INSIDE THE DARK CAPE: THE CHANGING CHARACTERIZATION OF

SNAPE AS SEEN IN *HARRY POTTER* MOVIES

A GRADUATING PAPER

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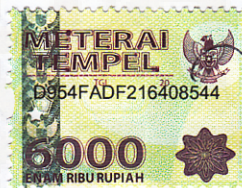
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MOTTO

Everything happens for reasons. Just believe in Allah, He will give His best for our best and believe that Allah is always beside us.

DEDICATION

This Graduating Paper is dedicated to:

MY BELOVED MOTHER, AUNT, GRANDFATHER AND BELOVED
FRIENDS.

ABSTRAK

Penulis memilih film *Harry Potter* karena sekuel film tersebut menampakkan karakterisasi yang unik pada salah satu tokohnya: Severus Snape. Penulis kemudian memilih karakterisasi Snape untuk dianalisis sehubungan dengan keambiguan dalam sikapnya terhadap Harry Potter dalam tiap sekuel dan pada keseluruhan sekual. Dalam penampilannya ada kesan kebencian tetapi di saat yang sama dia juga melindungi dan menolong Harry Potter. Penelitian ini menggunakan metode kualitatif dengan mengaplikasikan analisis deskriptif. Tujuan penelitian ini adalah untuk menjelaskan kepribadian unik Snape dalam 8 sekuel film *Harry Potter*. Teori yang digunakan dalam penelitian ini adalah teori Strukturalisme mengenai konsistensi tokoh. Berdasarkan teori tersebut, kepaduan tokoh-tokoh fiksi hanya dapat dicapai melalui konsistensi mereka. Dari analisis terhadap karakterisasi Snape yang dilakukan dengan membandingkan karakterisasinya berdasarkan pandangan tokoh-tokoh yang lain dengan karakterisasinya yang riil, dapat ditemukan bahwa sesungguhnya ada konsistensi dalam karakterisasi Snape. Hasil dari penelitian ini menyimpulkan bahwa konsistensi Snape untuk tetap berkarakterisasi antagonis dalam penampilannya disekuel awal hingga kehidupannya mencapai klimaks pada sekuel akhir. Snape menunjukkan karakterisasinya yang riil dengan memberikan memori kehidupannya kepada Harry merupakan fungsi penyokong cerita demi mencapai klimaks pada keseluruhan sekuel. Artinya bahwa seandainya Snape mengubah sikapnya menjadi baik, maka keseluruhan cerita juga akan berubah dan klimaks dari cerita akan berbeda.

Keywords: Teori Strukturalisme, konsistensi tokoh, kepribadian unik, film Harry Potter

ABSTRACT

The writer chooses *Harry Potter* movies because these sequels propose the unique characterization through one of its characters: Severus Snape. The writer then chooses Snape's characterization to be analyzed relating to his ambiguity in his attitude toward Harry Potter. In his appearance there is the tendency of hatred but in the same time he protects and helps Harry Potter. The method of this research is qualitative method by applying descriptive analysis. The objective of this study is to explain the unique personality of Snape as it can be seen in 8 sequels of *Harry Potter* movies. The theory used in this research is Structuralism theory about the consistency of the character. Based on that theory, the unity of fictional characters just can be reached through the consistency of them. From the analysis of Snape characterization that is done by comparing his characterization in other characters' view and his real characterization, it can be found that actually there is the consistency of Snape characterization. The result of this research concludes that Snape's consistency to keep antagonist in his appearance in the beginning of the story. Snape revealing his real characterization is a function for supporting the story to reach the climax of the whole sequels. It means that if Snape changes his attitude to be good, the whole story will be changed too and the climax of the story will be different.

Keywords: Structuralism theory, consistency of the character, unique personality, Harry Potter movies

CHAPTER I

INTRODUCTION

1.1. Background of Study

Prof. Severus Snape is a character in Harry Potter's movie. He appears from the first sequel until the last sequel. He is a teacher in Hogwarts School that ever studied with there with Hary Potter's parents; James Potter and Lily Evans. During his school, Snape has an unexpected experience because he is not a famous student like James Potter and the woman whom he loves, Lily Evans, although he knows that she loves James.

In the past, Prof. Severus Snape was a Hogwart's student who was selected in Slytherin. Slytherin is one of the four houses in Hogwarts School. As it is said by the Sorting Hat, the Slytherins were popular for its cunning folk who used any means to achieve their ends (Rowling, 1997: 88). When he was in school he was known as a good student, especially in the field of defense against black magic and potions. However, he was so quiet and mysterious. Hence, he had no friends. Until one day he met and became acquainted with Lily, Harry Potter's mother. Since then, they often spent their time together and Snape realized that he loved Lily.

