Cursed Child* is a genuine play by J.K. Rowling. She brings up a new character, Albus that possesses different characters as Harry Potter. In the play, Rowling raises up some issues that did not exist in the previous seven series of Harry Potter's works, such as conflicts of father (Harry) and the son (Albus) and the way of seeking the young man's way of life for sake of world's safe and idea of surviving in such burden of the main character's (Albus) father's fame while his ability is the opposite. Therefore, due to the reason, the researcher is interested in choosing this play as the object of the research.

Furthermore, the researcher strives to analyze the heroic values of Albus by applying heroism theory. The supporting theory is New Criticism used in analyzing the intrinsic aspects of the literary work. In this research, New Criticism is used for analyzing the characterization of Albus in J.K. Rowling's *Harry Potter and the Cursed Child*.

## 1.2 Statement of the Problem

Based on the background above, this study formulates its problems as follows:

1. How is Albus described in *Harry Potter and the Cursed Child*?
2. What are Albus' heroic values in *Harry Potter and the Cursed Child*?

### 1.3 Objective of the Study

Dealing with the problems mentioned, this study aims:

1. To identify the characterization of Albus in *Harry Potter and the Cursed Child*.
2. To discover Albus' heroic values in *Harry Potter and the Cursed Child*.

### 1.4 Significance of the Study

Theoretically, this study may contribute to the development of English literature. The study enriches the literary research in term of genre of drama and literary criticism (heroism theory and New Criticism). In other words, the study may increase the literary thought especially dealing with heroism. Practically, this study may contribute to the development of literary study and research especially at Sunan Ampel State Islamic University, Surabaya.

Moreover, for the researchers, *Harry Potter and the Cursed Child*, can be a reference for developing better literary study in the future. Furthermore, for the common readers, hopefully, may acquire benefit from this study in term of as being an alternative idea or inspiration on applying the messages of the story and the study that is the heroic values possessed by Albus that can be implemented for everyone in the real life although he or she has done mistakes in the past.

### 1.5 Scope and Limitation

The aim of the scope in this study is made to make the discussion clear and systematic. Hence, the scope of this research is Albus as the main character in



J.K. Rowling's *Harry Potter and the Cursed Child*. Meanwhile, the limitation of this research is to make research focused on the researcher's choice of specific discussion. Therefore, this research limits the discussion on the heroic values possessed by Albus which will be discussed using heroism theory, and the description of Albus' characterization is identified by applying New Criticism as the supporting theory.

## 1.6 Method of the Study

In general, method of the study includes some major components as the following:

### 1.6.1 Research Design

This research uses qualitative method of study. Qualitative research is a method for knowing, observing, exploring, and understanding the meaning of individuals or group toward social or human problem (Cresswell 22). Moreover, according to Bodgan and Biklen, qualitative method is a way of analysis which data is in form of text, words, phrase, and sentences (28). In other words, qualitative method does not deal with numbers but words. Therefore, the analysis of the research will be presented in descriptive data, not in numeral one.

### 1.6.2 Data Source

The primary source of this study is J.K. Rowling's play which title is *Harry Potter and the Cursed Child*. The data analyzed by the researcher are in

forms of dialogues, words, phrases, sentences, and expressions. The dialogues that are analyzed are dialogues that show the characters' heroic values.

However, the secondary sources deal with some books and journals. The books are related to the research, for instance about heroism theory and New Criticism. Journal articles consist of articles of previous studies related to this research.

### 1.6.3 Data Collection

The researcher conducts two steps in collecting the data. First step is reading the play to discover the data to analyze. The last step is classifying the data based on the heroic values proposed by Bernstein comprising of prowess, action against the opposition, triumph, and courage.

### 1.6.4 Data Analysis

Data analysis is conducted into some steps after collecting the data. The first step is analyzing the data based on the heroic values of the characters. The last step is conducting conclusion toward the analysis.

## 1.7 Presentation of the Study

This study is divided into four chapters. The first chapter consists of background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, method of the study (comprises of research design, data source, data collection, and data analysis), and presentation



## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

The significance of understanding theories for supporting the discussion in conducting research cannot be ignored. Therefore, this chapter is going to discuss the main theory of the study, New Criticism. New Criticism theory is conducted in order to analyze the character, characterization and heroic values of Albus. Furthermore, the researcher will also discuss previous studies related to the study in order to compare and contrast the previous research and the current research.

##### 2.1.1 New Criticism

The researcher begins to discuss New Criticism by explaining the history of New Criticism. The origin of New Criticism was in Britain regarding to the criticism of T. S. Eliot, the theory of I.A. Richards and the practice of William Empson, but the impacts of New Criticism were powerful in America (Newton 39-40). A book entitled *The New Criticism* published by John Crowe Ransom in 1941, was the remarkable American influence due to Eliot and Richard's work. The other New Critics were Keneth Burke, R.P. Blackmun, Cleanth Brooks, Allen Tale, Robert Penn Warren and W.K. Wimsalt. The New Critics' attitudes to literature were formed by certain twentieth-century tendencies of thought, one of them is Marxism. Similar to Russian Formalism, the significant aim of American New Criticism was to create a critical alternative to impressionism and historical

scholarship. In short, America was a place where New Criticism influence and development was significantly maintained through the influential works by expert American New Critics.

Newton explained that New Criticism is a literary theory that concerns on the analysis of intrinsic criticism (close reading). Intrinsic criticism means an impersonal concern for the literary work as an independent object. Intrinsic criticism (literary was as an independent object) is a concern of American New Criticism, and 'extrinsic' criticism (concerned on authorial intention, historical, moral or political considerations, and audience response) is the opposition (39). Moreover, Gillespie asserted that New Criticism strives to analyze the object of analysis closely, in term of the structure or the language function (172). Meanwhile, Tyson used a term 'the text itself' in defining New Criticism as a theory that concerns on a single literary work for only reference, source and evidence to interpret the literary work (136). Tyson proposed two terms that 'the text itself' of New Criticism is not included in, *intentional fallacy* and *affective fallacy*. *Intentional fallacy* is an intention of the author on writing the literary work. In New Criticism, the meaning of the literary work is in the literary text itself, thus, the meaning is not derived from the author's intention. It means that the meaning of the literary text is different from the author's intention (136). Meanwhile, *affective fallacy* is related to the reader's response toward literary work. The response and interpretation from the readers depend on the knowledge and experience owned by the readers which means that one reader's perspective must be different from others' (137). New Criticism only focuses inside of the

literary text as a single object that does not possess any correlation with reader's perspective. Thus, in the narrowest sense about New Criticism, it is a theory as one of objective approaches that concerns on the object of literary work as an independent object, without any interference by the author, reader and other aspects outside the literary work itself. Henceforth, in this study, New Criticism is used for analyzing the intrinsic elements of the play, the characterization and the heroic values possessed by Albus.

