



The Characterizations of Professor Snape in J. K. Rowling's *Harry Potter And The Philosopher's Stone*

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Abstrak

Harry Potter and the Philosopher's Stone karya J. K. Rowling telah menghadirkan guru-guru unik yang berbeda kepada para pembaca. Meskipun seri Rowling mengungkapkan Profesor Snape sebagai pahlawan, novel pertama menggambarkannya sebagai karakter yang tidak dapat ditoleransi untuk menggagalkan petualangan karakter utama. Penelitian ini bertujuan untuk memberikan gambaran yang lebih objektif tentang Profesor Snape melalui analisis data kualitatif interaktif. Subjek penelitian ini adalah *Harry Potter and the Philosopher's Stone* karya J. K. Rowling. Sementara itu, penokohan Profesor Snape menjadi objek penelitian. Sebagai instrumen utama pengumpulan data, peneliti melakukan *close reading*. Analisis terdiri dari proses konkuren yaitu pematatan data, penyajian data, dan penarikan kesimpulan, yang juga diselaraskan dengan data yang dikumpulkan pada awal penelitian. Studi ini mengungkapkan bahwa Profesor Snape digambarkan sebagai sosok yang berpengetahuan, ingin tahu, jeli, pekerja keras, penyendiri, parsial, setia, bertanggung jawab, dan berwibawa. Hasil ini menunjukkan bahwa Profesor Snape memiliki karakter yang baik. Namun, mereka dibayangi oleh penampilannya yang kontemplatif. Kesimpulan ini menyiratkan bahwa siswa tidak boleh menilai guru mereka atau orang lain berdasarkan penampilan mereka.

Kata Kunci: Penokohan, guru, karakter baik, penampilan kontemplatif.

Abstract

J. K. Rowling's *Harry Potter and the Philosopher's Stone* has presented readers with different unique teachers. Even though Rowling's series disclose Professor Snape as a hero, the first novel depicted him as an insufferable character set to thwart the main characters' adventure. This study aimed to provide more objective portrayals of Professor Snape through interactive qualitative data analysis. The subject of the study is J. K. Rowling's *Harry Potter and the Philosopher's Stone*. Meanwhile, the characterizations of Professor Snape become the object of the study. As the main instrument of data collection, the researcher conducted *close reading*. The analysis consisted of a concurrent process of data condensation, data display, and conclusion drawing, which are also synchronized with the data collected at the beginning of the research. This study reveals that Professor Snape was depicted as knowledgeable, curious, observant, hardworking, loner, partial, loyal, responsible, and authoritative. These results show that Professor Snape has good characters. However, they were overshadowed by his brooding appearance. This conclusion implies that students should not judge their teacher or others based on their appearance.

Keywords: Tharacterizations, teacher, good characters, brooding appearance.

1. INTRODUCTION

The thrilling adventures of Harry Potter and his best friends to protect the Wizarding World from the evil named Voldemort have attracted the attention of immense readers to follow his story in J. K. Rowling's *Harry Potter* novel series. The series has become one of the most legendary, with more than 450 million copies sold (Lennard, 2007; Schmid & Klimmt, 2011). The positive responses have appeared since the first novel of the series was published in 1997. *Harry Potter* novel series have won many prestigious awards, such as Whitaker Platinum Book Award, Nestle Smarties Book Prizes, Scottish Arts Council Book Awards, the British Book Awards: Children's Book of the Year, Bookseller Association loner, the WH Smith Book of the Year, and many more. Because of its vast popularity, these

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series were adapted into eight fantasy movies. Rendered as faithful adaptations of the novels, the movies also attracted Harry Potter's fans to watch their favorite characters brought alive on the wide screen. The success of *Harry Potter* is not simply because of its marketing or popularity but also because of its great literary recognition (Jothi & Chanthiramathi, 2019). Moviegoers may appreciate the film adaptations because they love the novel source (Suwastini, 2014).

Academically, many studies have been conducted on the various aspects of *Harry Potter* novels. Intrinsically, several researchers have studied the elements of the series as fantasy novels (Ambariski, 2012; Messinger, 2012). Previous study analyzed the novels' settings, narrative structure, characters, and language use, from which he concluded that the novels incorporate fantasy aspects in every element (Stone, 2010). Other study identified seven formulas of fantasy novels used in *Harry Potter*, including an ignorant beginning, the space movement, inheritance of power, the power of prophecy, the hero's extraordinary power, the triumphant hero, and the formula of gothic atmosphere (Ambariski, 2012). Pedagogically, the novels have been widely analyzed concerning the character values included in the novels as reading staples for children. Several studies identified various moral values in *Harry Potter* books, such as courage, cleverness, kindness, discipline, wisdom, friendliness, responsibility, honesty, patience, politeness, religious, integrity, cooperativeness, and nationalism (Khairunnisa et al., 2019; Ralia et al., 2019). Others were particularly interested in the teachers in *Harry Potter*, such as the characterizations of Professor Remus Lupin as a good teacher, Professor Severus Snape as an ambiguous hero, and the depiction of Professor Snape as an exemplary teacher (Thomas et al., 2018; Yasamahadewi et al., 2021).