However, when they entered Hogwart school of magic, Snape and Lily were placed in different classes. Lily went to Gryffindor whereas Snape went to Slytherin. Since then, they had rarely met each other. On the other hands, Lily met James, father of Harry Potter. Finally, James and Lily got married and then were blessed with a son named Harry Potter.

In the present time, Snape is the Potions master and the Defense against the Dark Arts teacher. Then, he becomes the headmaster at Hogwarts after the passing of Prof. Dumbledore. He is very mysterious and his character is not easy to be read. The character

is the antagonist, but there are many other stories behind attributes that he shows to everyone, especially Harry Potter.

Relating to the movie, Prof. Severus Snape is not the main character, but he has considerable influence on it. For example, Snape silently often helps Harry Potter through his position as the great teacher of defense against the dark art. He is a person who teaches Harry *Occlumency* spell. That spell has a function to conceal people's minds and keep secret things from other wizards who intend to read a memory. Yet, in different condition, *The Harry Potter and The Half-Blood Prince,* Snape murders Dumbledore with a killing curse, the *Avada Kedavra* spell. All of that show the important position of Snape in two different sides. First, he becomes Harry Potter's teacher and second, he becomes the person who kills Dumbledore, Harry Potter's patron.

From the first time, the writer sees Snape that he is a bad person. In Harry Potter's movie, a bad person means the person who is not in Harry Potter's side because Harry Potter is the hero of the movie story. On the contrary, Snape is in Lord Voldemort's side which has the nemesis to Harry Potter and Prof. Dumbledore. That tendency increases more and more as the next sequels appears. Snape always shows his cynical attitude toward Harry Potter.

The culmination story of the presumption about Snape is when he kills Prof. Dumbledore who is Harry Potter's patron. Then, he becomes the Headmaster of Hogwarts School, so it seems that all this time he wants to be a headmaster and his loyalty to Prof. Dumbledore just a mask. In fact, his real loyalty is for Lord Voldemort as the antagonist character of the movie story.

Then, the real fact of Snape appears on the movie; it seems that he wear a mask as an antagonist character. At the beginning of the movie, he is always portrayed as a

cynical person and his actions tend to create a conclusion about his bad character. Hence, the writer decides to focus on the character of Snape.

Further, the characterization also becomes the writer's concerning. Starting from the first title, *Harry Potter and The Sorcerer's Stone*, the movie is not far from the estimation that the success of the movie will not be much different from the success of the Harry Potter books themselves. The history of releasing the movie itself is as follow in sequence: the first movie of Harry Potter is premiered on 4 November 2001, followed by the sequel *Harry Potter and the Chamber of Secret* (2002), *Harry Potter and the Prisoner of Azkaban* (2004), *Harry Potter and the Goblet of Fire* (2005), *Harry Potter and the Order of the Phoenix* (2007), *Harry Potter and the Half-Blood Prince* (2009) and the last is *Harry Potter and the Deathly Hallows* which was splitted into 2 parts (2010 and 2011*).* All of them topped the box office for several weeks.

Harry Potter movie tells the story of three students from one of the Hogwarts magic schools. They are Harry Potter, Hermione Granger and Ronald 'Ron' Weasley who have a storyline on any sequel is to defeat the Death Eaters and Lord Voldemort. Death Eaters are those wizards who follow Lord Voldemort (http://www.hp-lexicon.org/wizards/death_eaters.html). In addition, *Harry Potter* movie has a unique and an unpredictable storyline. It happens because many events are irreasonable, such as the world of the magic, the unique spells, and the fantasy characters created by the author. One of the examples is *Alohomora* spells which has a function to unlock the door or a window is taken from the words, *Aloha + Mora.* Those are the combination words taken from Hawaiian language means *goodbye* and Latin language means *back*.

This research discusses the character of Prof. Snape related to Harry Potter. In practice, this research analyzes how Snape saves Harry while at the same time he shows his hatred toward Harry. There are many differences between his appearance and his real

presence to protect and save Harry. The theory used is Structuralism theory that is focused on the consistency of the character.

1.2. Problem Statements

Based on the research background above, the writer formulates the problem statement as follows:

1. How explains Snape's characterization as unique personality?
2. How can Snape's flat characterization be transformed into round character in the whole series of the movie?

1.3. Objectives of Study

Based on the Problem Statements formulated above, the writer has the following objective:

1. To explain Snape's unique personality in relation to Harry Potter
2. To describe Snape's flat characterization is transformed into round character in the whole series of the movie.

