

**AN ANALYSIS OF MOTIVATIONAL VALUE FROM OPRAH  
WINFREY SHOW EPISODE OPRAH AND J.K. ROWLING  
IN SCOTLAND**

**THESIS**

Submitted by

**MAGHFIRAH**  
NIM. 140203048

Student of Faculty of Education and Teacher Training  
Department of English Language Education



**FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
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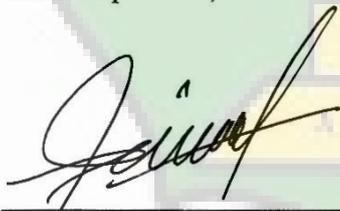
**MAGHFIRAH**  
NIM. 140203048

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by :

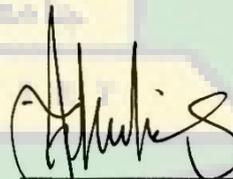
Main Supervisor,

Co-Supervisor,



Dr.phil. Saiful Akmal, M.A.

Date : 22 / 12 / 2020



Fitriah, M. Pd

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It has been defended in Sidang Munaqasyah  
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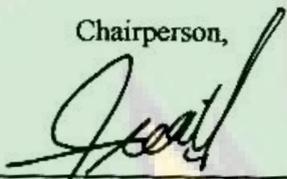
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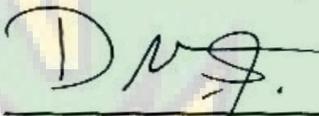
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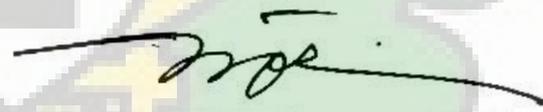
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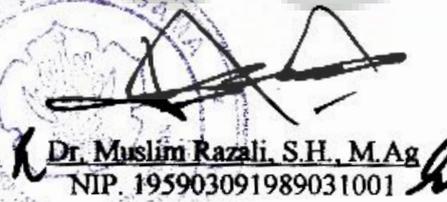
  
Fitriah, M. Pd

Member,

  
Dr. Muhammad Nasir, M.Hum

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

  
Dr. Muslim Razali, S.H., M.Ag  
NIP. 195903091989031001

**SURAT PERNYATAAN KEASLIAN**  
**(Declaration of Originality)**

Saya yang bertanda tangan di bawah ini :

Nama : Maghfirah

NIM : 140203048

Tempat/Tanggal Lahir : Berenuen/26 september 1996

Alamat : Jln. Paya Umet Lr. Monja Desa Blang Cut Kecamatan  
Lueng Bata Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

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Saya yang membuat surat pernyataan,



Maghfirah

## ABSTRACT

Nama : Maghfirah  
NIM : 140203048  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis working title : An Analysis of Motivational Value from Oprah Winfrey Show Episode Oprah and J.K Rowling in Scotland  
Main Supervisor : Dr. phil. Saiful Akmal, M.A.  
Co-Supervisor : Fitriah, M.Pd.  
Keywords : Extrinsic, Intrinsic, J.K. Rowling, Motivation, Literature, Oprah Winfrey Show

This study aims at giving information about the elements of intrinsic and extrinsic motivation and motivational patterns of literature content based on conversations between Oprah and J.K. Rowling in the episode Oprah and J.K. Rowling in Scotland. This is a descriptive qualitative study. The data were collected from the transcript dialogues between Oprah Winfrey and J.K. Rowling. The results of the study showed that 51% of the conversation contained intrinsic motivation, it is uttered more often than extrinsic motivation (49%). The intrinsic motivational factors of the conversation included enjoyment/encompass hobbies/interests, challenge/ achievement, fantasy/imagination/dream, advancement, responsibility, and self-esteem. The extrinsic motivational factors included money/materials, social status/public recognition, power, fame, relationship, convenience/mildness, and health. The motivational pattern of the transcription between Oprah and J.K. Rowling on the Oprah Winfrey Show Episode Oprah and J.K. Rowling in Scotland as an English literature included motive of self-expression is the most utterance used, followed by motive of power, motive of avoidance of failure and motive of achievement, motive of affiliation, and the least frequency is motive of refusal of affiliation. This study provides contributions to English foreign learning since the teachers can use the video of the native speakers during teaching and learning English in the classroom and the students can practice English not only during English class, but also outside the classroom, such as watching the video of the native speakers and reading English books, novels, and the transcription of videos.

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Finally, due to the shortcoming of this study and the writer limited ability, suggestions and comments are really welcomed in order to reduce its weakness and improve the insight and the writer experience in writing. The writer hopes this thesis will give valuable contribution for students and lecturers in Department of English Language Education of UIN Ar-Raniry Banda Aceh and the thesis readers.

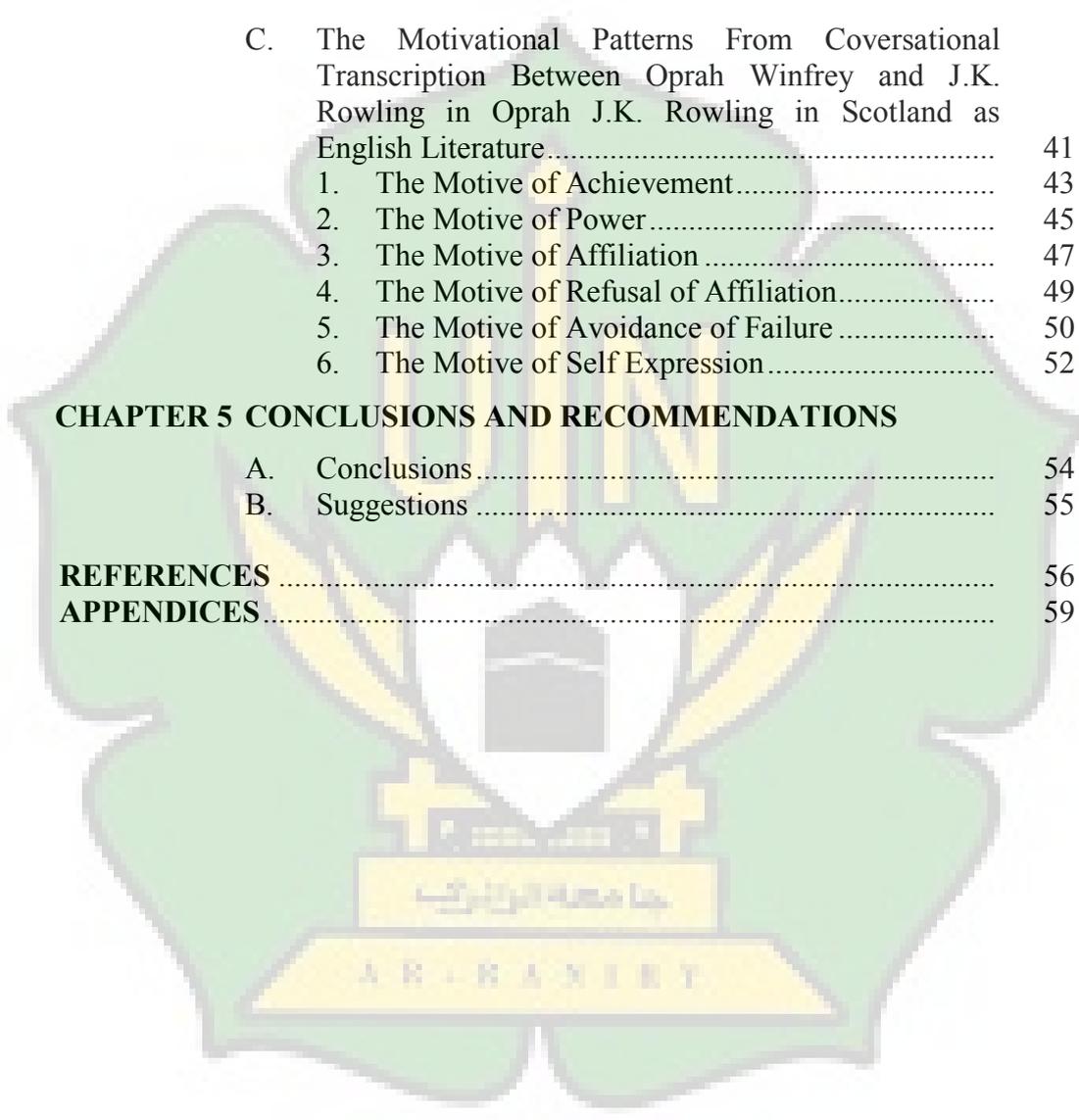
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The Writer,