As the main focus of the study that is Albus' character, characterization and heroic values, hence the researcher explains about character, characterization and heroic values below.

### **2.1.2 Character**

Character is a figure in literary works. Greenblatt explained that character includes a person, personified animal, or other figure shown in literary works, especially dram and prose (89). Character could be the subject in the plot of a story who conducts actions or the object who receive the actions. The actions might impact to the characters themselves or to other characters. Specifically, the characters in literary works are mirrors of humans in real life that interact one and another socially or even as an individual object. This interchangeable situation and conditions of human in real-life move the creation of character in literary works (Childs 23-24). In short, in literary works, the creation of characters are inspired by creatures; humans, animals and plants or even non-living things.

Characters are divided into two general types. Two types of character that generally people notice are protagonist and antagonist (Childs 84). Protagonist and antagonist are not merely about a good and evil in which protagonist is displayed as a character that behaves well, while antagonist is a character that behaves badly. Childs added that that protagonist is another way to mention main character, which is a character that take the biggest role or that always appear in almost all scenes of the story. Meanwhile, antagonist is a character that opposes the main character. Thus, it is possible that the protagonist character possesses evil trait while the antagonist character owns well-behaved trait.

Furthermore, different from characters' types proposed by Childs that focuses on the frequency of characters' appearance in the literary works, Perrine categorized type of characters into two groups based on the possession of trait (behaviors and mind) and the change of trait in the sequence of the story (67-69). One character may have one or two traits and others may own more than two traits in the whole story. Characters who own only one or two traits from the beginning of the story to the end are included in flat characters. Perrine elaborated that the role of such characters do not really essential, yet it depends on the author to make it more significance in the story in term of the behavior or the words use. If a character is as a friend of a main character that always supports him for not being hopeless, thus the trait might always be the motivator that just appears when the main character needs a motivation. That kind of character is an example of flat character (Perrine 68).

In the contrary, round character owns by characters that possess more than two traits. This type of character is hard to determine due to its complexity of the traits. For example, in one scene, a character could behave as a kind and helpful person while in other scenes he could behave as a sly and irresponsible person. Therefore, it is unjustifiable to read the first part of the story as an effort to decide this kind of character. The reader needs to observe the story comprehensively from the beginning to the end of the story. Round character is frequently used as one of surprising part in the story in order to create attractiveness of literary works (Perrine 69). Thus, the reader would encounter a deep curiosity to discover the final personality that certain characters possess and the impacts of them toward the other characters and the story.

### **2.1.3 Characterization**

Characterization is a way to describe the characters in literary works. Holman explained that characterization is an imaginary figures' creation for producing a life-like figures as in the real life (75). Holman used a word 'imaginary' to define a character in literary works which means that a character is merely a mirror or reflection of figures in real life. Henceforth, as an effort to create a character in the story that could have similar figure as in the reality, author utilizes characterization as a tool to show the reader how the characters are portrayed (Holman 75).

Specifically, the ways to apply characterization are divided into two types. The first type of ways is direct characterization. The author portrays the



personality or trait of the character explicitly (directly) by stating that the character owns particular personality in the story. For instance, if a character possesses a stingy personality, it is written in the story clearly a word 'stingy'. Thus, it is not necessary for the readers to think deeply about the personality (Holman 75).

The second way is indirect characterization. This type of characterization is an opposite of the previous one. The author used indirect ways in showing the personality of the characters. Indirect means that it is not written clearly that the characters possess particular trait. The author shows the personality of the character by the characters' action. Thus, the readers are demanded to imply the characters by themselves through the action. For example, one character has a personality of stingy. The author does not directly write a word stingy but he might describe in the story as the character acts as a stingy person by showing his action of ignoring the poor people. From the action of the character, the reader could indicate that the character is a stingy figure (Holman 76).

The last way is due to the representation within the character. It means that the personalities of the characters are shown through the impacts of the action and the emotions of the characters' inner self (contemplation). For instance, the character's action is ignoring the poor people for asking food or money. The impact is he is also ignored by people surround him. It shows that the character has stingy trait (Holman 76).

In the narrowest sense, characterization is the author's way to portray the characters' personalities in the story. Due to the types of characterization, there are three ways in describing the characters; direct, indirect and representative way.

#### **2.1.4 Heroism**

Concept of heroism was developed by Bernstein (Garmstad 2). In *The Philosophical Foundations of Heroism*, Bernstein defined heroism as a high-level abstraction on the moral concept that requires principle of mind-body integration (Bernstein 2). Bernstein proposed four components of heroism; those are morality, prowess or great ability, action against opposition, and triumph for either physical or spiritual form (3).

The commitment to morality is the foundation of heroism. However, heroism is not simply refers to the one that is noticed as 'a good man' – it may be more defined philosophically (Bernstein 3). Morality refers to the achievement of values that each human must possesses like building houses, developing medicines as the cure for diseases, and discovering inventions or principles of science, philosophy, logic, and many more (Bernstein 3). The achievement of values is not easily gained or not effortless. It needs a significant effort that requires struggle. Meanwhile, the difference between achievement of values of human being and hero is the value is created and promoted by a hero. It means that the man who creates values is the primary hero – the man who defends the created values from evil is a hero because the created value has made human life possible. For instance both the industrialist who creates a new product and the

police officer who rescues him from kidnappers are heroes. In other words, human can be noticed as hero when the actions defend the loyalty to the values, no matter the opposition. Thus, moral concept or achievement of values is the main requisite of heroism (Bernstein 3).

The second component of heroism is prowess. Prowess as a great ability (primarily intellectual ability) must be possessed by hero for survival tool that may include the expertise, competence or power. For instance in term of the survival, great ability is required to enslave and survive from the evil attempt through the efforts, meaning that ability can defend the good against the evil intentions (Bernstein 3). Bernstein asserted that the prowess is both mentally and physically that should be applied in balance, although it may also do for other varying aspects (6). Thus, the one that can be acknowledge as hero is who is able to do in the highest-level of effort through the great ability in defending the value and surviving for others.