1.4. Significances of Study

This study is expected to give significance for two aspects. The first is in structuralism learning. This study is about analyzing the consistency of the character based on structuralism theory. The writer hopes this study will give the readers references about the unity of elements in the movie structure. It indicates that human's personality can be changed based on a part looking like Snape's character. Second, this study is expected to be useful for other researchers who want to analyze about literary structure and character's position in a story.

1.5. Literature Review

There are six researches related to the same object that can be found by the writer, they are as follow:

1. Agustine (2010). Muhammadiyah University of Surakarta. This research is a research on Psychoanalitic Approach. *Harry Potter's Superego in Controlling His Anger in Jk. Rowling's Harry Potter and the Order of the Phoenix Novel (2003)*, The School of Teacher Training and Study, Muhammadiyah University of Surakarta. The research aims at describing the mastering and controlling superego Harry Potter during his life. The result shows that the Superego controls every gesture he would do. How Superego is hung caused by some soul Lord Voldemort lost and entered into the soul of Harry Potter when he intends to kill Harry Potter.

2. Cicilia Dijah Ekawati, Dian Nuswantoro University. This thesis is entitled *Analisis Makna Implisit pada Novel Harry Potter and the Prisoner of Azkaban Karya J.K. Rowling dan Terjemahannya*. The objects of the analysis are sentences containing implicit meanings in *Harry Potter and the Prisoner of Azkaban* written by J. K. Rowling and its Indonesian translation done by Listiana Srisanti entitled *Harry Potter Dan Tawanan Azkaban*. The sentences with implicit meanings are analyzed using descriptive and comparative methods. The purpose of this research is to study the translation of implicit meanings from the source language into the target language.

3. Linda Eskawati (2010), Universitas Muhammadiyah Surakarta. *An Analysis on the Diectic Words in Jk Rowling's Novel Harry Potter and the Prisoner of Azkaban*. The purposes of this research are to classify the types of deictic

words, and to describe the referent of them used in JK. Rowling's Novel *Harry Potter and the Prisoner of Azkaban*. The object of the research is deictic words. The writer takes the data of deictic words found in JK. Rowling's Novel *Harry Potter and the Prisoner of Azkaban*. In collecting data, the writer uses documentation method while in classifying the types of deictic words, the writer uses Yule's theory about types of deictic words. Then, in describing the referent of deictic words, the writer employs reported speech theory by Hurford and Brendan.

4. Doni Kurniawan (2010), Universitas Muhammadiyah Surakarta. *A Translation Analysis of Compound Sentence Used in J.K. Rowling's Novel Harry Potter and the Sorcerer's Stone into Harry Potter dan Batu Bertuah*. This research deals with compound sentence in the novel of *Harry Potter and the Sorcerer's Stone*. The aims of this research are to identify the type of translation and to describe the message equivalence of compound sentence in the English Indonesian translation in the novel *Harry Potter and the Sorcerer's Stone* into *Harry Potter dan Batu Bertuah*. The writer employs the descriptive qualitative as the type of the research.

5. Fitria Meisyaroh (2010), Universitas Muhammadiyah Surakarta. *An Analysis of Representative Utterance in Conversation of Harry Potter and the Sorcerer's Stone Movie Manuscript*. This research studies about representative utterance in *Harry Potter and The Sorcerer's Stone* movie manuscript. The research focuses on the types of representative utterance based on Grice's maxim and the speaker's intention.

6. Santosa Yuniarta (2010), Universitas Muhammadiyah Surakarta. *A Pragmatic Analysis of Exclamatory Expressions of the Harry Potter and the Deathly*

Hallows and Its Translation Harry Potter dan Relikui Kematian. This research deals with exclamatory expression in the Harry Potter's novel. The research uses FTA theory in Indonesian translation of *Harry Potter and the Deathly Hallows* and infers that Listiana Srisanti as the translator of Harry Potter and The Deathly Hallows novel made a better translation.

This research is different from the first research because the research uses the different approach, that is objective approach, while the first research uses psychological approach. The first research focuses on Harry Potter's superego while this research focuses on Severus Snape's hidden characteristic. Then, this research is different from the second, fourth, and sixth researches because the kind of those researches is comparative research of linguistic aspects of translation while this research is descriptive research based on objective approach. And the third research focuses on pragmatic aspect of linguistic. While the fifth research is different from this research because eventhough the research focuses on the movie script same with this research, the research just focuses in the first Harry Potter movie script while this research focuses on all sequels of Harry Potter movies script. Besides, the fifth research focuses on linguistic aspect of the script while this research uses the movies scripts as the data analyzed using Structuralism theory.