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## TABLE OF CONTENTS

<b>APPROVAL LETTER</b> .....	i
<b>MUNAQASYAH LETTER</b> .....	ii
<b>DECLARATION OF ORIGINALITY</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	ix
<b>LIST PF FIGURES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xii
<b>CHAPTER 1 INTRODUCTION</b>	
A. Background of Study.....	1
B. Research Questions .....	4
C. Aim of Study .....	4
D. Significance of Study .....	4
E. Research Terminology .....	5
<b>CHAPTER 2 LITTERATURE REVIEW</b>	
A. The Nature of Motivation.....	8
B. Types of Motivations .....	9
C. The Motivational Patterns of English Literature.....	11
D. Oprah Winfrey Show .....	13
E. J.K. Rowling Biography.....	16
<b>CHAPTER 3 METHODOLOGY</b>	
A. Research Design.....	21
B. Data Source .....	22
C. Methods Of Data .....	22
D. Methods Of Analysis.....	23
<b>CHAPTER 4 FINDING AND DISCUSSION</b>	
A. Intrinsic Motivation Of J.K. Rowling and Oprah Conversation in Oprah Winfrey Show .....	27
1. Enjoyment / Encompass Hobbies / Interest.....	28
2. Challenge / Achievement.....	29
3. Fantasy / Imagination / Dream .....	30
4. Advancement .....	31
5. Responsibility .....	32
6. Self Esteem .....	32
B. Extrinsic Motivation of J.K. Rowling and Oprah Winfrey Show episode Oprah and J.K. Rowling in Scotland.....	34
1. Money / Materials.....	34

2.	Social Status / Public Recognition.....	35
3.	Power.....	37
4.	Fame.....	37
5.	Relationship.....	39
6.	Convenience / Mildness.....	40
7.	Health.....	41
C.	The Motivational Patterns From Coversational Transcription Between Oprah Winfrey and J.K. Rowling in Oprah J.K. Rowling in Scotland as English Literature.....	41
1.	The Motive of Achievement.....	43
2.	The Motive of Power.....	45
3.	The Motive of Affiliation.....	47
4.	The Motive of Refusal of Affiliation.....	49
5.	The Motive of Avoidance of Failure.....	50
6.	The Motive of Self Expression.....	52
<b>CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS</b>		
A.	Conclusions.....	54
B.	Suggestions.....	55
<b>REFERENCES</b> .....		56
<b>APPENDICES</b> .....		59