Taking the departure from the arguments that Professor Snape was a good teacher, the present study focused on describing the characterizations of Professor Snape as the character who was unfairly treated in the story misjudged throughout the story (Thomas et al., 2018; Yasamahadewi et al., 2021). Unlike the other major characters depicted as praiseworthy characters, Professor Snape was presented as a very dynamic character who underwent changes in characterizations and tends to be unpredictable (Artini et al., 2020; Behr, 2005). This dynamic often places Professor Snape as the character that hindered the main character's adventures, casting dark shadows on his otherwise good qualities. As readers usually identify with the main characters, in this case, Harry Potter, Ron Weasley, and Hermione Granger, the Professor's interference of their rule-breaking curiosity renders unfavorable prejudices for the dedicated teacher. Thus, by providing a thorough presentation of Professor Snape's characterizations, the present study is expected to provide deeper insights into the Professor's characters. Parents and educators may benefit from this study by pointing to Professor's Snape good characters when discussing the *Harry Potter* novels and the teachers in the series to prevent prejudice about teachers like Professor Snape.

2. METHOD

This study was using interactive qualitative data analysis. The subject of the study is J. K. Rowling's *Harry Potter and the Philosopher's Stone*. Meanwhile, the characterizations of Professor Snape become the object of the study. As the main instrument of data collection, the researcher conducted close reading. After that, the narrative was segmented and broken down into sequences and subsequences to make the units of analysis remain manageable (Santika, 2016). The segmentation began with taking a major event of the plot as a sequence. The sequences were then broken down into subsequences containing detailed incidents of the event (Dewi et al., 2021). These subsequences were analyzed to reveal the characterization of Professor Snape.

The data analysis was conducted following Miles, Huberman, and Saldana's interactive qualitative data analysis (Miles et al., 2014). It emphasizes prolonged engagement to gain research trustworthiness through repetitive research procedures. It was done to ensure that all necessary data were collected and analyzed. The analysis consisted of a concurrent process of data condensation, data display, and conclusion drawing, which are also synchronized with the data collected at the beginning of the research. The process is repeated multi-directionally until the data collected and the analysis are saturated to ensure a trustworthy conclusion.

3. RESULT AND DISCUSSION

Result

This section describes the characterizations of Professor Snape in *Harry Potter and the Philosopher's Stone*. He was depicted as a professor suspected of wanting to steal the Philosopher's Stone. However, the plot's climax revealed that Professor Snape was a hero who sacrificed himself repeatedly to protect Hogwarts. The summary of the result can be seen in Table 1.

Table 1. Characterizations of Professor Snape in *Harry Potter and the Philosopher's Stone*

No.	Characterization	Sub-sequence	Frequency
1.	Knowledgeable	5b, 5c, 12b, 22b	4
2.	Curious	10c, 16b, 17d, 22b	4
3.	Observant	5d, 12b, 14c, 15d, 20g, 22b, 23d	7
4.	Hardworking	15d, 19n, 21g, 20f, 22b, 23d	6
5.	Loner	4g, 5b, 5d, 6a, 10c, 10e, 11a, 11c, 11d, 12b, 15a, 15f, 15g, 16a, 16c, 17a, 19n, 22b	18
6.	Partial	5a, 5b, 5c, 5d, 5e, 11a, 14b, 15a, 15f	9
7.	Loyal	11d, 16b, 22b	3
8.	Responsible	5d, 10d, 12b, 13b, 17d, 22b	6
9.	Authoritative	4g, 5b, 5c, 7c, 10d, 11b, 14b, 14g, 14h, 16a, 20a, 20g	12

Table 1 shows that Professor Snape was depicted with at least nine characterizations. He was revealed as knowledgeable, curious, observant, hardworking, loner, partial, loyal, responsible, and authoritative.

Professor Snape as a Knowledgeable Teacher

Being knowledgeable is the quality of knowing a lot of helpful information and knowledge (Thompson et al. (2001)). Professor Snape's knowledgeable characterization can be identified in at least four subsequences: 5b, 5c, 12b, and 22b. This characterization can be strongly identified from those sequences, especially in 5b, 5c, and 12b. These subsequences explain the Professor's capability to teach his students much miraculous magic, master the material related to his field as a potion teacher, and resist powerful dark magic. In subsequence 5b, Professor Snape started his Potion Class with a statement: "I can teach you how to bottle fame, brew glory, even stopper death" (*Harry Potter and the Philosopher's Stone*, 2004: 102) shows that as a teacher, he knows much knowledge about magic. The ability to solve problems by reading the situation, sign, and premise as a bibliophile character (Suwastini, Swandana, et al., (2018)). It means Snape's statement about his ability in teaching those various skills in his Potion Class was his proclamation of his ability as knowledgeable and competent as a teacher at Hogwarts.