1.6. Theoretical Approach

In this research, the writer uses Structuralism theory about the consistency of the character in a story. As it is started by Jonathan Culler in *Structuralist Poetics* that structuralist analysis about the characters has the purpose to define the character as a participant rather than as a being (Culler, 2002: 272). That statement indicates that the analysis deals with the changing of the character based on the characterization in which the character story rather than as the human with various psychological aspects in him.

The consistency of the character is believed in Structuralism since the unity of the fictional characters just can be reached through that. Even if there is the inconsistency of the character, he can be consistently inconsistent (Kenney, 1966: 31). It means that one time the inconsistency of the character can be found in a story that must be interpreted as not the simple way of the author to solve the difficulty of the plot, for example to make the story ended happily.

In this research, the concept of consistency is used to analyze the image of Snape. The image of Snape based on other character's view in every sequel is compared to the real Snape as the whole plot of the sequences. Although, he, at glance, shows the inconsistency from the position of the enemy of Harry Potter in the beginning until near the time of his death and then he is changed into the protector of Harry Potter in the end of his life, the consistency can be shown through the reasons behind all of his actions.

1.7. Method of Research

1.7.1. Type of Research

The type of this research is library research that is done by using the objective approach. The library research is done by collecting The Harry Potter movie and Snape's script, and using some books to get the materials which support this research. This research applies the descriptive technique that explains about the problem statements.

Whereas the method of collecting data is qualitative because it does not use any numeric data.

1.7.2. Data Sources

The data of this research can be divided into main data and supporting data. This research uses objective approach that is the approach of analyzing literary work as a self-sufficient and autonomous object (Abrams, 2009: 63). That statement expresses that the main data of this research are from the story of *Harry Potter* movies including the script, dialogue or conversation, expression and gesture. Then the research also uses the supporting data that are obtained from webs and also from some books that are relevant to this research.

1.7.3. Data Collection Technique

The data are collected through 7 movies of Harry Potter movie sequels. The writer watches all of the movies more than three times and writes down the data of Snape characterization. The writer does not only collect the data from the movie but also observes in library and internet. Some additional information about the terms used in the movie can be found from its book version.

1.7.4. Data Analysis Technique

Analyzing data is the most important aspect of this research. The writer uses descriptive analysis method, it means that the process is implemented by describing the data and then analyzing it based on the theory used. The processes are as follow:

a.   The writer watches the movies repeatedly to understand the content of the movies

b.   The writer searches Harry Potter movie's script from the internet and selects the data that are relevant to the problem

c.   The writer applies the theory to analyze the classified data in chapter three

d.   The writer concludes the analysis based on the classified data relating to the problem statements.

1.8. Paper Organization

The research is managed into four chapters to make the readers comprehend the content easily. Chapter one is the introduction that provides background of study, problem statements, objectives of study, significances of study, literature review, theoretical approach, method of research and paper organization. Chapter two elaborates the intrinsic elements of *Harry Potter* movies. Chapter three analyzes the character of Snape using Culler theory. Chapter four consists of conclusion.

CHAPTER IV

CONCLUSION

4.1.Conclusion

Based on Structuralism theory about the consistency of the character, the double personalities shown by Severus Snape to Harry Potter in *Harry Potter* movies can be explained as follow:

The characterization of Snape in *Harry Potter* movies is double based on the plot of each movie and the plot of the whole sequels. In each movie plot, Snape is a flat character whereas in the whole movie sequel plots, Snape is a round character. The difference of his characterization is caused by the difference in the movie length or duration. Besides, the position of each movie composes the larger story of the complete Harry Potter movie sequel story. Hence, Snape's consistency is needed as the part of supporting the whole story to reach its climax and ending.

The characterization of Snape is actually consistent in all of his actions. The consistency here means the consistency to keep becoming someone who is bad in his actions from Harry Potter's and friend's point of view. That consistency is needed to support the plot of the story that helps it to reach the climax. It will be different if he suddenly changes becomes good in the middle of the story. It can make the story change too, for example the courage of Harry Potter to meet Lord Voldemort in the wood will not happen.

The sequel of the movies reaches its climax in the death of Lord Voldemort near the end of the eighth movie. The climax of Snape's plot supports

the story to reach the climax of the story. As it is shown in the movie, after he knows about the real Snape, Harry contemplates for a moment and then he becomes courageous to go to meet Lord Voldermort in the wood. After that, Harry's side that becomes horcrux died and so in the next fight with Lord Voldemort he can kill Lord Voldemort.

4.2. Suggestions

4.2.1. Suggestion for Future Researchers

The research employs Structuralism theory to explain the reason behind the ambiguous acts of Severus Snape in Harry Potter movie sequels. The writer suggests to the future researchers to use this research as the comparative study for their researches. Then, the researcher also suggests them to take the same approach but using another theory to analyze the same object, for example a future researcher can employs psychological approach of Jacques Lacan to analyze the psychological aspect of Severus Snape.