The third component is action against the opposition. It means that to reach the virtue of heroism, the one must get through and fight against even the most powerful antagonist – can be an animate or inanimate, can be the situation or other ones in order to achieve the value or goal that is strongly held (Bernstein 4). Bernstein emphasized that the action should be self-driven action or without any interference from others (6). Hence, the presence of hero is measured by how hard the obstacles or oppositions that might face on the way to accomplish the goal. For instance, in a real life, Soekarno, Indonesian first president, would never be able to set Indonesia free from the colonizers if he did not fight against the

colonizers but gave up with the situation that Indonesian people were lack of weapons to fight. However, Soekarno kept standing on his feet and encouraging people to fight against colonizers and as a result, Indonesia was free up to the present time. In more simple understanding, the idea of heroism can be achieved when nothing (obstacles or oppositions) can stop the one to pursue the goals, values that he or she has chosen (Bernstein, 4). In the contrary, if the one is successful in achieving the goal without any oppositions and obstacles from others or even the situation, it is cannot be noticed as a hero.

The last significant component is triumph. Bernstein emphasized that what it means by triumph is not a goal of the value quest that must be pursued to gain a status of hero, it is an idea that the one who is called as hero is successful in doing a very meaningful and tough process as an effort to uphold the chosen values although in the middle of the effort he is not able to achieve the value – for example got killed (4). In other words, if one acts truly in action for the values that is struggling mightily against all antagonists and oppositions, pursuing excellence relentlessly and never betraying anyone, never giving up and never crying for mercy although he failed practically in the end, he can be acknowledged as hero (Bernstein 4).

If the above explanation is about heroism, Bernstein also elaborated the idea of hero (6). Similarly to heroism, Bernstein defined hero as an individual who owns superior ability and moral stature who upholds the devotion to the good and pursues his goals and values relentlessly in the face of powerful antagonists and oppositions although he may fail to achieve practical victory, yet he will achieve

spiritual grandeur and massive respect from others due to the values, struggles and principles (1). In other words, hero is the one who tends to uphold rational, life-promoting values, and in the attempt to create or defend these values, he is willing to expend all the energy, engage in any struggle, and fight against all kinds of oppositions and obstacles (Bernstein 7). Furthermore, hero must not only be undefeated but also undaunted. It means that hero is required to have an unordinary courage (Bernstein 8). Courage is a fundamental characteristic that hero must possess, thus Bernstein put special attention on courage. He defined courage as “integrity in a context: it is unyielding commitment to one's values in the teeth of a force or foe that threatens them. The brave man is not necessarily one who is unafraid but one who performs whatever protective actions his values require, no matter the intensity of his fear (Bernstein 8).” In term of the emergence of hero, Bernstein stated that hero comes from any background of figure, as long as he or she has great courage and beneficial for others, they could be called as hero (1).

Whatever one's individual tastes in heroes, one fact is abundantly clear: the great men and women whose achievements provide inspiration for millions come with an assortment of specific characteristics. Some are predominantly physicality heroes, some primarily intellectual, some are excellent examples of the principle of mind-body integration; some are grand-scale characters towering through a work of fiction, whether on the printed page, stage or screen--while some

perform their great and notable deeds in actual existence.

More prosaically, some are male, some are female; some are white, some black, some Oriental; many are Americans, many are not; some lived in the 20th century, many lived in the past, hopefully many are yet to come (Bernstein 1).

Meanwhile, in a social point of view, Cubitt (3) as cited by Korte and Lethbridge explained that hero is an endowed women or men by others that their existence is not only as an honor but more deeply as a symbolic or meaningful value and as an object of collective emotional investment (3). Thus, it is clearly stated that hero stays forever in others' heart as an example, figure and even an ambition that live in others' mind and soul as their principal of life.

In short, it can be concluded that heroism is a concept, belief or idea that refers to an individual or group that may be called as hero by possessing the heroic values or components of morality, prowess, defending against the antagonists, and achieving the triumph. Meanwhile, hero is the subject of heroism, that is an individual or group that hold the values in devotion and fight for them, against any obstacle from the oppositions or antagonists even by sacrificing their life and all they have.

The theoretical framework above is significantly beneficial for analyzing the object of the study. The explanation about New Criticism that involves character and characterization is used to analyze the characteristics and characterizations of Albus. The elaboration of heroism is also useful in analyzing Albus' heroic values

in J.K. Rowling's *Harry Potter and the Cursed Child* that will be discussed in chapter III of the study.

## 2.2 Review of Related Literature

This literature review is also provided with previous studies. It is important to refer the previous studies which analyzed the same object using different discussion and theory. The previous studies in the review of literature are worth in proving that the object of the study is popularly analyzed by many researchers.

The first study is examined by Rosyid who analyzed the main character, Albus in *Harry Potter and the Cursed Child* using phenomenological study for discovering the character change on Albus. The study comes with two statements of problems. The first one is about what Albus' experiences in the play are, and the second one is how the experiences change his character. The study finds that there are effects of Albus' experience that may change his characters in the story. For instance, Albus has a great and famous father, Harry Potter that makes him burdened, while he is not as talented as his father since he failed to make the broom stick up for him in the broom class. Thus, his personality becomes ignorance from his friends and even his own father. He, even, starts to hate his father. However, in the last scenes, after encountering heroic experiences done by their parents and their friends that make him melted and emotional, he tried to be a useful and helpful son.

The second study is conducted by Illaria Villa which title of the study is *Harry Potter and the Cursed Child: Rewriting Stereotype*. The researcher begins

the study by revealing the stereotype that has been built in the seven series of J.K. Rowling's Harry Potter novels, that is the idea of Slytherin house that is related to "evil" trait since many wizards graduated from the house became mean wizards like Voldemort and the Death Eaters. Meanwhile, Gryffindors house is connected to a stereotype of "good" as wizards who have been from the house became members or even the head of ministry of magic and the saviors against the dark magic applied by Voldemort and his followers. The study reveals that this stereotype occurs differently in *Harry Potter and the Cursed Child*. There are many dialogues and actions of the characters that show how the author strives to explain that the stereotype of Slytherin is "good" especially by implementing roles of two characters from house of Slytherin that own major role in the whole story, Albus and Scorpius.

The third study is conducted by Marpakwar that analyzed the work under the title of *Harry Potter and the Cursed Child: an Unsettling Sequel*. In this study, Marpakwar identifies the things in the story that makes some readers are not satisfied with the Rowling's eight book series unlike the previous seven series. It is concluded that the main reasons are because the form of the literary work is completely different from the previous literary works, that is in a form of script or play that ignore the essence of story or narration, and the second reason is due to its absurd story of confusing plot about time; the time turning, between future, present and past. Because of its criticism and other criticism, J.K. Rowling makes sure that this script would be the last story of Harry Potter.