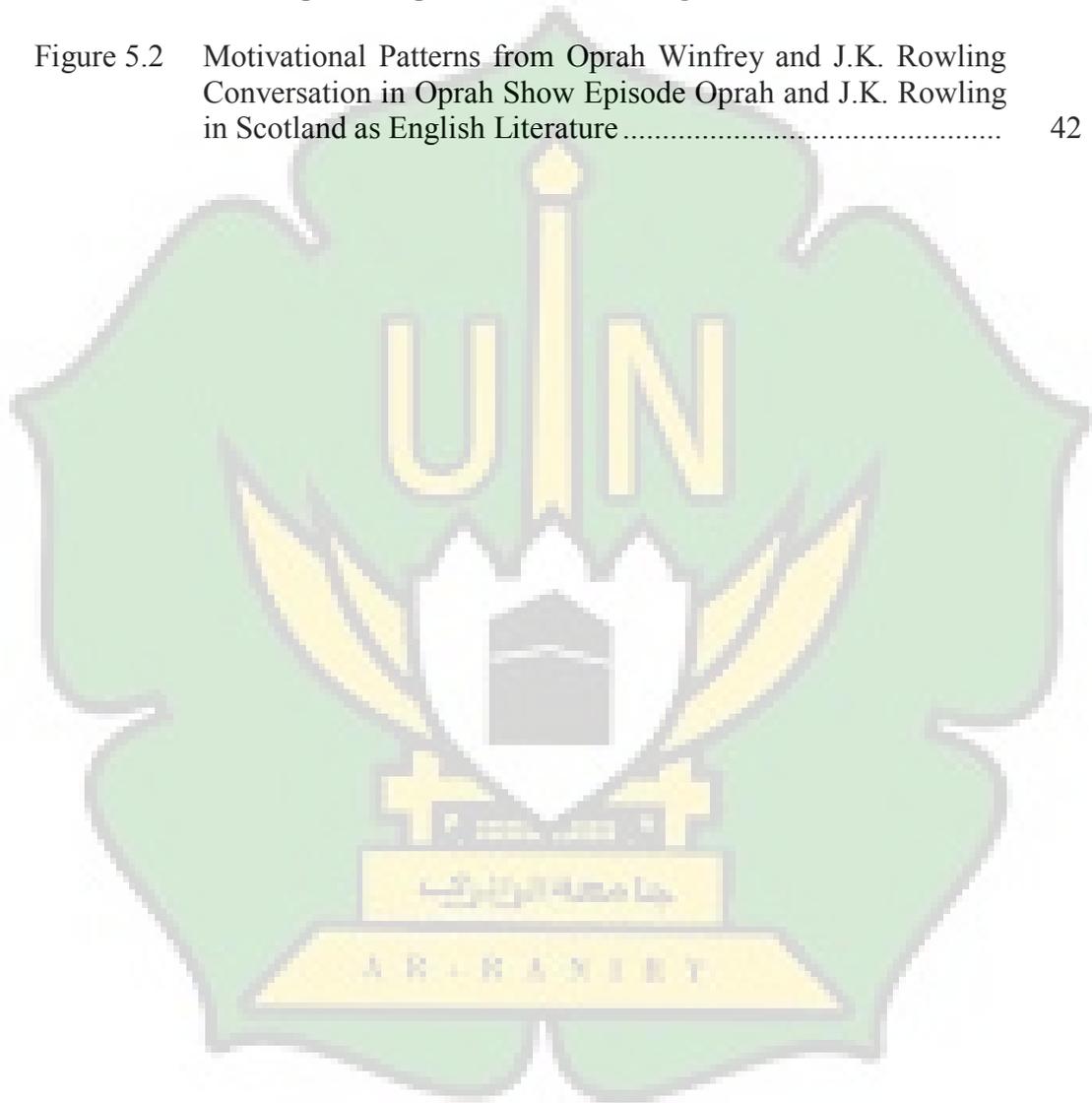
## LIST OF TABLES

Table 4.1	The Enjoyment/Encompass Hobbies/Interest Factors of Intrinsic Motivation .....	28
Table 4.2	The Challenge/Achievement Factors of Intrinsic Motivation Indicator Sentences .....	29
Table 4.3	The Fantasy/Imagination/Dream Factors of Intrinsic Motivation Indicator Sentences .....	30
Table 4.4	The Advancement Factors of Intrinsic Motivation Indicator Sentences .....	31
Table 4.5	The Responsibility Factors of Intrinsic Motivation Indicator Sentences .....	32
Table 4.6.	The Self-Esteem Factors of Intrinsic Motivation Indicator Sentences .....	33
Table 4.7	The Money/Materials Factors of Extrinsic Motivation Indicator Sentences .....	35
Table 4.8	The Social Status/Public Recognition Factors of Extrinsic Motivation Indicator Sentences .....	36
Table 4.9	The Power Factors of Extrinsic Motivation Indicator Sentences .....	37
Table 4.10	The Fame Factors of Extrinsic Motivation Indicator Sentences. ....	38
Table 4.11	The Family Factors of Extrinsic Motivation Indicator Sentences .....	39
Table 4.12	The Friendship Factors of Extrinsic Motivation Indicator Sentences .....	39
Table 4.13	The Convenience/Mildness Factors of Extrinsic Motivation Indicator Sentences .....	40
Table 4.14	The Health Factors of Extrinsic Motivation Indicator Sentences .....	41
Table 4.15	The Motive of Achievement from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show, Episode Oprah and J.K. Rowling in Scotland as English Literature .....	43

Table 4.16	The Motive of Positive Power from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature .....	45
Table 4.17	The Motive of Negative Power from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature .....	46
Table 4.18	The Motive of Affiliation from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature.....	48
Table 4.19	The Motive of Refusal of Affiliation from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature .....	49
Table 4.20.	The Motive of Avoidance of Failure from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature .....	50
Table 4.21	The Motive of Self-Expression from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature .....	52

## LIST OF FIGURES

- Figure 4.1 The Percentages of Intrinsic and Extrinsic Motivation in the Conversation Between Oprah and J.K Rowling on the Oprah Show Episode Oprah and J.K Rowling in Scotland ..... 26
- Figure 5.2 Motivational Patterns from Oprah Winfrey and J.K. Rowling Conversation in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature ..... 42



## LIST OF APPENDICES

- Appendix A      Appointment Letter of Supervisor
- Appendix B      The Transcript of Oprah Winfrey Show Video



# CHAPTER I

## INTRODUCTION

### A. Background of Study

English has become the most important language in the world because more and more people speak it as a first and second language than any other language in the world (Nailufar, 2018). Moreover, there are a number of utilities of English in modern world, such as in business, in education, for getting job, media and entertainment and among others (Reddy, 2016). Therefore, several people, including Indonesian intend to learn English as a second language or foreign language due to the easiness of getting job among others. Nailufar (2018) stated that mastering a foreign language extremely well is one of the best things to do to get a good job after graduating.

Learning English as a foreign language cannot be separated from motivation. Chalak and Kassaian (2010) stated that motivation is the most important reason to explain the failure or success of a learner in studying an L2. Alizadeh (2016) have also explained that someone motivational level can affect their success or failure in learning English. For instance, some of students extremely desire to learn English on his/her first weeks but the students considerate English is difficult, so they will finish and gain success. In contrast, some of students feel English is not so crucial and wasting time or in other word, they are not motivated enough to learn English, thus the student will not study hard on the language. Therefore, motivation is a crucial aspect in a successful learning process. It can cause some

difficulties to gain effective learning for learners if they lack of enough motivation.

Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation (Fachraini, 2007). Intrinsic motivation is a motivation to learn that comes within the person. However, extrinsic motivation is external factors that influence a person to learn, it includes positive attitude towards L2 community, external encouragement, and enjoyment of learning (Alizadeh, 2016). Nailufar (2018) adds that students are motivated to learn a language because someone is either going to reward them for doing it or penalize them for not doing it.

With regard to the explanation above, motivation to learn language can be influenced by several ways; one of them is the enjoyment of learning the target language. A teacher should understand how to create a nice atmosphere in the classroom in order to prevent student's boredom by giving different method of teaching such as showing a video which contains motivational value. It may increase students' motivation as well as their English skill. Video make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation (Kurniawati, 2016).

Regarding to the video that can be used as a tool to increase students' skill and motivation, the writer would like to analyze one of the most popular talk show from United States of America entitled Oprah Winfrey Show. Oprah Winfrey Show hosted by Oprah Gail Winfrey has been shown from 1986 until now. The

show has been successful and has a highest rating in almost 24 years shown not only in America but also all around the world (Dewi, 2012). The writer chooses this talk show owing to some reasons. It contains lots of motivational value and inspiring content, the Oprah Winfrey show won scores of Emmy Awards, the host conduct interviews with few problems or conflict with the guest, therefore this talk show is very interesting to explore.

In this study, the writer focuses on analyzing the intrinsic and extrinsic motivation of the conversation in Oprah Winfrey Show episode “Oprah and J.K Rowling in Scotland” and motivational pattern of English literature represented in it. The object of this study is taken from a video interview between Oprah and J.K Rowling in Oprah Talk Show 2010. The writer chooses “Oprah and J.K Rowling in Scotland” episode since the writer is interested in J.K Rowling’s life. She is well known with her novel; Harry Potter. The novel inspires many people to read because her writing gives motivation (Azizah, 2014).

However, very few people know about her life behind her success. Therefore, the writer would like to dig out the motivational value of Oprah Winfrey Show episode “Oprah and J.K Rowling in Scotland” both video and script in literature. Trisnawati, I., Sarair, S., and Rahmi, M. (2016) explain the works of literature is to make a difference for individuals to develop their identity and intellectuality to be more sensible and thoughtful towards one another, and the other living things through its event and crises. Thus, those who watch the talk show between J.K Rowling and Oprah Winfrey are expected to increase their motivation both in learning target language and in daily activity.

## **B. Research Question**

In this study, the writer would like to analyze the talk show script in Oprah Winfrey Show episode “Oprah and J.K. Rowling in Scotland” video and in order to limit the scope of the study, the writer formulated the research question.

1. What are intrinsic and extrinsic motivation value contained in Oprah Winfrey Talk Show episode Oprah Winfrey and J.K. Rowling in Scotland?
2. How do the motivational patterns of English literature represented in Oprah Winfrey Talk Show episode Oprah Winfrey and J.K. Rowling in Scotland?