In subsequence 5c, Professor Snape explained the combination of asphodel and wormwood, the origin of bezoar, and the difference between monkshood and wolfsbane. The explanation was provided after Harry Potter could not answer the Professor's question. His explanation of the various ingredients for making potions indicates his mastery of the teaching material in Potion Class. In line with the statement by previous research that state knowledgeable characters can be reflected in the mastery of the knowledge in the field on which someone concerns himself or herself. As the teacher of Potion Class, his knowledge about potion ingredients like asphodel, wormwood, bezoar, monkshood, and wolfsbane was a reflection of his knowledgeable character. In subsequence 12b, Harry Potter's broomstick went uncontrollable during his first Quidditch match. Hagrid said,

Excerpt 1 "Can't nothing interfere with a broomstick except powerful Dark Magic – no kid could do that to a Nimbus Two Thousand."

(*Harry Potter and the Philosopher's Stone*, 2004: 140).

Excerpt 1 from subsequence 12b above shows Hagrid's statement that established Harry Potter's broomstick had been enchanted using dark magic. At this point, Hermione Granger and Ron Weasley suspected Professor Snape was the one who jinxed Harry Potter's broom because he fixed his eyes on Harry Potter and muttered non-stop. However, Professor Quirrell explained that Professor Snape was focusing on Harry Potter *to save him* from Professor Quirrell's enchantment in the climax. He stated,

Excerpt 2 "I'd have managed it before then if Snape hadn't been muttering a counter curse, trying to save you."

(*Harry Potter and the Philosopher's Stone*, 2004: 209).

Excerpt 2 shows Hagrid's and Quirrell's explanation implied Professor Snape had spelled a counter enchantment to protect Harry Potter from the dark magic that jinxed Harry Potter's broomstick. Although Professor Snape had not been sure that it was Professor Quirrell who jinxed Harry Potter's broomstick, he could identify that dark magic was at work, and he quickly figured out how to counter it. It means the Professor owned a vast knowledge about powerful dark spells and how to counter them.

Professor Snape as a Curious Character

Curiosity is an attitude and action of always trying to know the information of something by learning, seeing, and listening to it vividly. Professor Snape's curious characterization appears in subsequences 10c 16b, 17d, and 22b. This characterization can be strongly identified from those subsequences, especially 10c and 16b. In subsequence 10c, Harry Potter saw Professor Snape heading to the third-floor corridor when the troll came to Hogwarts at Halloween, while every teacher was in the dungeon protecting the students. Harry Potter thought Professor Snape was trying to steal the philosopher stone by using the troll as a distraction. However, at the climax in subsequence 22b, Professor Quirrell explained that Professor Snape had followed him to the place where the Philosopher's Stone was kept, as explained in Excerpt 3.

Excerpt 3 "Unfortunately, while everyone else was running around looking for it, Snape, who already suspected me, went straight to the third floor to head me off – and not only did my troll fail to beat you to death, that three-headed dog didn't even manage to bite Snape's leg off properly."

(Harry Potter and the Philosopher's Stone, 2004: 210).

As shown in Excerpt 3 from subsequence 22b, Professor Quirrell's explanation clarified Harry Potter's suspicion in subsequence 10c that Professor Snape was not trying to steal the Philosopher Stone. However, he was trying to catch the one who intended to steal the Stone. In subsequence 10c, Professor Snape followed Professor Quirrell to the third floor because he suspected Professor Quirrell's intention to steal the Stone. It means Professor Snape was curious about the arrival of Professor Quirrell and his subsequence behaviors. He was the only teacher curious enough to check on the Philosopher Stone on the third floor while other teachers focused on protecting the students. In subsequence 16b, Harry Potter overheard the conversation between Professor Snape and Professor Quirrell in the Forbidden Forest. It happened after the Quidditch match between Gryffindor and Hufflepuff. In the conversation, Harry Potter heard Professor Snape ask Professor Quirrell two questions as show in Excerpt 4.

Excerpt 4 "Have you found out how to get past that beast of Hagrid's yet? ...

 – your little bit of hocus pocus. I'm waiting."

(Harry Potter and the Philosopher's Stone, 2004: 166).