The last study is conducted by Ilma Nur Khaula which title of the study is *the Heroic Values of the Characters in the Chronicles of Narnia: The Lion, the Witch and the Wardrobe Novel* by Clive Staple Lewis. Ilma uses New Criticism in analyzing the characters in the novel. After conducting the analysis, Ilma finds that there are some characters in the story that possess heroic values as sacrifice those are Aslan, Peter, Susan, Edmund, Lucy, Mr. Tumnus, Mr. and Mrs. Beaver.

In short, the present study has similarity and difference with the previous studies. The similarity is the use of the same object of research that is J.K. Rowling's *Harry Potter and the Cursed Child*, and the analysis focus of the last previous study on analyzing the heroic values in the literary work using New Criticism. However, the differences are in terms of the matter of analysis. The previous studies identified mostly on the content of the story and the behavior change of Albus. However, the present study analyzes Albus' character and characterization by applying New Criticism theory. Comparing with the last previous study, the present study analyzes different literary work and uses theory of heroism as the major theory to analyze the character's heroic values in the script. Furthermore, it is the latest research that uses heroism theory for analyzing the heroic values of Albus.

### CHAPTER III

#### THE HEROIC VALUES OF ALBUS

#### IN J.K. ROWLING'S *HARRY POTTER AND THE CURSED CHILD*

J.K. Rowling's *Harry Potter and the Cursed Child* is the most different literary work compared with the previous series of Harry Potter novels, because it is in a form of script. Moreover, the difference is also from the content of the story. The previous novel series focused on Harry Potter as the central of the story. However, in the present work, J.K. Rowling implements different central of the story that is Albus Severus Potter, the second child of Harry Potter and Ginny Weasley. As a central character, Albus is almost displayed in every scene of the story, starting from the moment when he has to accept a bitter fact that he is chosen in a Slytherin house to a glory after beating the strongest wizard, Delphi, Voldemort's daughter collaborated with Harry. This story mostly shows the life of Albus, hence it can be inferred that the central of the story is Albus in *Harry Potter and the Cursed Child*.

In accordance with the explanation above, the analysis in this chapter will be divided into two parts. Firstly, Albus' description will be discussed by the researcher for answering the first research problem. The result of Albus' description is supportive for the second problem. Hence, the second part will discuss Albus' heroic values through implementing heroism theory in order to answer the second research question.





The quotation above displayed that Albus shows his sympathy to his friend, Scorpius by saying a deep condolence after the death of his mother.

Thus, it can be concluded that Albus is a sympathetic boy. His sympathy can be seen from the quotation that shows his action and the way he speaks in expressing his caring and understanding toward Scorpius' suffering of being a boy that is ignored by others due to the rumor. The sympathetic description of Albus can also be seen from his speaking in expressing the condolence to Scorpius on the death of his mother.

### 3.1.2 Optimistic

Optimistic is a hopeful feeling in a strong belief that what is planned and done will be successfully achieved or happened in the future (Cambridge Dictionary). Albus is described as an optimistic boy in the story.

The optimistic description of Albus is seen when he had to go through the magic wall in the railway station. He had to do this in order to get into platforms nine and ten.

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

ALBUS: I'm ready (Rowling 6).

The quotation described that Albus is optimistic. He said that he was ready to get through the wall by saying "I'm ready," after given instruction by his dad, Harry on how to successfully go through the wall. For common people who never get through the wall, they may be afraid and doubt in going through the thick and hard wall for the first time. However, Albus was completely sure in doing it by

saying, "I'm ready (Rowling 6)." Hence, he did it. He could be in the magic railway station behind the wall. It is shown by his expression in saying "This is it." He was right in platform nine and three-quarters in which he started to come into Hogwarts Express train. Thus, from the quotation, it is obvious that Albus was optimistic.

Albus' optimism is described by another character in the script. The description was conveyed by Moaning Myrtle, a female ghost that lives and stays in the girl's bathroom of Hogwarts. She said "He seemed quite confident he could get around that fact. He's very confident, Harry, just like you (Rowling 118)." The word "he" refers to Albus. The optimism of Albus is seen from the words "...very confident..." in the quotation who was optimistic to travel through the time by disappearing from the bathroom, going to the second task of Triwizard Tournament – a Tournament in which three schools involved (including Hogwarts), and the school chooses their representatives to complete three tasks for one Cup, however Cedric got killed in the third task in 1994 by Voldemort when Harry and Cedric successfully saw the Cup but it was a Portkey (a thing that can move person to another place) and it moved them to Voldemort, over twenty years ago since then Triwizard Tournament has not been run (Rowling 40) – to save Cedric Diggory (Harry's friend) from the death by humiliating the task. It is shown by the statement of Harry that he was going through the time: "Albus and Scorpius are not disappearing and reappearing — they're traveling. Traveling in time (Rowling 118)." Moreover, Albus' willingness to save Cedric Diggory was described by Moaning Myrtle's statement that said "He's after saving a dishy boy.

A certain Cedric Diggory Rowling 118).” Hence, the quotation above describes that Albus is optimistic in saving Cedric.

Optimism was always carried out by Albus till the end of the story, even he was optimistic on someone else, Harry. In the last act of the story (Act Four, Rowling 216-217), everybody (Albus, Harry, Ginny, Draco, Ron, Hermione, and Scorpius) agreed to use Albus’ idea in using Polyjuice to attract Delphi (she was tricking Albus and Scorpius that she was Cedric’s cousin and was their friend, but actually she was a Voldemort’s daughter, Rowling 189-190) from which one of them can transform into Voldemort’s form. It was Harry who volunteered himself to be the one who drank Polyjuice liquid since he had many similarities with Voldemort that is able to be used to trap Delphi one of them is his capability to use Parseltounge (snake’s language) with which he guessed that Delphi might communicate with Voldemort using that language (Rowling 215). However, Draco was anxious, doubt and worried that the sudden plan was not organized well and Harry was not really capable at this, but Albus tried to convince him by saying “Draco, trust my dad. He won’t let us down (Rowling 216).” Hence, it made Harry touched as described in the monologue: “*HARRY looks at ALBUS — moved* (Rowling 216).” Therefore, the quotation clearly shows that Albus is an optimistic boy since he tried to make the other people believe and optimistic that his father, Harry would be able to accomplish the plan, transforming and acting as Voldemort.