4.2.2. Suggestion for The Readers

In *Harry Potter* movies, the image of Severus Snape is bad in a glance if people do not look into its whole characterization. If his characterization is seen in a complete role, the contrary conclusion can be found that his image is actually the best one among some other characters.

In Islamic point of view, people are warned by God that maybe something they like is a bad thing and something they dislike is a good thing as God said in Surah Al-Baqarah verse 216:

وَعَسَى أنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ وَعَسَى أنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لا تَعْلَمُونَ

But it is possible that ye dislike a thing which is good for you, and that ye love a thing which is bad for you. But Allah knoweth, but ye know not. (Ali, 2004: 86)

In conclusion, people must be careful to like or dislike something, because maybe the appearance of a thing differs from the real of it. As it is shown in Harry Potter movies, Snape is a figure that is misunderstood by people around him whereas in fact he is a good person.

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APPENDIX

A. Summary of *Harry Potter* Movies

1. Harry Potter 1st: *Harry Potter and the Philosopher's Stone*

Harry Potter is an orphan who is nurtured by his aunt and his uncle. He lives in Privet Drive number four. In his life as a boy, Harry finds that sometimes he can create a miracle, for example, in a reptile house he can speak to a Brazilian boa and then makes it escapes.

One times Harry gets a letter that invites him to go to a Wizard school named Hogwarts. After some difficulties caused by his aunt and his uncle, finally Harry enters Hogwarts School. He is chosen by The Sorting Hat to stay in Gryffindor House. Then, he and his friends Hermione Granger and Ron Weasley become entangled in the mistery of The Philosopher Stone: the stone that is believed can make someone live eternally.

At first, Harry and his friends assume that the person who will steal the stone is Professor Snape, the teacher that is hated by them, but then Harry finds that the real culprit is Professor Quirrel. Finally Harry fights face-to-face with him who is used by Lord Voldemort to get the stone.

Harry wins the fight, he heard the whole story about the stone and Lord Voldemort from Professor Dumbledore. In summer holiday, when most of his friends go to their home, Harry decides to spend his time in Hogwarts School.

2. **Harry Potter 2nd**: *Harry Potter and the Chamber of Secrets*

In his birthday, Harry is locked in his room by his uncle to protect him from an uninvited guest. He is warned by an house-elf named Dobby to do not go back to Hogwarts because there is a danger. Then, Ron pick him up to his house called The Burrow.

In the time they will go to Hogwarts, Harry and Ron can not pass platform nine and three-quarters. They go to Hogwarts by using flying car and get the problem with Professor Snape. One time, Harry and his friends find the message that The Chamber of Secrets has been opened.

When Ron's sister, Ginny Weasley is kidnapped by the person who opens the Chamber of Secrets, Harry and friends decide to go to the Chamber through the pipe in Moaning Myrtle's bathroom. In the room he meets Tom Riddle, the young form of Lord Voldemort who saves one part of his soul in the diary. He order the basilisk to attack Harry.

Then Harry kills the basilisk and destroys Lord Voldemort. Harry is wounded but he is healed by Fawke's tears. Fawkes is Professor Dumbledore's phoenix. After that, all of the basilisk's victims are healed, and Hagrid who is accused as the person who opens the Chamber of Secrets comes back into Hogwarts.

3. **Harry Potter 3rd**: *The Prisoner of Azkaban*

Harry spends his summer in his uncle home. When he goes from the home he finds the news in newspaper that a prisoner of Azkaban named Sirius Black is

escaping. Then he gets the news from Mr. Weasley that Sirius wants to kill Harry. Because of the escaping of Sirius, Hogwarts is guarded by Dementors.

In Hogwarts, Professor Lupin becomes teacher of Defence Against the Dark Arts. He is the friend of James Potter. One times, Harry hear the conversation between Professor McGonagall and Professor Lupin about the story of the death of Harry's parents. It is said that Sirius Black is the person who kills Peter Pettigrew and tells Lord Voldemort about the place of Harry's parents hiding.

Harry gets a map that can show people's position. Professor Lupin knows the map and he sees Peter Pettigrew is detected there. Harry and his friends find Sirius Black, and with Professor Lupin they find that Peter Pettigrew is the person who tells Lord Voldemort and he is still alive as Ron's mouse.

When Sirius and Black become werewolfs, Peter becomes a mouse again. He escapes, and Sirius is caught. He will be sent again into Azkaban, but then Harry and Hermione rescue Sirius by making him riding Buckbeak. After the event, Professor Lupin stops teaching in Hogwarts. In the end of the movie, Harry gets Fireball broom as a gift, and he tries to ride it.