Base on Excerpt 4 Harry overheard the conversation in bits and pieces, and he assumed that Professor Snape was working together with Professor Quirrell to steal the Philosopher Stone. Because Professor Snape also stated that he was waiting for Professor Quirrell's hocus pocus, it can also lead to the suspicion that Professor Snape was forcing the teacher of Defense against the Dark Arts to conquer Hagrid's beast that guarded the Stone. However, the overheard conversation alone showed that Professor Snape was curious because a curious person would ask many questions to answer his/her curiosity (Suwastini, Lasmawan, et al., 2020; Suwastini, Utami, et al., 2020; Utami et al., 2020). From subsequences 10c and 16b, Professor Snape was revealed as a character who followed his suspicions, got clues, and asked questions to answer his curiosity. Professor Snape's characterization aligns with the definition of curiosity.

Professor Snape as an Observant Teacher

Being observant means giving attention to the situation and condition rather than only wondering about it passively (Letzring, 2008). Professor Snape's observant characterization can be identified in seven subsequences, including 5d, 14c, and 20g, which strongly reveal Professor Snape as an observant teacher. In subsequence 5d, Professor Snape told his students to make a simple potion to cure boils. It is described in Excerpt 5.

Excerpt 5 “He swept around in his long black cloak, watching them weigh dried nettles and crush snake fangs, criticizing almost everyone except Malfoy, whom he seemed to like.”

(Harry Potter and the Philosopher's Stone, 2004: 103).

The excerpt 5 describes how observantly Professor Snape watched his students' progress. It was stated that he was “criticizing almost everyone” for every small mistake the students committed to preparing the potion. The act of wandering around mindfully is a sign of observant character. Thus, Professor Snape's supervision during the potion class reflected how observant he was. In subsequence 14c, Harry Potter, Ron Weasley, and Hermione Granger intended to ask Madam Pince, the Hogwarts Librarian, about Nicholas Flamel.

However, they expressed their concern that Professor Snape might find out what they were looking for because the Professor always watched the students' every little move. The students' concern was a reaction toward the Professor's observant character because paying attention to the surrounding situation is also a sign of observant character. In subsequence 20g, Professor Snape's observant characterization is reflected from his warning toward Harry Potter as show in Excerpt 6.

Excerpt 6 "Be warned, Potter – any more night-time wanderings and I will personally make sure you are expelled. Good day to you."

(Harry Potter and the Philosopher's Stone, 2004: 195).

The warning given by Professor Snape was the result of the teacher's observation of Harry Potter's behaviors. The Professor's use of the intensifier "more" in his warning "any more night-time wanderings" means he had observed Harry Potter wandering after curfew. Paying attention to details of something or an event reflects the power of observation (Saraswati et al., 2021). Excerpt 6 above shows Professor Snape paid attention to details of Harry Potter's wandering, such as the frequency and the time of the wanderings. It means Professor Snape was a very observant character. The description of Professor Snape's observant characterization follows the meaning of observant as giving attention to the situation and condition around rather than only wondering about it passively. Professor Snape chooses to observe his students' behavior at Hogwarts, including giving full attention in class and doing night patrol. Therefore, it can be concluded that Severus Snape is an observant teacher.

Professor Snape as a Hardworking Man

In Rowling's *Harry Potter and the Philosopher's Stone*, at least six subsequences reveal Professor Snape as a hardworking man, including 22b and 23d. Subsequence 22b includes Professor Quirrell's whole explanation of Professor Snape's actions to save Harry Potter and the Philosopher's Stone throughout the year. As explained by Professor Quirrell, Professor Snape prevented Professor Quirrell's plan to steal the Philosopher's Stone at Halloween. He countered Professor Quirrell's curse on Harry Potter's broom in the Quidditch match. He constantly observed the new teacher and threatened him. Professor Quirrell's explanation reflects Professor's Snape persistent efforts in protecting the Philosopher's Stone. Persistence in making a specific effort to achieve certain goals indicates a hardworking character (Suwastini et al., 2018). Therefore, Snape's consistent efforts to protect the Philosopher's Stone proves that Professor Snape has worked hard during the year. In subsequence 23d, Harry Potter was in the Hospital Wing after defeating Professor Quirrell and Voldemort. When visiting Harry Potter, Professor Dumbledore explanations show in Excerpt 6.

Excerpt 6 "Funny, the way people's minds work, isn't it? Severus Snape couldn't bear being in your father's debt ... I do believe he worked so hard to protect you this year"

(Harry Potter and the Philosopher's Stone, 2004: 217).

Excerpt 6 includes Professor Dumbledore's statement about Professor Snape as someone who had "worked so hard" to protect Harry Potter. On this subsequence, the headmaster explained that Professor's Snape effort in protecting Harry Potter was part of his method for paying his debts to Harry Potter's father.