Therefore, the optimism of Albus toward something that he was going to do is displayed through his action and another character’s statement. The first





that Albus, Scorpius and Delphi (Cedric's cousin) would like to do was traveling the time in the past using Time-Turner to save Cedric. However, they did not know the way. They were in the Edge of the Forbidden Forest after getting the Time-Turner, and were looked for by Harry, Ginny and other teachers. Thus, they should have been in hurry as told by Delphi: "I'm sorry, Scorpius, we've no time to waste. Waiting here this close to the school is just too dangerous — I'm sure they'll be looking for you and . . . (Rowling 75)" Then, in that difficult situation, Albus proposed a brilliant idea on how to save Cedric. From the quotation, Albus proposed to fail the task one of Cedric in the Triwizard Tournament. He thought that if Cedric failed to complete the mission of task one that is "getting a golden age from a dragon (Rowling 75)," he would not be able to continue to the second task and even to the last task in which he had met Voldemort (The Dark Lord) who had killed him over twenty years ago (Rowling 40). Albus used a spell of *Expelliarmus* to disarm Cedric's wand so that Cedric would not be able to distract the dragon (Rowling 75).

Thus, through that quotation, it clearly proves that Albus is a smart boy by contributing a fast brilliant idea in saving Cedric. Moreover, in the action on actualizing his idea, Albus did it, he did disarm Cedric's wand by saying, "Expelliarmus! (Rowling 84)" and with the statement of the monologue: "*CEDRIC's wand is summoned to ALBUS's hand* (Rowling 84)."

The second evidence that shows Albus is a smart boy was described when he tried to save Cedric through the second task of Triwizard Tournament. The first effort in trying to save Cedric through the first task in the previous quotation did



Albus proposed the way how to fail Cedric in the second task of Triwizard Tournament in which each participant had to swim to the lake in saving a student in it. He proposed to make Cedric's head floating and away from the lake, failed the second task with the Engorgio charm, a spell that can make somebody getting bigger like a ballon and make him or her float. He thought that by failing the second task, Cedric would not be able to continue to the third task in which they got killed by Voldemort and in other words, he could save Cedric.

Hence, from the quotation above, it is clear that Albus is a smart character by proposing a quick and brilliant idea. Moreover, in the implementation, he and Scorpius were successful in conducting Albus' idea as proved by the monologue: "*ALBUS and SCORPIUS raise their wands together and fire an Engorgement Charm through the water* (Rowling 119)," and the commentary by Ludo Bagman (a commentator of Triwizard Tournament): "...But no, what's this . . . Cedric Diggory is ascending out of the water and seemingly out of the competition (Rowling 120)." Then, Albus and Scorpius were glad for their success as shown in the monologue: "*And ALBUS smiles widely and high-fives SCORPIUS in the water* (Rowling 120)."

Moreover, Albus' intelligence can be known from another idea that he proposed to solve the problem. Albus and Scorpius knew that Delphi was not a friend for them but a cruel witch as stated by her: "I want a return to pure and strong magic. I want to rebirth the Dark (Rowling 174)," and as she has killed Craig Browker Jr. (Albus' friend) as stated in the monologue: "*DELPHI sends a blast of green light across the stage — CRAIG is propelled back wards by it —*



substances were needed to give the message through times, Albus' past time in 1981 to the present time where Harry was (Rowling 202). Then, Albus started to write the message and it could be seen by Harry and Ginny in the present, although it was hard to understand the writing, finally they understood the meaning of the message (Rowling 205). Most importantly, when Albus tried to write where and when they were using numbers (3 1 1 0 8 1) which then understood by them as a date (31<sup>st</sup> October, 1981) (Rowling 206). After understanding the message, Harry was very glad and admitted that his son, Albus is a brilliant boy as stated by Harry: "Dad. Help. Godric's Hollow. 31/10/81." It's a message. Clever boy left me a message (Rowling 206)." Thus, the quotations clearly describes that Albus has an intelligence by sending his parents message to invite them to the past where he was and where Delphi, Voldemort's daughter was (Rowling 189-190), as a hope that they would be able to catch Delphi and stop her to make Voldemort back.

The last evidence showing that Albus is a smart boy is described in a quotation revealing that he brought a clever idea on how to attract Delphi on the trap. Albus proposed an idea to use Polyjuice (a liquid that can transform somebody to another one that he or she wants after mixing something part of him or her into it like hair or others) to transform into Voldemort form. He stated his idea by saying "...We can Polyjuice into Voldemort and bring her to us (Rowling 214)." This idea was agreed by all (Harry, Ginny, Hermione, Ron, Draco, and Scorpius which all of them was willing to volunteer to be Voldemort although finally, it was Harry who was most suitable to transform into Voldemort since he

had various similarities as him like being able to use Parseltongue, a snake language which will be used for communication by Delphi and his dad (Rowling 215-217). Then, Albus' idea worked well, Delphi got approach to Harry who has transformed into Voldemort as stated by Delphi: "Lord Voldemort. It is me. I am following you (Rowling 219)." Therefore, from the quotation describing Albus' brilliant idea above, it is clear that Albus is a brilliant boy.

In short, in the story Albus is also described as a smart boy. It is proved by two quotations above that described brilliant ideas proposed by Albus to save Cedric in the first and the second task of Triwizard Tournament. It is also revealed by the third quotation that showed Albus' clever idea to send his parents a message about where and when he was to invite them to catch Delphi. Moreover, his brilliant idea also occurred in the last quotation above when he proposed an idea to use Polyjuice to trap Delphi. Most importantly, those ideas came up quickly and in difficult situation that emphasize and prove that Albus, indeed a smart boy.

### **3.1.4 Unconfident**

Someone who is unconfident tends to feel unsure or disbelieve on something he or she does or something which is going to happen. Unconfident is the opposite of confident or optimistic which means lacking of confidence (Merriam-Webster Dictionary). In the story, Albus is mostly described as an optimistic or confident boy (as explained in 3.1.2 above). However, there were moments that he was not confident on his ability. The first evidence showing that







ALBUS: But I don't need a Ron and Hermione. I've — I've got a friend, Scorpius, and I know you don't like him but he's all I need (Rowling 18).

The quotation above describes that Albus is stubborn because he did not want to do what his father suggested him. Harry concerned on his son's ignorant act to him, thus he asked to Albus what happened with him in Hogwarts, and proposed an advice to make more friends in there as Harry did when he studied in that school. However, Albus did not agree and stood on his own idea that it was enough to have an only friend, Scorpius with. Moreover, he said to Harry that he did not want Harry to take him to the station, he made hard away from him without saying goodbye (Rowling 18). Hence, the quotation proved clearly that Albus is a stubborn boy.

### **2.1.6 Impulsive**

An impulsive person does an act without any consideration. He or she likes to act spontaneously without thinking the risk or effects of his or her action (Thesaurus). Albus is also described as an impulsive boy in the story.