4. Harry Potter 4th: *Harry Potter and the Goblet of Fire.*

Harry dreams about Voldemort's plan. Not long after that, the Dark Mark appears in the sky as the sign of the coming back of Lord Voldemort. Whereas, at the year, The Triwizard Championship, the tournament of completing three magical tasks is held in Hogwarts School. The contestant is taken from Hogwarts,

Beauxbaton, and Durmstrang academy. The Triwizard is attended by one student from each academy, and the student under age 17 can not joint the tournament which its reward is the Triwizard Cup. Harry Potter is chosen by the Goblet of Fire to be a contestant from Hogwarts School with Cedric Diggory.

Harry and Cedric can finish the tasks and they reach the Triwizard Cup that is a portkey. The portkey brings them into Tom Ridle's grave where Peter Pettigrew is waiting with Lord Voldemort. Cedric is killed by Avada Kedavra Spells, and Lord Voldemort wants Harry's blood. Nevertheless, in a duel with Harry, Harry wins, and he back into the field of tournament with bringing Cedric's corpse.

Then the mistery is revealed. Mad-Eye Moody is locked by Barty Crouch Jr., a follower of Lord Voldemort, and he camouflages as Professor Moody to make Harry attending the tournament. Barty Crouch Jr. is caught by Professor Dumbledore and the real Mad-Eye Moody is saved. Harry and Professor Dumbledore talking about what happened between Harry and Lord Voldemort. At the end of the movie, Harry and his friends say goodbye to the participant of tournament who comes back into their schools

5. **Harry Potter 5th :** *Harry Potter and the Order of Phoenix*

In the beginning of the movie, Harry and Dudley are attacked by Dementors. The ministry refuses the news that Lord Voldemort is coming back. Nevertheless, the ministry sends Professor Dolores Umbridge, a senior Ministry official, to teach the Defence Against the Dark Arts in Hogwarts.

Dolores tends to rule Hogwarts School. At the same time, Harry and his friends form an organization called as Dumbledore's Army. One time, Dolores caught the organization, because it uses Dumbledore's name, so Dumbledore's position as Hogwarts Headmaster is replaced by Dolores.

Harry often knows Lord Voldemort's mind and his actions. Dumbledore aware that there is the connection between Harry and Lord Voldemort. He asks Snape to teach Harry to protect his mind from that.

One time, Harry awares Lord Voldemort's mind to kill Sirius in a room in Ministry where there are so much crystal ball, a Department of Mysteries. They go to the place, but that is a trap, and at the place Bellatrix Lestrange kills Sirius Black. Nevertheless, Fudge, the minister forced to admit the appearance of Voldemort because the ministry officials arrive before he can dissapparate. Fudge then resign as minister.

Professor Dumbledore becomes the headmaster of Hogwarts again. In the end of the movie, Harry and his friends go by using Hogwart Express.

6. Harry Potter 6th: *Harry Potter and the Half-Blood Prince*

Dementors appear in Human's world. Lord Voldemort gives Draco Malfoy a secret mission to kill Professor Dumbledore. Bellatrix and Narcissa, Draco's mother ask Professor Snape to speak an Unbreakable Vow to protect Draco while he is finishing the mission.

In Hogwarts, Professor Horace Slughorn becomes the teacher of Potions. Harry get some brilliant suggestions about Potion from a book belong to The

Half-Blood Prince. Actually Professor Dumbledore wants to know something from Professor Slughorn's memory about the past of Tom Riddle. When Professor Dumbledore knows about that through Harry, it is the fact that Tom Riddle has divided his soul into seven horcruxes. If the horcruxes are destroyed, he will die.

After hunting a horcrux with Harry, Professor Dumbledore is surrounded by Draco Malfoy and the Death Eaters. Harry wants to help him, but Snape comes and asks him to keep hiding. Finally, Draco does not has a courage to kill Dumbledore, and Snape does it by using Avada Kedavra Spells.

The fact is revealed, the half-blood prince is Snape. After Dumbledore's funeral, Harry reveals to Hermione and Ron that the locket horcrux is a fake. Then they decide to seek the rest horcruxes.

7. **Harry Potter 7th and 8th:** *Harry Potter and the Deathly Hallows part 1 and 2*

In the beginning of the movie, Rufus Scrimgeour, the Minister of Magic said that even Lord Voldemort comes back, the ministry is strong. Nevertheless, in the same time Harry is camouflaged by the order of the phoenix to save him from the attack of Lord Voldemort.