## **C. Aim of Study**

Based on the research questions above, the writer objective of the study is to determine the intrinsic and extrinsic motivational value and the motivational pattern of English literature represented and contained in the Oprah Winfrey Show’s video episode “Oprah and J.K Rowling in Scotland”

## **D. Significance of study**

This study is expected to give significant contribution for these particular parties:

### **1. For English teacher**

The role of teacher is crucial in teaching learning process; she/he is dominantly the instructor of the class. Because the teaching method has some varieties like audio-visual by giving some video, it is hoped that in the future, the

video that was analyzed by the writer can be a learning material and brings enjoyment in the classroom.

## **2. For students**

For students, this study is designed as reference for them to study about motivational value that contain in the video. This study is also expected to be a comparisons study for the next researcher studies about Oprah Winfrey Talk Show's video analysis.

## **3. For future studies**

This study takes a small scale of research object, a video which is published in 2010 and guesting one person and by picking the focus on motivational value. Further studies can be conducted in larger scale with various kinds of videos and guests and this study can be a foundation to them.

## **E. Research Terminology**

### **a. Motivation**

Motivation is considered as important aspect to do certain activities in order to be success. Pintrich and Schunk (2008) stated that the term motivation is derived from Latin word "Movere" (to move) the process whereby goal director activity is instigated and sustained. According to Harmer (2007), "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." (p. 28).

## **b. Types of Motivation**

Motivation is divided into two types; intrinsic motivation and extrinsic motivation (Ryan and Deci, 2000). Below is further explanation related to both of these types of motivation.

### **1) Intrinsic Motivation**

Ryan and Deci (2000) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling within a person influenced by several factors such as; responsibility, achievement, the work itself, recognition, and advancement.

### **2) Extrinsic Motivation**

According to Ryan and Deci (2000, p.61), "Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks." Besides, Harmer (2007) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel.

## **c. Oprah Winfrey Show**

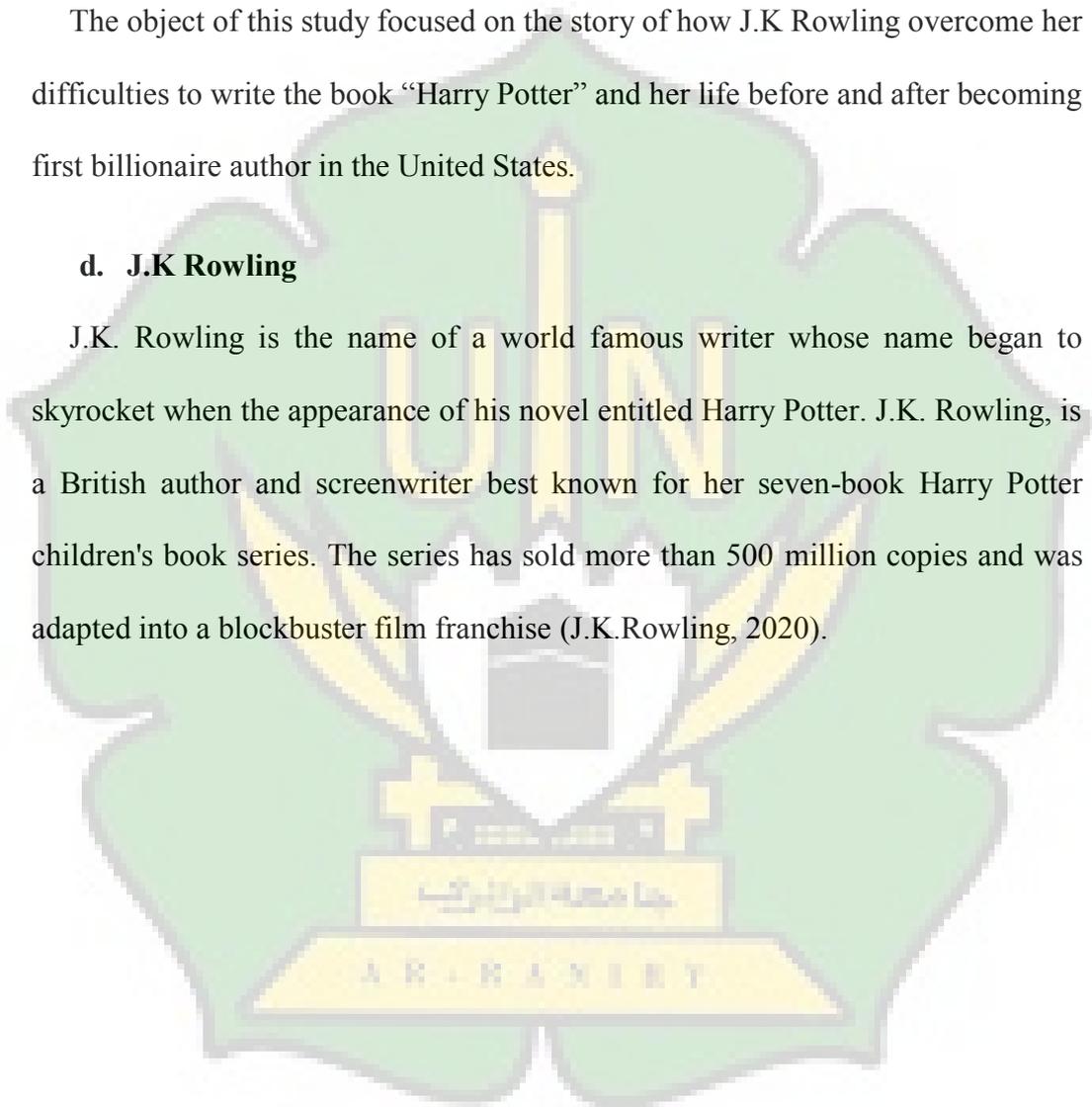
Oprah Winfrey Show is an American television program. It is a show that an informal host would conversationally present a topic, introduce guests (celebrities or non-celebrities), then invite audience members to voice their opinions. Oprah Winfrey Show hosted by Oprah Gail Winfrey has been shown from 1986 until now. The show has been successful and has a highest rating in almost 24 years shown not only in America but also all around the world (Dewi,

2012). The Oprah Winfrey show won scores of Emmy Awards, the host conduct interviews with few problems or conflict with the guest, therefore this talk show is very interesting to explore.

The object of this study focused on the story of how J.K Rowling overcome her difficulties to write the book “Harry Potter” and her life before and after becoming first billionaire author in the United States.

#### **d. J.K Rowling**

J.K. Rowling is the name of a world famous writer whose name began to skyrocket when the appearance of his novel entitled Harry Potter. J.K. Rowling, is a British author and screenwriter best known for her seven-book Harry Potter children's book series. The series has sold more than 500 million copies and was adapted into a blockbuster film franchise (J.K.Rowling, 2020).