Professor Snape as a Loner

A loner likes to be alone and avoids the company of others (Suwastini et al., 2019). Cambridge Dictionary provides an additional description of a loner as avoiding associating with other people. In the novel, Professor Snape was primarily alone. He talked to other teachers only occasionally, with short exchanges without any smiles on his part. Professor Snape was most notably “quiet, strict, ... stiff, and cold.” In Rowling’s *Harry Potter and the Philosopher’s Stone* (Yasamahadewi et al., 2021), Professor Snape was revealed as a loner in at least nineteen subsequences of Rowling’s, including 5b, 15a, and 16b. For the first time, Professor Snape’s loner characterization was introduced in sequence 5b. The description about Professor Snape from Harry Potter’s perspective when he saw him for the first time in the Potion Class was show in Excerpt 8.

Excerpt 8 “His eyes were black like Hagrid’s, but they had none of Hagrid’s warmth. They were cold and empty and made you think of dark tunnels.”

(Harry Potter and the Philosopher’s Stone, 2004: 102).

Expert 8 is an indirect characterization of Professor Snape’s thorough description of his appearance as observed by another character. The characterization can be shown through their physical appearance. It fits the description of Professor Snape as not friendly and cheerful person as Harry Potter compared his eyes with a dark tunnel without any slight warmth. In Harry Potter’s professor description, his loner characterization can be identified through his cold and empty eyes. In subsequence 15a, Professor Snape suddenly wanted to be a referee during the Quidditch match between Gryffindor and Hufflepuff. This decision was not in coherence with his loner character. However, he did not tell the other teachers why he suddenly wanted to be a referee: that he suspected an attack on Harry Potter would happen with the Philosopher’s Stone and the simultaneous arrival of Professor Quirrell. This secretive behavior fit his character as a loner, where he chose to keep to himself without telling anyone the reasons behind his actions. Professor Snape has many secrets that forced him into his secretive life.

In subsequence 16a, Professor Snape was sneaking into the Forbidden Forest while other teachers were having dinner. This action emphasized that he liked to do his activities alone without involving others. Professor Snape was secretive because he did not tell any teachers that he was going to the Forbidden Forest, nor did the Professor tell them why he needed to go to the forest at night. As explained in Excerpt 3 and Excerpt 4, Professor Snape sneaked into the Forbidden Forest to follow Professor Quirrell. Professor Quirrell had to go to the Forbidden Forest to catch Unicorn as survival for Voldemort, who was imbued into Professor Quirrell’s body. Professor Snape had valid reasons to suspect Professor Quirrell, but he did not share his opinions with his fellow teacher. Instead, he worked alone to confirm his suspicion while silently trying to counter Professor Quirrell’s efforts to steal the Philosopher’s Stone and revive Voldemort. From the explanation above, it can be seen that Professor Snape always conducted his missions alone. While it can be observed as independence (Saraswati et al., 2021; Suwastini, Asri, et al., 2020; Suwastini, Banjar, et al., 2020), his decision to carry everything out himself was also accompanied by his reluctance to share any information with others. Both characterizations cast the Professor as a loner character, as both Merriam Webster and Cambridge Dictionaries describe a loner as a person who avoids contact and association with others.

Professor Snape as a Partial Teacher

Cambridge Dictionary defines partiality as a tendency to support one person or group among others when fairness is required to be applied. However, Professor Severus Snape was viewed to treat his students partially, as shown in at least nine subsequences, including 5a, 15a, and 15f. In subsequence 5a, the students were about to have their first Potion Class with Professor Snape. All the first-year students from the four houses joined this class, including Harry Potter's house, Gryffindor, and Draco Malfoy's house, Slytherin. Before the class, Ron Weasley whispered to Harry Potter as show in Excerpt 9.

Excerpt 9 “Snape's Head of Slytherin house. They say he always favors them – we'll be able to see if it's true.”

(Harry Potter and the Philosopher's Stone, 2004: 100).

Base on Excerpt 9 Ron Weasley's statement was a reaction to the common rumors among Hogwarts, students about Professor Snape's partiality. This reaction indirectly describes Professor Snape as a partial teacher because students had judged the Professor to be partial. Ron Weasley was merely repeating the gossip, intending to observe the Professor whether or not he was partial as rumored by the students. Later on, as described in Excerpt 5 before, during the class, Professor Snape was described to be “criticizing almost everyone except Malfoy, whom he seemed to like.” Draco Malfoy belongs to the Slytherin House. Thus, Ron Weasley's suspicion of Professor Snape's partiality toward Slytherin students was accentuated because he was head of the Slytherin House.

Professor Snape's partiality was again the subject of students' suspicion in subsequence 15a. It was the moment when Gryffindor got a piece of news about Professor Snape being a referee for their next Quidditch match between the Houses of Gryffindor and the House of Hufflepuff. Upon the announcement of the surprise referee, Fred Weasley stated as show in Excerpt 10

Excerpt 10 “‘When's he ever refereed a Quidditch match? He's not going to be fair if we might overtake Slytherin.’”