In the way to go to the save place, Harry and his accompanists are ambushed by Death Eaters and Voldemort. Mad-Eye Moody is dead. Not so long after that, Lord Voldemort and his follower make a chaos in the world. Professor Snape becomes the Headmaster of Hogwarts.

Harry and his friends hunt horcruxes, at the same time, they know about the Elder Wand. When he aware that even he has the Elder Wand but he will never became the master as long as Snape still alive, Lord Voldemort kills Snape. Before he dies, Snape gives Harry a memory from it Harry knows the past time of Snape and the real of him.

In a duel with Lord Voldemort, Harry kills him because at the same time his last horcrux, Nagini, is destroyed by Neville Longbottom. Harry becomes the master of the Elder Wand, but he snaps it. In the future time, as the ending of the movie, Harry, Ginny, Ron, Hermione, Draco, and Astoria usher their children in the station to go to Hogwarts School.

B. Script of *Harry Potter* Movies

In this script of the sequel movies, the writer takes certain conversations to support the analysis and eliminate the conversations which are not classified as the data. For further conversation based on the scripts are below:

1. Script of Harry Potter 1st

a. Ron Weasley (to Harry): *Every wizard who went bad was in Slytherin.* (00:43:48 → 00:43:51)

b. Harry looks around and spots a black haired, pale teacher, Severus Snape, looking at him. His scar hurts.

Harry : *Ahh!* {puts hand on forehead}

Ron : *Harry, what is it?*

Harry : *Nothing...it's nothing, I'm fine.* (00:44:00 → 00:44:08)

c. Harry : *Say, Percy, who's that teacher talking to Professor Quirrell?*

Percy : *Oh, that's Professor Snape, head of Slytherin house.*

Harry : *What's he teach?*

Percy : *Potions. But everyone knows it's the Dark Arts he fancies.* (00:46:49 → 00:47:02)

d. Snape: *There will be no foolish wand waving or silly incantations in this class. As such, I don't expect many of you to enjoy the subtle science and exact art that is potion making. However, for those select few* {looks at Draco, who smiles}, *who possess the predisposition, I can teach you how to bewitch the mind and ensnare the senses. I can tell you how to bottle fame, brew glory and even put a stopper* {Draco looks on} *in death.* {Draco raises his eyebrows.} {Snape sees Harry, writing this down, in, his view, not paying attention.} *Then again, maybe some of you have come to Hogwarts in possession of abilities so formidable that you feel confidant enough to not...pay...attention.* (00:51:25 → 00:52:14)

e. Snape: *Mr. Potter. Our...new...celebrity. Tell me, what would I get if I added powdered root of asphodel to an infusion of wormwood?* {Hermione's hand skyrockets. Harry shrugs.} *You don't know? Well, let's try again. Where, Potter, would you look if I asked you to find me a bezoar?* {Hermione's hand shoots up again.}

Harry: *I don't know, Sir.*

Snape: *And what is the difference between Monkshood and Wolfbane?*

Harry: *I don't know, Sir.*

Snape: *Pity. Clearly, fame isn't everything, is it, Mr. Potter?*(00:52:30→ 00:53:19)

f. Snape appears.

Snape : *Good luck today, Potter. Then again, now that you've proven yourself against a troll, a little game of Quidditch should be easy work for you...even if it is against Slytherin.* {Leaves, limping.}

Harry Potter : *That explains the blood.*

Hermione : *Blood*?

Harry Potter : *Listen, last night, I'm guessing Snape let the troll in as a diversion so he could try and get past that 3 headed dog. But, he got himself bitten, that's why he's limping.* (01:13:59 → 01:14:32)

g. Hermione : *It's Snape! He's jinxing the broom!*

Ron : *Jinxing the broom? What do we do?*

Hermione : *Leave it to me.* {She hands Ron her binoculars and leaves.} (01:20:50→01:20:57)

2. **Script of Harry Potter 2ⁿᵈ**

a. Snape : *You were seen by no less than seven Muggles. Do you have any idea how serious this is? You have risked the exposure of our world. Not to mention the damage you inflicted on a Whomping Willow that's been on these grounds since before you were born.*

Ron : *Honestly, Professor Snape, I think it did more damage to us.*

Snape : *Silence! I assure you, that were you in Slytherin, and your fate rested with me, the both of you would be on the train home- tonight. As it is...*

Dumbledore: *...They are not.*

Harry : *Professor Dumbledore. Professor McGonagall.*

Snape : *Headmaster, these boys have flouted the Decree for the Restriction of Underage Wizardry.* (00:29:29→00:30:24)

b. Snape : *Weasley's wand causes devastation with the simplest spells. We'll be sending Potter to the hospital wing in a matchbox. Might I suggest someone from my own house? Malfoy, perhaps?* (01:06:25→01:06:41)

3. **Script of Harry Potter 3rd**

a. Harry : *Excuse me, sir. Where's Professor Lupin?*

Snape : *That's not really your concern, is it, Potter?* (00:52:04 → 00:52:08)

b. Snape : *How extraordinarily like your father you are, Potter. He, too, was exceedingly arrogant. Strutting about the castle –*

Harry : *My dad didn't strut. Nor do I. Now, if you don't mind, I'd appreciate you lowering your wand.*

Snape eyes Harry coldly. Containing himself. Lowers his wand.