The evidence in the quotations showed that Albus spontaneously took and used the Time-Turner to save Cedric without considering the effect of using it. After stealing the Time-Turner from the Magic of Ministry (Rowling 66), Albus continued his journey to travel through time to save Cedric without considering the huge destruction of time when he changed the condition in the time by saying "Mate, now we've got this, the next stop is saving Cedric. Our journey has only





destruction and ruined the peaceful world although his willingness to save Cedric was good.

### **3.2 The Heroic Values of Albus Severus Potter**

The characterization of Albus above reveals that Albus is described with positive and negative personalities. The positive personalities that Albus possesses are sympathetic, optimistic and smart, while Albus' negative personalities are unconfident, stubborn and impulsive. These descriptions of Albus lead to the discovery of Albus' heroic values. In the other words, the heroic values of Albus will be related to the discussion of Albus' description.

Heroism was proposed by Bernstein in which there must be some components or values that somebody can be called as hero (Bernstein 3-6). In the story, Albus is described as the main character that possesses the heroic values.

#### **3.2.1 Prowess**

The first heroic value that Albus owns is prowess. Bernstein stated that prowess means an ability that a hero must possess primarily the intellectual ability (Bernstein 3). Thus, the one who can be called as a hero is the one who is brilliant or intelligent. This idea is related to what Albus is described in the story. As explained in the discussion of Albus' characterization previously, Albus is also described as a smart character in the story. The point about Albus' description of his intelligence has been explained clearly in 3.1.3 above. However, the review

explanation is needed in order to emphasize that Albus possesses a heroic value of prowess.

The first evidence was described in a quotation that showed how intelligent Albus is in giving idea on how to save Cedric Diggory as seen in the quotation below.

ALBUS: It's a brilliant plan. The secret to not getting Cedric killed is to stop him winning the Triwizard Tournament. If he doesn't win, he can't be killed.... So we just need to mess up his chances supremely badly in task one. The first task is getting a golden egg from a dragon, how did Cedric distract the dragon — well, a little Expelliarmus and he won't be able to do that (Rowling 75).

The quotation above clearly described that Albus gave a brilliant idea to save Cedric since he was able to think quickly in a difficult situation. After getting Time-Turner in the Ministry of Magic as stated by Scorpius, "We've found the Time-Turner — I never thought we'd get this far (Rowling 66)," the next move that Albus, Scorpius and Delphi (Cedric's cousin) would like to do was traveling the time in the past using Time-Turner to save Cedric. However, they did not know the way. They were in the Edge of the Forbidden Forest after getting the Time-Turner, and were looked for by Harry, Ginny and other teachers. Thus, they should have been in hurry as told by Delphi: "I'm sorry, Scorpius, we've no time to waste. Waiting here this close to the school is just too dangerous — I'm sure they'll be looking for you and . . . (Rowling 75)" Then, in that difficult situation, Albus proposed a brilliant idea on how to save Cedric. From the quotation, Albus proposed to fail the task one of Cedric in the Triwizard Tournament. He thought that if Cedric failed to complete the mission of task one that is "getting a golden age from a dragon (Rowling 75)," he would not be able to continue to the second

task and even to the last task in which he had met Voldemort (The Dark Lord) who had killed him over twenty years ago (Rowling 40). Albus used a spell of *Expelliarmus* to disarm Cedric's wand so that Cedric would not be able to distract the dragon (Rowling 75).

Thus, through that quotation, it clearly proves that Albus is a character that possesses prowess of intellectual ability by contributing a fast brilliant idea in saving Cedric. Moreover, in the action on actualizing his idea, Albus did it, he did disarm Cedric's wand by saying, "Expelliarmus! (Rowling 84)" and with the statement of the monologue: "*CEDRIC's wand is summoned to ALBUS's hand* (Rowling 84)."

The second evidence that shows Albus is an intelligent boy was described when he tried to save Cedric through the second task of Triwizard Tournament. The first effort in trying to save Cedric through the first task in the previous quotation did not produce successful result. Indeed, disarming Cedric was successful, but the result to make Cedric save was not. It is proved as Albus asked to Scorpius: "Did it work? Did any of it work? (Rowling 92)," and Scorpius replied: "No . . . But, Albus — (Rowling 92)." Moreover, Scorpius continued telling to Delphi: "Delphi, none of it worked, time- turning, we failed (Rowling 101)," and Delphi replied: "..... The history books changed but not enough — Cedric still died. In fact, failing the first task only made him more determined to win the second (Rowling 101)." Moreover, Rose did not exist because in that time, Ron did not marry to Hermione (Rowling 105). Thus, once again, Albus wanted to save Cedric and make Rose back through the second task of Triwizard



*“ALBUS and SCORPIUS raise their wands together and fire an Engorgement Charm through the water (Rowling 119),”* and the commentary by Ludo Bagman (a commentator of Triwizard Tournament): *“...But no, what’s this . . . Cedric Diggory is ascending out of the water and seemingly out of the competition (Rowling 120).”* Then, Albus and Scorpius were glad for their success as shown in the monologue: *“And ALBUS smiles widely and high-fives SCORPIUS in the water (Rowling 120).”*

Moreover, Albus’ intellectual ability can be known from another idea that he proposed to solve the problem. Albus and Scorpius knew that Delphi was not a friend for them but a cruel witch as stated by her: *“I want a return to pure and strong magic. I want to rebirth the Dark (Rowling 174),”* and as she has killed Craig Browker Jr. (Albus’ friend) as stated in the monologue: *“DELPHI sends a blast of green light across the stage — CRAIG is propelled back wards by it — and is immediately killed (Rowling 176).”* Then, there was a moment when Delphi took Albus and Scorpius to the last or third task of Triwizard Tournament where she wanted Albus to kill Harry (Albus’ father), but she failed because Cedric appeared and paralysed her (Rowling 181). Then, the Time-Turner had its limited time and took them into a time when Albus and Scorpius did not know that, that was in 1981 when Voldemort killed Harry’s father and mother (Rowling 193). However, Delphi destroyed the Time-Turner and left them flying through the air (Rowling 181). Albus and Scorpius could not go back to the present time. In that difficult situation, Albus came with a brilliant idea as described in the quotation below.





clearly describes that Albus has an intelligence by sending his parents message to invite them to the past where he was and where Delphi, Voldemort's daughter was (Rowling 189-190), as a hope that they would be able to catch Delphi and stop her to make Voldemort back.