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Motivation**

The existence of motivation is an important driving force for the success of performance and behavior. Motivation is one of prominent factors in student achievement and ensuring continuous efforts to gain the goals. These attitudes and values are invisible which provide the strength to encourage individuals to behave in achieving their goals. The word motivation makes us think of a goal, effort, desire, energy, active involvement, and persistence (Guay, F., J., Rattle, C.F., Marsh, H.W, Larose, S., & Boivin, M, 2010). Therefore, motivation as a desire or inner state to achieve a goal, should be combined with the work towards the goal (Alkis, 2015; Arrepattamannil, 2012).

Specifically, motivation is one of critical success factor or the failure in language learning, due to the lack of motivation, without desire to learn, it is very difficult for learners to involve in an effective learning process (Alizadeh, 2016). Motivation is also called the neglected heart of English language teaching, since probably some teachers forget that all of learning activities are filtered through students' motivation. Briefly, it is considered as the core element to language achievement in term linguistic outcomes. A teacher must know and aware that the sources of motivation have to be able to support the learner's effort to be success. Learners' motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. It is an important

variable that frequently concerns and challenges the participation of students in language classrooms. This definition captures various influential factors that drive learners' desire or arousal to acquire language learning.

Learning a language is a natural ability and self awareness of a human to keep in touch with society (Saiful Akmal, Rahmat Yusny, and Risdaneva, 2021), however, it is impossible to be accelerated without the existence of motivation, especially in learning foreign language. In higher educational community, the role of positive relationships play in enhancing intrinsic motivation, the higher education community is suggested to offer the social environment that allow students to integrate and function to the best of their ability (Nukpe, 2012).

There are three crucial factors of motivation according to (Alizadeh, 2016) namely: (1) positive attitude toward language learning community, (2) the enjoyment of learning, (3) external pressures. Firstly, motivation to learn English depends on the attitude toward the community and desire to become the members of the community. Secondly, the enjoyment of learning, the sort of enjoyment during learning processes motivated learners to continue studying seriously. The last, external pressures. The external pressures such as please parents, receive rewards, fulfil some pragmatic aims, values and so on can be big deal and internalized reasons for the goals language learning.

## **B. Types of Motivation**

There are two types of motivation that will be discussed in more depth in this study, namely intrinsic motivation and extrinsic motivation according to Ryan and Deci ( Ryan, R.M & Deci, E.L., 2000).

## **1. Intrinsic Motivation**

Intrinsic motivation is motivation that comes from yourself. This internal motivation is done by motivating oneself to stay afloat and eager to achieve the goals to be achieved, both physiological and psychological motivation. Intrinsic motivation is desire to do an activities for inherent satisfaction rather than external prods, pressures, or rewards. It is based on the learner's natural interests. Several studies have shown that autonomy-supportive teachers catalyze in their students greater intrinsic motivation, curiosity, and the desire for challenges, students who are overly controlled not only lose initiative but also learn less well, especially when learning is difficult.

## **2. Extrinsic Motivation**

Extrinsic motivation is reward-driven behavior (Dörnyei, Z., & Ottó, I., 1998). It's a type of operant conditioning. Operant conditioning is a form of behavior modification that uses rewards or punishments to increase or decrease the likelihood that specific behaviors will recur. In extrinsic motivation, rewards or other incentives — like praise, fame, or money — are used as motivation for specific activities. Unlike intrinsic motivation, external factors drive this form of motivation. Extrinsic motivation doesn't always have a tangible reward. It can also be done through abstract rewards, like praise and fame. Learners' motivation varies because of numerous endogenous (i.e., internal or inner inspiration) and exogenous (i.e., external to human personality) factors, such as sociocultural circumstances, professional needs, and language requirements for international

education. Extrinsic motivation arises from outside of the individual while intrinsic motivation comes from within.

### **C. The Motivational Patterns of English Literature**

The values and motivational patterns of a literature are very important today because the content of various literatures that absorbs values and motivates students to continue learning is currently still inadequate. The purpose of analyzing the content of values and motivational patterns in the English literature is to find the number of various motive situations such as semantic fragments in verbal and visual texts which contain motivational values, these fragments can be in the form of phrases or sentences in the literature. Meanwhile, Bataeva, E (2018) analyzes six categories of motivational content analysis, they are: motive of achievement, the motive of power, the motive for affiliation, the motive of refusal of affiliation, the motive of avoidance of failure, the motive of self-expression that is going to be explained below.

First is motive of achievement. The motive of achievement is part of a motive-situation to do hard work to complete a task that is raised by elements of characterization in the literature, completion of begun work; the willingness to achieve results, and the realization of the consistency of a particular task. The indicators of this category include: 1) person's continuous work on a task until it is solved; 2) desire of a person to constantly improve a progress and result of his/her activities; 3) intention to transcend existing standards in field of specific activities, and willingness to take responsibility for performance, feedback, and try new and more efficient ways of doing things. The word that indicated the

activity such as to do, to finish, to plan, to put the task, to complete, to do homework, to dig up. In addition, the positive evaluation of work performed by a literature personage such as well, quickly, masterfully did, surpassed others, showed the a faster best result, etc.

Second is the motive of power. The motive of power is divided into two categories; they are positive and negative motive. The positive motive manifested into several indicators such as: 1) the aspiration of a person to power, 2) the care of a person about the well-being of subordinates, and 3) an effort to create optimal conditions for successful solving of collective problems. The key indicators of semantic words and phrases of the positive power such as glorious, fair, protect, provide with materials, help solving certain problems/tasks, etc. On the other hand, the negative motive of power includes: 1) the desire of a human to manage, manipulate people for his/her own satisfaction and self-affirmation, 2) in ignoring the interests of subordinates, and 3) in deliberately causing them harm.

Third is the motive of affiliation. It appears in: 1) the striving of a person to establish and keep positive emotional relations with people, 2) providing assistance/support to surrounding people, 3) the need for approval and the fear of rejection/criticism from the people. The verbal indicators of affiliation motive like to love, rejoice, play, have fun, help, support, present, work together, thank, teach, care, kiss, good, kind, tender, reliable, and etc.

Fourth is the motive of refusal of affiliation. It is correlated with the motive of avoiding friendship or love, unwillingness to help or take care over surrounding people being in rudeness, aggressiveness, and deception. The verbal

indicators of refusal affiliation motive are such as refuse of friends, scold, refuse to share with others any good, do not keep promises, deceive, to hate, envy, despite, scoff, and etc.

Fifth is the motive of avoidance of failure. It is the contrary to achievement motive that includes: 1) the person's inability/unwillingness to work hard on the realization of work, 2) shifting responsibility for the results of activities to others, 3) the non-purposefulness of a person who prefers to stop doing something halfway if it seems energy-consuming or boring. The verbal indicators of the motive such as error, disaster, defeat, trouble, fear of starting work, not be able, cannot, waste my energy, did not finish and abandoned, postponed, badly made, ruined, caused damage, sad, wilted his head, sobbed bitterly, and etc.

Sixth is the motive of self-expression. It is the value or self-reason of doing the creative activities such as singing, drawing, theatrical performance, and etc. The verbal indicators of self-expression motive, for examples: she likes singing, reading, drawing, and dancing, how beautifully she sings, she loves drawing, etc. However, in this research, the writer only focuses on the positive motive of the script of the conversation between J.K Rowling and Oprah in Oprah Show.