(Harry Potter and the Philosopher's Stone, 2004: 159).

Base on Excerpt 10 Fred Weasley's statement was based on the Winner of The Year's Quidditch Season calculation. Before the match between Gryffindor and Hufflepuff, both Gryffindor and Slytherin had pocketed one winning, respectively. They were in a rival position. Thus, the match between Gryffindor and Hufflepuff could determine Gryffindor's position against Slytherin in the whole season. Hence, Professor Snape's partiality could affect the outcome of this match and the season's general outcome for Gryffindor House. Apparently, Fred Weasley's suspicion was shared by Oliver Wood, the Captain of Gryffindor House's Quidditch Team. In subsequence 15f, right before the game was started, Oliver Wood tipped Harry Potter as show in Excerpt 11.

Excerpt 11 “‘Don't want to pressure you, Potter, but if we ever need an early capture of the Snitch it's now. Finish the game before Snape can favour Hufflepuff too much.’”

(Harry Potter and the Philosopher's Stone, 2004: 163)

Excerpt 11 above shows that Oliver Wood deeply believed in Professor Snape's partiality for Slytherin, which could affect his fairness toward Gryffindor in the game against Hufflepuff just to ensure that Gryffindor was not in the way between Slytherin and the Quidditch Cup of the Season. Later in the same subsequence, the novel's narrator also

emphasized Professor Snape's partiality when it was stated that "... as Snape awarded Hufflepuff another penalty for no reason at all" (*Harry Potter and the Philosopher's Stone*, 2004: 163).

In the subsequences discussed above, Professor Snape was repeatedly highlighted as a partial teacher by the students of Hogwarts and the narrator. Professor Snape's apparent partiality was a cover for his effort to protect Harry Potter and the students in general [Yasamahadewi et al. \(2021\)](#). Although the novel places the Professor under this unfavorable light almost throughout the plot, it was in subsequence 22b that the reasons for Professor Snape's seeming partiality was revealed, as explained in the discussion on Professor Snape's curious characterization above. Thus, Professor Snape's partial characterization in this novel was intended as a plot device to build the suspense and the surprise of the plot development instead of a pure description of the Professor's true characterizations.

Professor Snape as a Loyal Friend

There are three sequences containing Professor Snape's loyal characterization in the story, including 16b and 22b. In subsequence 11d, there was a debate between Harry Potter and Hermione Granger about Professor Snape's position on the Philosopher's Stone. Hermione Granger argued as show in Excerpt 12.

Excerpt 12 "I know he's not very nice, but he wouldn't try and steal something Dumbledore was keeping safe."

(Harry Potter and the Philosopher's Stone, 2004: 135)

Base on Excerpt 12 Hermione Granger's statement shows that while she agreed that Professor Snape had less favorable characters, the Professor was trusted by one of the most respected wizards in the wizarding world, Professor Dumbledore. As Professor Snape was also described as partial and cold, he hurt others by his actions. However, Hermione Granger had a strong faith that Professor Snape was very loyal, especially to Professor Dumbledore. He was trusted with many of Professor Dumbledore's secret missions, including guarding the Philosopher's Stone in the first Harry Potter series. For Hermione Granger, if a person of such caliber as Professor Dumbledore, students like Harry Potter, Ron Weasley, and himself should also trust the Potion Teacher. Professor's characterization as a loyal character is cryptically represented in subsequence 16b through his conversation with Professor Quirrell in the Forbidden Forest. His statement show in Excerpt 13

Excerpt 13 "We'll have another little chat soon, when you've had time to think things over and decided where your loyalties lie."

(Harry Potter and the Philosopher's Stone, 2004: 166)

Base on Excerpt 13 Professor Snape's statement was a challenge to Professor Quirrell's loyalty. Although this conversation does not include the information to whom Professor Snape was loyal, it does reflect Professor Snape's loyalty to whomever he refers to in his conversation with Professor Quirrell. Snape was indirectly attempting to prevent Quirrell from stealing the Stone and attempting to persuade Quirrell to join the side that he is in by saying "where your loyalties lie," which makes the statement takes on a whole new meaning. In the climax, when Harry Potter asked Professor Quirrell about the situation happening in the Forbidden Forest as described in sequence 16b, Professor Quirrell said as Excerpt 14.

Excerpt 14 "He was on to me by that time, trying to find out how far I'd got. He suspected me all along. Tried to frighten me – as

though he could, when I had Lord Voldemort on my side ...”

(*Harry Potter and the Philosopher’s Stone*, 2004: 210).