Snape : *Turn out your pockets.*

Harry does not move, eyes still boring into Snape.

Snape : *Turn out your pockets!*

Finally, Harry obliges. (01:15:29 → 01:15:54)

4. Script of Harry Potter 4th

a. Snape : *However, should you ever steal from my personal stores again, my hand might just slip over your morning pumpkin juice.*

Harry : *I haven't stolen anything.*

Snape : *Don't lie to me.* (01:49:51 → 01:50:04)

5. Script of Harry Potter 5th

a. Snape : *You're just like your father. Lazy, arrogant.*

Harry : *Don't say a word against my father.*

Snape : *Weak.* (01:32:04 → 01:32:11)

b. Umbridge : *The time has come for answers, whether they want to give them to me or not. Have you got the Veritaserum?*

Snape : *I'm afraid you've used up all of my stores interrogating students, the last of it on Miss Chang. Unless you wish to poison him- and then I assure you, I would have the greatest sympathy if you did- I cannot help you.* (01:40:00→01:40:25)

6. Script of Harry Potter 6th

a. Bellatrix : *Cissy! You mustn't do this. He can't be trusted.*

Narcissa : *The Dark Lord trusts him.*

Bellatrix : *The Dark Lord is mistaken.* (00:15:01→00:15:10)

b. Bellatrix : *Make the Unbreakable Vow.* (as Snape looks away) *You see. It's just empty words. Oh he'll try. He'll give it his best effort. But when it matters most he'll slither back into his hole. Bloody coward...*

Snape : *Take out your wand.* (00:16:57→00:17:30)

c. Snape : *It's all right, Mr. Filch. I can vouch for Mr. Malfoy.* (00:28:17 → 00:28:22)

d. Harry : *It was Malfoy.*

Prof. McGonagall : *That's a very serious accusation, Potter.*

Snape : *Indeed. Your evidence?*

Harry : *I... just... know.*

Snape : *You... just... know. Once again you astonish with your gifts, Potter, gifts mere mortals could only dream of possessing. How grand it must be to be the Chosen One.* (00:54:09→00:54:43)

e. Dumbledore : *Severus…Please.*

Snape : *I gave my word. I made a vow...*

Harry's eyes dart back and forth frantically, trying to make sense of the scene playing out above. Snape's arm rises.

Snape : *Avada Kedavra!* (02:13:53 → 02:14:07)

f. Snape and the others race toward the edge of the grounds.

Harry : *Snape! He Trusted you!*

Snape pulls up, looks back. Sees Harry sprinting toward him. (02:15:13 → 02:15: 20)

g. Snape : *You dare use my own spells against me, Potter? Yes, I'm the Half-Blood Prince.* (02:16:06 → 02:16:18)

7. Script of Harry Potter 7th

a. Charity : *Severus, please. We're friends…*

Snape's face remains impassive. Voldemort's eyes narrow to scarlet

slits… his voice hissess. Draco watches a teardrop strike the table…

Voldemort : *Avada Kedavra!* (00:09:06→00:09:18)

8. **Script of Harry Potter 8th**

a. Snape : *Should anyone --student or staff -- attempt to aid Mr. Potter, that person will be punished in a manner consistent with the severity of their transgression. Rest assured: So long as I am Headmaster at Hogwarts, Harry Potter will never again step foot in this castle.* (00:35:27→00:35:46)

b. Voldemort : *You have been a good and faithful servant, Severus.*

Voldemort raises the wand, points it at Snape's throat.

Voldemort : *But only I can live forever...*

Voldemort sweeps his arm away, turning the wand on Nagini.

Voldemort : *Kill.* (01:08:55→01:09:16)

c. Albus : *Dad?*

Older Harry : *Yes?*

Albus : *What if I'm put in Slytherin?*

Harry studies his son long and hard. Leans close.

Older Harry : *Albus Severus Potter, you were named after two headmasters of Hogwarts. One of them was a Slytherin, and he was the bravest man I've ever known.* (01:56:20→ 01:56:39)

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