The last evidence showing that Albus is an intellectual boy is described in a quotation revealing that he brought a clever idea on how to attract Delphi on the trap. Albus proposed an idea to use Polyjuice (a liquid that can transform somebody to another one that he or she wants after mixing something part of him or her into it like hair or others) to transform into Voldemort form. He stated his idea by saying "...We can Polyjuice into Voldemort and bring her to us (Rowling 214)." This idea was agreed by all (Harry, Ginny, Hermione, Ron, Draco, and Scorpius which all of them was willing to volunteer to be Voldemort although finally, it was Harry who was most suitable to transform into Voldemort since he had various similarities as him like being able to use Parseltongue, a snake language which will be used for communication by Delphi and his dad (Rowling 215-217). Then, Albus' idea worked well, Delphi got approach to Harry who has transformed into Voldemort as stated by Delphi: "Lord Voldemort. It is me. I am following you (Rowling 219)." Therefore, from the quotation describing Albus' brilliant idea above, it is clear that Albus is a brilliant boy.

In short, in the story Albus is described and owns heroic value of prowess that is he has an intellectual ability in using his intelligence to propose brilliant idea in solving the problems. It is proved by two quotations above that described brilliant ideas proposed by Albus to save Cedric in the first and the second task of

Triwizard Tournament. It is also revealed by the third quotation that showed Albus' clever idea to send his parents a message about where and when he was to invite them to catch Delphi. Moreover, his brilliant idea also occurred in the last quotation above when he proposed an idea to use Polyjuice to trap Delphi. Most importantly, those ideas came up quickly and in difficult situations that emphasize and prove that Albus, indeed, has a heroic value of prowess that he used as an effort to defend good against the evil intention (Bernstein 3). In other words, by having the heroic value of prowess, Albus can be called a hero.

### **3.2.2 Action against the Opposition**

Another heroic value that Albus possesses is action against the opposition. Bernstein asserted that action against the opposition means that a hero must defeat the antagonist or opposition in the story even the strongest one in form of living or non-living opposition like condition, situation or other things (4). Moreover, the action must be self-driven from the one himself or herself without others' trigger and interference (Bernstein 6).

Albus has shown that heroic value through his action against the strongest antagonist or witch of the wizarding world, Delphi, Voldemort's daughter. Delphi forced Albus to do what she wanted that is to humiliate Cedric in the third task of Triwizard Tournament in the past. In the present time, Voldemort was alive and ruled the world in darkness (Rowling 74). However, he refused it bravely even by risking his life as stated in the quotation below.

DELPHI: Then you will die.









his father got killed by Voldemort (Rowling 119-121). Then, after Scorpius made the present time normal again using the Time-Turner (Rowling 143-149). After realizing that using Time-Turner is destroying the world, Albus and Scorpius wanted to destroy it (Rowling 162). However, Delphi, Voldemort's daughter prevented them to do it because she wanted to use it as a mean to make his father back (Rowling 168-169). When she took Albus to the third task of Triwizard Tournament by Time-Turner and asked him to do what she wanted, humiliating Cedric so that in the present time, Voldemort could be back and ruled the world, Albus argued and even refusing hardly to do what she wanted (Rowling 179). He did not afraid if Delphi killed him as long as it was able to stop her action to destroy the world as Delphi threatened him: "Then you will die," and he replied bravely by "Yes. We will. And we'll do so gladly knowing it's stopped you (Rowling 179)." He was relentlessly opposing the strongest witch, Delphi (Rowling 221). Thus, the quotations above showed that Albus owns a heroic value of triumph for not giving up in accomplishing and upholding the value.

Moreover, another evidence that shows Albus is a hero by having a heroic value of triumph is shown when he was trapped in the past time without begging for mercy or weeping to somebody. After the Time-Turner was destroyed by Delphi (Rowling 181), Albus and Scorpius were trapped in the past time, that is in 1981 when his grandfather and grandmother (Harry's father and mother) were killed by Voldemort (Rowling 193). Albus heroic value in that difficult situation is shown in the quotation below.

ALBUS: So we need to — talk to the future. We need to send Dad a message.



SCORPIUS: But we don't have an owl that can fly through time. And he doesn't have a Time-Turner.

ALBUS: We get a message to Dad, he'll find a way to get back here. Even if he has to build a Time-Turner himself (Rowling 200).

The quotation above showed that Albus possessed a heroic value of triumph since he was not begging for mercy or weeping in the difficult situation, trapped in the past time without Time-Turner. However, Albus thought hard and found a way to make him and Scorpius able to go back to the present by sending his father to the past where they were. Moreover, by sending his father and mother to the past, they would be able to stop Delphi's evil action to make the Voldemort alive again. Hence, Albus was successful to send his father a message that he was in the past time (Rowling 205). Thus, due to his heroic value implemented by Albus, he was able to send others to where Delphi was, and he and others, Harry, Ginny, Hermione, Ron, Draco, and Scorpius were able to trap and stop Delphi and make the world save (Rowling 222). Thus, it can be said that Albus owns a heroic value of triumph based on the quotations above.

In short, it can be concluded, from the quotations and evidences above, It clearly proves that Albus is a hero since he has a heroic value of triumph. He did not give up on a good value to save Cedric by traveling through time twice although it was harmful for him, and he did not give up either to oppose the strongest antagonist, Delphi to stop her doing her evil action, but he kept upholding and struggling for the positive and noble value that is making the world save without the threat of Delphi. Moreover, Albus was not weeping and begging for mercy when he was in difficult situation, trapped in the past without Time-Turner.



confidently uttered by Albus by saying “We’re deadly serious (Rowling 49),” and “We’re are ready to put our lives at risk (Rowling 50),” in which ‘we’ refers to himself and Scorpius, although Scorpius was not really sure about it as stated by him in his reply “Are we?” However Albus was completely sure about it, and he even wanted to put himself at risk for saving Cedric. This statement was not only a saying without any implementation. In the following action, Albus used the Time-Turner to travel through time to save Cedric (Rowling 75). The first action was done without hesitation that is going to the past when Cedric faced the first task of Triwizard Tournament. Albus used disarming spell of Expelliarmus to disarm Cedric’s wand so that he could not accomplish the first task (Rowling 81-84). However, although he did disarming Cedric’s wand, when he was back to the present time it was not as expected, the condition of the world changed. Ron got married with Padma not with Hermione that means Rose (Albus’ cousin) did not exist (Rowling 91). Moreover, Cedric still did not exist because he could not join the third task of Triwizard Tournament and got killed by Voldemort in there (Rowling 101). Thus, he decided to put himself at risk again in making Rose back and saving Cedric without any hesitation by saying: “Fine, let’s go back — fix it. Get Cedric and Rose back (Rowling 106).” Then, he did the second action by trying to humiliate Cedric in the second task of Triwizard Tournament. He did humiliating Cedric (Rowling 119), but when he was back to the present, he did not exist, because in the past after Cedric was humiliated, Harry got killed by Voldemort (Rowling 119-121). Then, after Scorpius made the present time normal again using the Time-Turner (Rowling 143-149). After realizing that using Time-Turner



But we are.  
*ALBUS opens both doors with his wand.*  
ALBUS: Alohomora! Alohomora! (Rowling 221-222).