Because of his loyalty to Professor Dumbledore, he continuously warned and threatened Professor Quirrell whenever he could. This explanation can be seen in sequence 22, the moment when Harry Potter knew that Professor Quirrell was the one who wanted to steal the Philosopher’s Stone.

Professor Snape as a Responsible Teacher

Professor Snape’s depiction as a responsible teacher could be found in 6 sequences containing his responsible characterization, including 10d, 12b, and 17d. In sequence 10d, Harry Potter and Ron Weasley were trying to save Hermione Granger from the troll’s attack that unexpectedly came to Hogwarts. It was then followed by Professor Snape, who came after hearing the troll from the girl’s toilet. It can be seen in these two lines as show in Excerpt 15.

Excerpt 15 “A moment later, Professor McGonagall had come bursting into the room, closely followed by Snape, with Quirrell bringing up the rear.

...

“Snape bent over the troll!”

(*Harry Potter and the Philosopher’s Stone*, 2004: 130 – 131).

One of the responsibilities that a teacher must have in addition to teaching is to ensure the safety of their students while in school or classroom (Brown, 2008). Professor Severus Snape was attempting to put into practice by responding immediately to a perilous place and saving three of his pupils who were in danger. In other words, these two lines prove that Professor Snape did his responsibility as a teacher who was aware of the condition which may put students in danger as he felt keeping his students’ safety was also a part of his responsibility as a teacher (Yasamahadewi et al., 2021). This characterization is also similar to Caroline Beaufort, one of the female characters in Mary Shelly’s *Frankenstein*, who was depicted as someone responsible for taking care of his sick father while earning money for the family. Professor Snape also felt that his students’ safety was part of his duty.

The next depiction of Professor Snape as a responsible teacher could be seen in sequence 12b. It was told that Ron Weasley and Hermione Granger thought that Professor Snape was the one who jinxed Harry Potter’s broom in the Quidditch match. However, Professor Snape was the one who saved Harry Potter from the uncontrollable broom during the Quidditch match, which clarifies the misassumption that Hermione had towards Snape. Therefore, he had done his responsibility as a teacher who cared for his students who got into trouble. Besides, Professor Quirrell’s explanation about Professor Snape’s efforts to protect the Philosopher’s Stone during the year also shows that he is very responsible in conducting his task to protect Hogwarts. A responsible character as an attitude of knowing the priority regardless of the circumstances which may influence their situation. In sequence 17d, when Harry Potter, Ron Weasley, and Hermione Granger asked Hagrid about the other professors who took part in creating enchantments to guard the Philosopher’s Stone, Hagrid said that one of them was Professor Snape the sentence is show in Excerpt 16.

Excerpt 16 “Look, Snape helped protect the Stone, he’s not about to steal it.”

(Harry Potter and the Philosopher's Stone, 2004: 170)

Based on Excerpt 16 the statement explicitly shows that Professor Snape was given a responsibility to protect the Stone and was managed to do it well. It makes Professor Snape earn the responsible characterization for fulfilling the duty given. Thus, the description of Professor Snape's responsible characterization in every sequence is in line with the definition of responsible. It is defined that responsibility is the attitude and behavior of persons who show sincerity in doing the responsibility they have to do for themselves, society, environment, and country. In addition, he also meets the criteria of having responsibility characterization that describes a responsible character with an attitude of prioritizing the responsibility that must be carried out regardless of the circumstances (Utami et al., 2020). In this case, Professor Snape constantly showed his responsibility throughout the sequences. Thus, it can be concluded that Severus Snape is a responsible teacher not only to Hogwarts but also to his students.

Professor Snape as an Authoritative Teacher

Being authoritative means that one person is confident, in control, and is expected others to respect them (Akhter et al., 2020). There are 12 sequences which consist of Severus Snape's authoritative characterization in which it appears in 12 subsequences, including 4g, 5b, 5c, and 20a. Firstly, Professor Snape's authoritative characterization emerges in sequence 4g. It was when Harry Potter saw Professor Snape for the first time. The depiction was seen through Percy Weasley's statement as shown in Excerpt 17.

Excerpt 17 "Oh, you know Quirrell already, do you? No wonder he's looking so nervous, that's Severus Snape."

(Harry Potter and the Philosopher's Stone, 2004: 94).

Excerpt 17 shows that Professor Snape was an influential and respected person at Hogwarts. Ron Weasley's statement vividly describes the Professor's authoritative characterization by pointing out that students were always nervous when talking to Professor Snape. It implies that Professor Quirrell was afraid of Professor Snape since Snape had a higher position than him and deserved to be feared and obeyed. Professor Snape's authoritative characterization appears in sequence 5b. It was the moment when he greeted the students in his class at the beginning of the Potion Class. His authoritative characterization can be seen in Excerpt 18.