#### **D. Oprah Winfrey Show**

The Oprah Winfrey Show is the world's leading event featuring speakers from across cultures, races, countries and religions. This show is hosted by Oprah Gail Winfrey and has been running since 1986 until now. This show is considered

a success because it has always been in the top ranking for 24 years not only in America but also in the world. The show will only have Oprah and someone to interview. Winfrey conducted interviews and dialogue on a production set that mimicked a living room. There was a fireplace set in the back ground, nice cushioned seats, and pictures on the wall displaying the face of Winfrey. Decorations of the current season and her infamous emblem “O” remained in the backdrop. This created a feel for the audience that helped capture Winfrey’s personality and over-all direction of the show.

Oprah is believed to be one of the people who make a big influence in the world of communication so it is not surprising that she has stolen the hearts of world viewers and television viewers. Not only that, she has also changed the age of communication so that it is no wonder that she has made herself, the leader of journalism and the media by making brilliant achievements by reaching 22 million viewers per day in 2011.

From the background of Oprah Winfrey, who is an African American woman who came from a poor family and was underestimated in Mississippi, she was transformed into a famous and popular woman among the upper middle class in America. Considering that Winfrey was African American, female, and overweight, she did not fit the mold for America's standard of beauty. She was able to become a common name, face, and fixture in American society. Departing from Winfrey's childhood and upbringing which was tragic or heartbreaking. Winfrey shows no restraint when discussing her childhood which consisted of poverty, neglect, and sexual abuse. She displays little self-pity or shame towards

her past. Furthermore, it allows her audience to get to know Winfrey on a more personal level. Winfrey has the expertise to speak both candidly and directly is what attracts the audience to her character.

The viewers argue that Winfrey mimicked different styles of journalism (Kurtz, 2011). Winfrey took this friendly feel, embraced it and made it her own. His success lies in being able to dive into and understand the feelings of the interlocutor and the audience. Winfrey managed to build an emotional closeness between himself, the interlocutor, and the audience. when Winfrey tear up, laugh, disgust then the audience will react the same to what is shown by Winfrey's expression. She is shown touching audience member after audience member, grabbing their arms as they ask their questions, even resting her chin on one woman's shoulder, virtually cuddling them. She displays the affection further to demonstrates her strong relationship with viewers. She treated audience members like old friends despite these devoted viewers being actual strangers. These forms of nonverbal communication and emotional involvement with guest and the audience continue. The best way to describe the overall Winfrey phenomenon is called, the "Oprah Effect" (Kurtz, 2011).

When Winfrey talks about and brings attention to the product or issue by simply mentioning it. Once this is done, the audience is presented with information on the subject or item. With the item now introduced and presented, the audience is then given the opportunity to take on an attitude or perspective pertaining to the subject. Thus, the attitude influences the viewer's behavior, to either consume the product or idea or to reject it. For example, Winfrey once

admitted that her favorite book was, *Beloved* by Toni Morrison. This self-admission caused the book to make the New Yorks Best Sellers List after being in hiatus for more than 20 years. Winfrey so much as mentions a product and it is instantly a sensation. If Winfrey likes it, viewers love it. In general, the definition of the Oprah Effect is her unprecedented ability to take companies from no names to brand names, this effect has become a theory analyzed academic scholars which Oprah Effect divided into four categories: attention, knowledge, attitude, and behavior (Scheafer, 2011). Subsequently, the Oprah Effect as created a brand for herself, including her businesses and mass communication ventures.

#### **E. J.K. Rowling Biography**

J.K. Rowling is the name of a world famous writer whose name began to skyrocket when the appearance of his novel entitled *Harry Potter*. J.K. Rowling, is a British author and screenwriter best known for her seven-book *Harry Potter* children's book series. The series has sold more than 500 million copies and was adapted into a blockbuster film franchise (J.K.Rowling, 2020). From J.K. Rowling Website, the writer found that Joanne Rowling was born on 31st July 1965 at Yate General Hospital near Bristol, and grew up in Gloucestershire in England and in Chepstow, Gwent, in south-east Wales (J.K.Rowling, 2016). The “K” stands for Kathleen, her paternal grandmother’s name. It was added at her publisher’s request, who thought a book by an obviously female author might not appeal to the target audience of young boys (Powell, 2014).

Her father, Peter, was an aircraft engineer at the Rolls Royce factory in Bristol and her mother, Anne, was a science technician in the Chemistry

department at Wyedean Comprehensive, where Jo herself went to school. Anne was diagnosed with multiple sclerosis when Jo was a teenager and died in 1990, before the Harry Potter books were published (Powell, 2014).

The young Jo loves book very much. Jo wanted to be a writer from an early age (J.K.Rowling, 2016). She wrote her first book at the age of six – a story about a rabbit, called ‘Rabbit’. At just eleven, she wrote her first novel – about seven cursed diamonds and the people who owned them. Jo studied at Exeter University, where she read so widely outside her French and Classics syllabus. Her knowledge of Classics would one day come in handy for creating the spells in the Harry Potter series, some of which are based on Latin. After her degree, she moved to London and worked in a series of jobs, including one as a researcher at Amnesty International (J.K.Rowling, 2020).

Jo conceived the idea of Harry Potter in 1990 while sitting on a delayed train from Manchester to London King’s Cross. Over the next five years, she began to map out all seven books of the series (Secton, 2017).

Then, she moved to northern Portugal to teach English as a foreign language, married Jorge Arantes in 1992 and had a daughter, Jessica, in 1993. When the marriage ended later that year, she returned to the UK to live in Edinburgh, with Jessica and a suitcase containing the first three chapters of Harry Potter and the Philosopher’s Stone. In Edinburgh, Jo trained as a teacher and began teaching in the city’s schools, but she continued to write in every spare moment, after having completed the full manuscript, she sent the first three chapters to a number of literary agents, one of whom wrote back asking to see the

rest of it (J.K.Rowling, 2016). The book was first published by Bloomsbury Children's Books in June 1997. The book was published in the US by Scholastic under a different title (again at the publisher's request), Harry Potter and the Sorcerer's Stone, in 1998 (Secton, 2017). Six further titles followed in the Harry Potter series, each achieving record-breaking success. In December 2008, a third companion volume, The Tales of Beedle the Bard was published in aid of her international children's charity, Lumos (Secton, 2017).

J.K. Rowling has been married to Dr Neil Murray since 2001. They live in Edinburgh with their son, David (born 2003) and daughter,; Mackenzie (born 2005) (Powell, 2014). In 2001, the film adaptation of the first book was released by Warner Bros., and was followed by six more book adaptations, concluding with the release of the eighth film, Harry Potter and the Deathly Hallows Part 2, in 2011. J.K. Rowling has also written two small companion volumes, which appear as the titles of Harry's school books within the novels. Fantastic Beasts and Where to Find Them and Quidditch Through the Ages were published in March 2001 in aid of Comic Relief (J.K.Rowling, 2016).

In 2012, J.K. Rowling's digital company Pottermore was launched, which became Wizarding World Digital in 2019, she also published her first novel for adults, The Casual Vacancy (Little, Brown), which has now been translated into 44 languages and was adapted for TV by the BBC in 2015, and also writes crime novels, featuring private detective Cormoran Strike (J.K.Rowling, 2020).