It is clearly shown by the quotation above that Albus owns a heroic value of courage. Harry was fighting Delphi alone but he could not handle it because Delphi was stronger than him or even than the Voldemort himself as she was the strongest witch (Rowling 121). Nobody could help Harry because Hermione, Ron, Ginny, Draco, and Scorpius were trapped behind the door after being spelled by Delphi before she fought against Harry (Rowling 121). However, Delphi did not know that Albus was on her, hiding on the roof. Then, based on the quotation, Albus came down from the roof bravely to help Harry. Moreover, by using a spell of “Alohomora! (Rowling 222),” he could open the sealing spell so the others, Hermione, Ron, Ginny, Draco, and Scorpius were free and helped Harry and Albus to fight Delphi (Rowling 222). Although Delphi could be stronger than Harry, she could not fight all of them, hence she got a bounding spell by Hermione, and they were successful in stopping Delphi’s evil action to make Voldemort alive. This success was due to Albus who appeared and tried to help Harry and freed others to fight against Delphi.

Therefore, from the evidences of the quotations above Albus could be acknowledged as a hero since he owns a heroic value of courage. The first evidence shows that Albus was really brave to put himself at risk in saving Cedric by traveling through time twice, in the first task and the second task of Triwizard Tournament. The second evidence describes that Albus bravely appeared to help his father, Harry to fight against Delphi and to free the others to fight and defeat



## CHAPTER IV

### CONCLUSION

This chapter will draw the report of the analysis result. The explanation of the result consists of two different parts. The first part is about the characterization of Albus, while the second part deals with the heroic values of Albus.

Firstly, Albus is described as sympathetic, optimistic, smart, unconfident, stubborn, and impulsive boy. Albus' sympathy can be seen from the quotation that shows his action and the way he speaks in expressing his caring and understanding toward Scorpius' suffering of being a boy that is ignored by others due to the rumor. The sympathetic description of Albus can also be seen from his speaking in expressing the condolence to Scorpius on the death of his mother. Meanwhile, Albus is also described as optimistic boy. the optimism of Albus toward something that he was going to do is displayed through his action and another character's statement. The first description was shown by Albus' confidence and optimism in going through the wall without hesitation. The second proof was depicted through Moaning Myrtle's statement that Albus was very optimistic and confident to travel the time to save Cedric Diggory, while the last is proved by Albus' optimism that Harry would be able to succeed the plan in being a Voldemort and attract Delphi. Besides sympathetic boy of Albus, he is also smart. It is proved by two quotations in the previous chapter that described brilliant ideas proposed by Albus to save Cedric in the first and the second task of Triwizard Tournament. It is also revealed by the third quotation that showed

Albus' clever idea to send his parents a message about where and when he was to invite them to catch Delphi. Moreover, his brilliant idea also occurred in the last quotation in the previous chapter, when he proposed an idea to use Polyjuice to trap Delphi. Most importantly, those ideas occurred quickly and in difficult situations that emphasize and prove that Albus, indeed a smart boy. Besides the positive characterization, Albus is also described as an unconfident boy. It is proved when Albus has an unconfidence for himself as he was sorted in different House comparing with other Potter family members that is Slytherin, a house where many of whom graduated from became the dark wizards and witches including Voldemort (The Dark Lord). Meanwhile, Albus is also stubborn. It is shown when he did not want to do what his father suggested him. Harry concerned on his son's ignorant act to him, thus he asked to Albus what happened with him in Hogwarts, and proposed an advice to make more friends in there as Harry did when he studied in that school. However, Albus did not agree and stood on his own idea that it was enough to have an only friend, Scorpius with. Moreover, he said to Harry that he did not want Harry to take him to the station, he made hard away from him without saying goodbye (Rowling 18). Furthermore, Albus is also described as an impulsive boy. Albus did twice impulsive actions by using Time-Turner that produced a huge destruction of the present condition those are the first action was conducted when he tried to save Cedric in the first task of Triwizard Tournament that made Rose did not exist but Cedric was still dead, and the second action was done when he tried to make Rose back and save Cedric in the second task that caused he, himself did not exist in the present time because



his father, Harry was murdered by Voldemort, and Voldemort was alive and ruled the world. Albus did not realize that his impulsive act by using Time-Turner caused destruction and ruined the peaceful world although his willingness to save Cedric was good.

Albus owns heroic values of prowess, action against the opposition, triumph, and courage. Firstly, Albus is described and owns heroic value of prowess that is he has an intellectual ability in using his intelligence to propose brilliant idea in solving the problems. It is proved by two quotations in the previous chapter that described brilliant ideas proposed by Albus to save Cedric in the first and the second task of Triwizard Tournament. It is also revealed by the third quotation that showed Albus' clever idea to send his parents a message about where and when he was to invite them to catch Delphi. Moreover, his brilliant idea also occurred in the last quotation above when he proposed an idea to use Polyjuice to trap Delphi. Most importantly, those ideas came up quickly and in difficult situation that emphasize and prove that Albus, indeed has a heroic value of prowess that he used as an effort to defend good against the evil intention (Bernstein 3). Besides his prowess, Albus also possessed a heroic value of action against the opposition. The evidence from the previous chapter describes that Albus was bravely opposing the strongest witch, Delphi, the daughter of Voldemort. Moreover, Albus also owns a heroic value of triumph. He did not give up on a good value to save Cedric by traveling through time twice although it was harmful for him, and he did not give up either to oppose the strongest antagonist, Delphi to stop her doing her evil action, but he kept upholding and struggling for

the positive and noble value that is making the world save without the threat of Delphi. Moreover, Albus was not weeping and begging for mercy when he was in difficult situation, trapped in the past without Time-Turner. Besides Albus' triumph, he also has a heroic value of courage. The first evidence in the previous chapter shows that Albus was really brave to put himself at risk in saving Cedric by traveling through time twice, in the first task and the second task of Triwizard Tournament. The second evidence describes that Albus bravely appeared to help his father, Harry to fight against Delphi and to free the others to fight and defeat her too so that the world became save without any dark magic and threat from Delphi.

In short, it can be concluded that Albus is a hero since he has elements of heroic values proposed by Bernstein. Albus possesses heroic values of prowess, action against the opposition, triumph, and most importantly, courage.

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