Excerpt 18 "He spoke in barely more than a whisper, but they caught every word – like Professor McGonagall, Snape had the gift of keeping a class silent without effort."

(Harry Potter and the Philosopher's Stone, 2004: 102).

Excerpt 18 highlights the characterizations of Professor Snape indirectly from how other characters responded to him: that he could make students reluctant, nervous, and run out of words. It seemed to impact the people around him, indicating Professor Snape had a special power that forced others to respect him. This act is seen from the statement where he talks in a low tone, yet everybody could still get the words he said since they are paying attention to what he said. It shows that Professor Snape is a teacher whose nature was respected and easily engaged students' attention. Moreover, this characterization also appears in subsequence 5c. Harry Potter recommended that Professor Snape let Hermione Granger answer his questions in this subsequence. The suggestion, however, irritated Professor Snape,

as the novel describes, “Snape, however, was not pleased” (*Harry Potter and the Philosopher's Stone*, 2004: 103). It shows Professor Snape did not like to get such treatment from his student because the questions were for Harry Potter, not Hermione Granger (Akhter et al., 2020). The last appearance of Professor Snape’s authoritative characterization is in sequence 20a. It was the moment when Hogwarts’ final exam was held. The following description reflects this character show in Excerpt 19.

Excerpt 19 “Snape made them all nervous, breathing down their necks while they tried to remember how to make a Forgetfulness Potion.”

(*Harry Potter and the Philosopher’s Stone*, 2004: 191).

Excerpts 19 proves Professor Snape’s authoritative characterization in which all students get very nervous during his exam because of the tense atmosphere that he creates in his class as well as the truth that students know his personality

Discussion

Base on the result it is found that the role of Professor Snape in *Harry Potter and the Philosopher’s Stone* have a characterization of knowledgeable, curious, observant, hardworking, loner, partial, loyal, responsible, authoritative. There are several benefit from this study by pointing to Professor’s Snape good characters when discussing the Harry Potter novels and the teachers in the series to prevent prejudice about teachers like Professor Snape. For example the subsequences of story include a depiction of Professor Snape as a knowledgeable teacher because he mastered vast knowledge about potions, dark magic, and how to counter dark magic. As the teacher for Potion Class, he displayed knowledge about the ingredients of potions, how to make them, and how to use them properly (Pugh & Wallace, 2006; Utami et al., 2020). He was also depicted as capable of reading the curses used on people and finding how to counter them. These abilities established Professor Snape as a knowledgeable teacher, befitting his profession as a teacher and his position as the teacher of the Potion Class (Hendriana & Jacobus, 2017). The other about curiosity is the attitude of showing a high interest in knowing the information they want to know, do, and understand (Widasuari et al., 2020). Thus, when Professor Snape followed up his suspicion to understand why the troll broke into the castle, the Professor revealed his strong, curious character.

Ministry of National Education defines hardworking as a character that implies persistent efforts in doing tasks, solving problems, and finishing every work as well as possible. In Rowling’s *Harry Potter and the Philosopher’s Stone*, at least six subsequences reveal Professor Snape as a hardworking man. Then about responsible character, as having a conscious for doing things that must be done and becoming an active participant in the events (Hendriana & Jacobus, 2017). Professor Snape’s characterizations of authoritative are a behavior of being able to command others in which they tend to be respected or obeyed. This supported by previous research that, who found that Severus Snape is a teacher whom students and teachers respect at Hogwarts (Syah & Ayu, 2014; Yasamahadewi et al., 2021) Professor Snape’s characters also have studied by other previous research. One of them is previous research that analyses Snape’s loyal characterization (Khairunnisa et al., 2019). The study states that Professor Snape was very loyal to Professor Dumbledore regardless of his significant interest in the dark arts. He repented his past mistakes by loyal to Professor Dumbledore. He was not afraid to risk his life because of his loyalty to Professor Dumbledore. The other research state that loyalty as one of Professor Shape’s character is a patriotic sign (Suwastini et al., 2018). The meaning of patriotic is a way of thinking,

behaving, and acting which shows high admiration, loyalty, caring, and appreciation toward the language, culture, social, economy, and politics of their nation.

4. CONCLUSION

Considering the role of Professor Snape in *Harry Potter and the Philosopher's Stone*, who was positioned as the hated teacher throughout the story. The result found that Professor Snape was developed as the character suspected of evil intention in stealing the Philosopher's Stone. However, it was later revealed in the plot's climax that he was the hero who protected Hogwarts. Furthermore, his heroism was supported by his characterizations: knowledgeable, curious, observant, hardworking, loner, partial, loyal, responsible, and authoritative. With the characterizations of Professor Snape, it is suggested to provide an understanding for children that both good and evil exist in one's characterization while emphasizing that the good should be nurtured while the evil should be reduced.

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