The first of these, The Cuckoo's Calling, was published to critical acclaim in 2013, at first without its author's true identity being known. The Silkworm

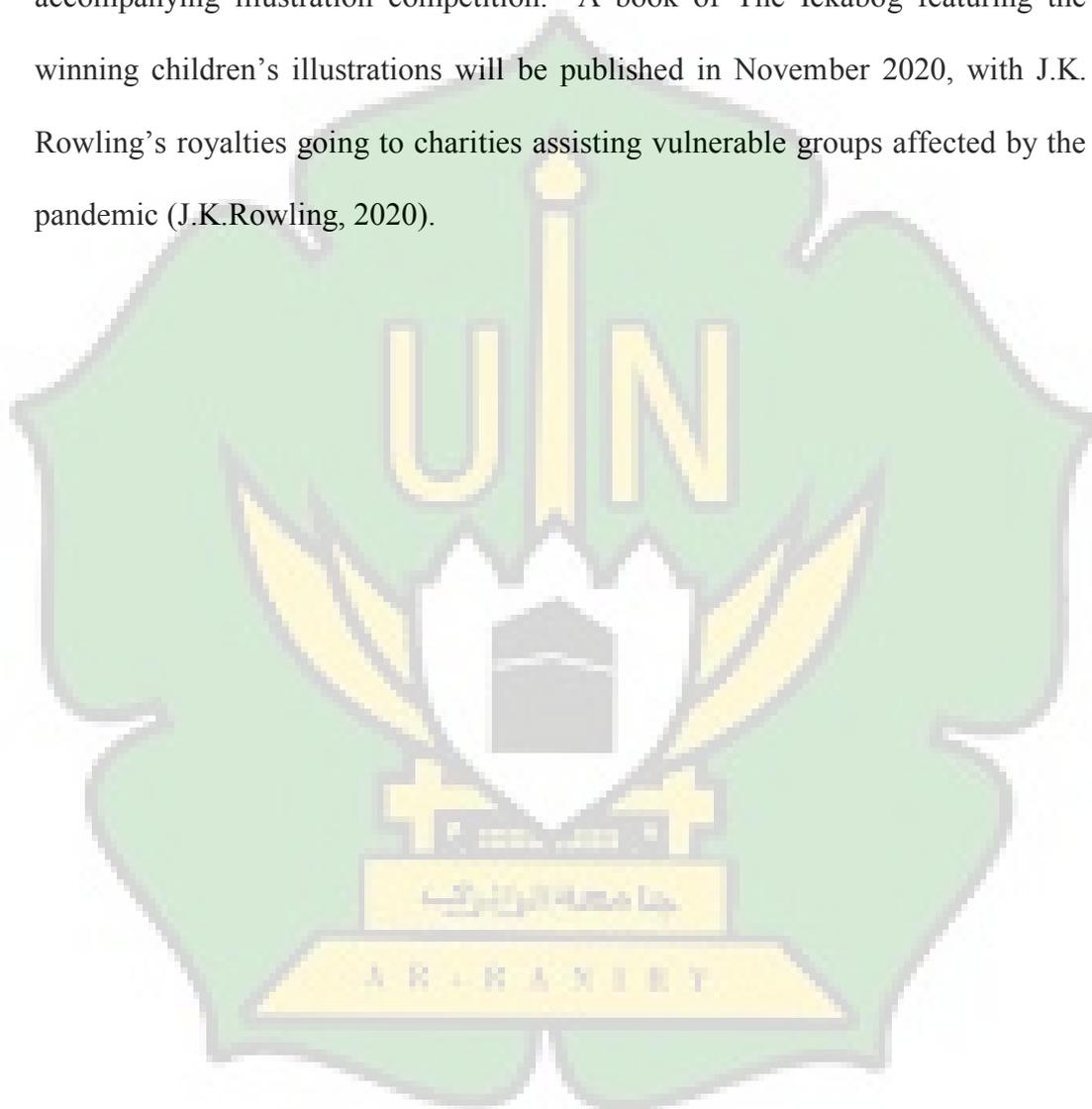
followed in 2014, *Career of Evil* in 2015 and *Lethal White* in 2018, that are published by Little, Brown (J.K.Rowling, 2020). The first three books have been adapted for a major television series for BBC One, produced by Brontë Film and Television and *Lethal White* is in production. The fifth book, *Troubled Blood*, is published in September 2020 (J.K.Rowling, 2020).

In 2016, J.K. Rowling collaborated with playwright Jack Thorne and director John Tiffany on an original new story for the stage. *Harry Potter and the Cursed Child Parts One and Two* opened in London and played in the USA and Australia. The script book was published (Little, Brown) to mark the play's opening in July 2016, and instantly topped the bestseller lists, she also writes her screenwriting debut with the film *Fantastic Beasts and Where to Find Them*, a further extension of the Wizarding World, which was released to critical acclaim in November 2016 and became the first in a series of new adventures featuring Magizoologist Newt Scamander and set before the time of Harry Potter (J.K.Rowling, 2020).

The second in the series, *Fantastic Beasts: The Crimes of Grindelwald*, was released in 2018 and the third instalment is about to go into production. The screenplays were published (Little, Brown) to coincide with each film release: *Fantastic Beasts and Where to Find Them The Original Screenplay* (2016) and *Fantastic Beasts: The Crimes of Grindelwald The Original Screenplay* (2018).

In March 2020, J.K. Rowling and Wizarding World partners launched the *Harry Potter At Home* initiative to entertain children stuck at home during the Covid-19 pandemic with the first Harry Potter book read aloud by celebrities on

video, and made available for free through audiobook and ebook streaming. In May 2020, she announced another initiative to help families in lockdown – The Ickabog, a story for younger children serialised for free online, and an accompanying illustration competition. A book of The Ickabog featuring the winning children’s illustrations will be published in November 2020, with J.K. Rowling’s royalties going to charities assisting vulnerable groups affected by the pandemic (J.K.Rowling, 2020).



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter is about the procedure of conducting the research which includes research design, research sites and participants, method of data collection and method of data analysis.

#### A. Research Design

In this research the writer used descriptive qualitative method. Qualitative research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007).

Qualitative descriptive research need to be considered as a categorical, as adverse to a non-categorical, choice for inquiry; is much less interpretive than an 'interpretive description' method because it does not require the researcher to cross as a ways from or into the data; and, does not require a conceptual or rather abstract rendering of the data, in contrast to other qualitative designs (Sandelowski, 2000). Qualitative descriptive studies are the least "theoretical" of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment (Vikie & Clinton, 2012)

The goal of descriptive research is to describe a phenomenon and its characteristics. The reason is because the writer will analyze and describe all the

data from the Oprah Winfrey Show's video episode Oprah and J.K Rowling in Scotland both video and transcript

In addition, Endraswara (2011) gives the significant highlights of qualitative research in investigating the literature, for example, the scientist is the key of instrument that peruses the writing frugal, the exploration is done descriptively which explained as words or pictures than numbers, since literature establishes interpretations, the process is more important than result.

In this research the write would analyzed and present the data about the motivational value from the Oprah Winfrey Show's video episode Oprah and J.K Rowling in Scotland.

#### **B. Data Source**

The sample of the data in this research was taken from Oprah Winfrey Show's video episode Oprah and J.K Rowling in Scotland both video and transcript which was taken from the YouTube.

#### **C. Methods of Data Collection**

In this research the data was collected qualitatively descriptive from a video Oprah Winfrey Show with the title "Oprah and J.K Rowling in Scotland", the writer collected the data by doing some steps. The steps are as follow:

1. The writer download the Video of Oprah Winfrey Show episode Oprah and J.K Rowling in Scotland from the internet.
2. The writer search the dialog transcript of the Video of Oprah Winfrey Show episode Oprah and J.K Rowling in Scotland from the internet.

3. To get the validity of the data, the writer compares the transcript with the video by watching the video directly.
4. The writer separates the transcript into motivational, non-motivational sentence and analyzes it.
5. The writer analyzes intrinsic and extrinsic motivational sentences and how do the motivational pattern of English literature represented according to the theory of motivation provided in chapter 2.

#### **D. Methods of Analysis**

According to Miles and Huberman (1992) there are three steps of conducting the data; data reduction, data display, and drawing conclusion and verification. First step is data reduction; it refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written or transcription. The researcher writes down some of transcription of J.K Rowling conversation in her interview with Oprah Winfrey which shows her motivation in aspect of intrinsic and extrinsic motivation.

Second step is data display; an organized of information that permit conclusion drawing in action. In this step, the writer takes J.K Rowling utterance which give information about her motivation.

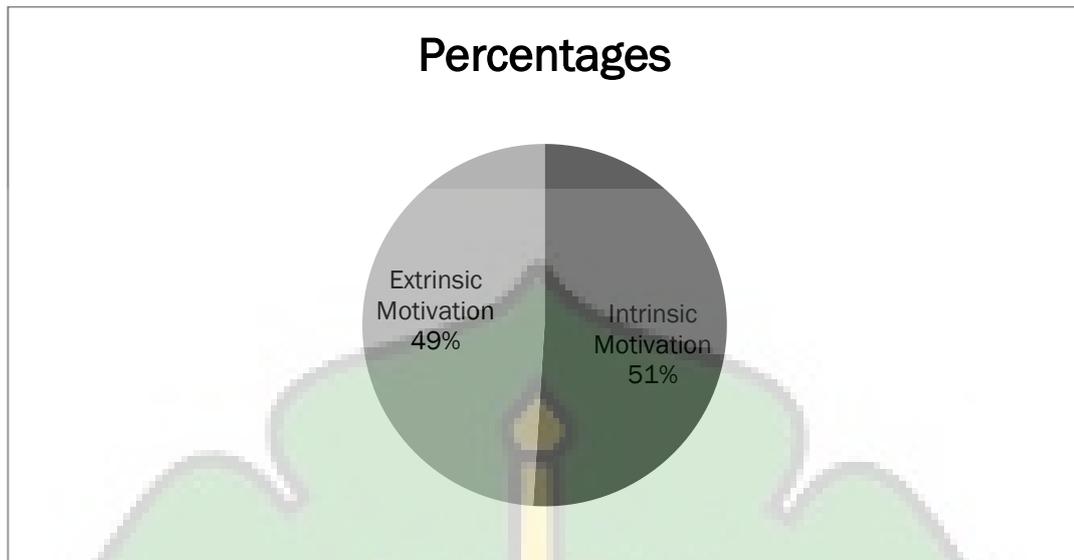
Third step is drawing a conclusion and verification; based on the topic discussion and data collection, the writer makes conclusion that a person may have different motivational value in their life according to how the life they have experienced.

## CHAPTER IV

### RESULT AND DISCUSSION

In chapter 4, the writer presents the data analysis that the writer did on the transcript of the conversation between J.K. Rowling and Oprah in the episode Oprah and J.K. Rowling in Scotland. The focus of the writer's analysis includes: (1) elements of intrinsic and extrinsic motivation contained in conversational transcripts, and (2) motivational patterns of literature content based on conversations between Oprah and J.K. Rowling in the episode Oprah and J.K. Rowling in Scotland.

The results of the study showed that there were elements of intrinsic and extrinsic motivation in the conversation between Oprah Winfrey and J.K. Rowling on The Oprah Show episode Oprah and J. K Rowling in Scotland. As for the writer concludes the contribution of intrinsic and extrinsic motivation into the following pie chart.



**Figure 4.1 The Percentages of Intrinsic and Extrinsic Motivation in the Conversation Between Oprah and J.K Rowling on the Oprah Show Episode Oprah and J.K Rowling in Scotland**

The picture above shows that during the conversation between Oprah and J.K. Rowling, intrinsic motivation is more prominent than extrinsic motivation. 51% of the conversation content showed that intrinsic motivation was uttered more often than extrinsic motivation or about 49%. It is because everyone has different frequencies of motivation in life, it may influence by many factors such as background, environment, education, and so on. Ryan and Deci also argued that everyone has different amounts of motivation, including how much intrinsic and extrinsic variation (Acar, 2014). Moreover, Maslow pyramid had described several motives of human motivation: (1) physiological needs such as hunger, thirst, shelter, sex, and bodily needs; (2) safety needs include personal security, financial security, health and well-being; (3) social belonging needs such as friendship, intimacy, and family; (4) esteem needs include internal factors such as

self respect, autonomy, achievement, while external factors such as status, recognition, and attention (Osemeke, M. & Adegboyega, S, 2017).

Based on the data that the writer collected through the conversation between J.K. Rowling and Oprah, the writer divided it into 276 conversation codes. From 276 conversation codes, the writer found that 94 sentences contained elements of intrinsic and extrinsic motivation. The writer presented the elements of intrinsic and extrinsic motivation contained in the conversation referred to Maslow's pyramid and Herzberg Hygiene theory (Osemeke, M. & Adegboyega, S, 2017).

#### **A. Intrinsic Motivation of J.K Rowling and Oprah Conversation in Oprah Show, Episode Oprah and J.K. Rowling in Scotland**

The writer found several intrinsic motivation influences J.K. Rowling life according to the conversation between Oprah and J.K. Rowling during Oprah Show, Episode Oprah and J.K. Rowling in Scotland. Intrinsic motivation is defined as a type of motivation leading to high valued outcomes such as creativity, quality, spontaneity, and vitality (Acar, 2014). They are some intrinsic factors influence someone to do things such as enjoyment/encompass hobbies, and interests, challenges/ achievement, fantasy and imagination, power, advancement, responsibility, and experience (Acar, 2014; Kehr, H. M., Strasser, M., & Paulus, A, 2018; Oletic, Aleksandra & Illic, Nina, 2014; Locke, E & Schattake, K., 2018; Osemeke, M. & Adegboyega, S, 2017). They are going to be further explained as follows.

## 1. Enjoyment/Encompass Hobbies/Interests

Pleasure is an inseparable part of human life. Everyone has different interests. It encourages a person to do a variety activities/ hobbies according to their respective interests. The following table is going to present the result of study related to enjoyment/encompasses hobbies, and interest as intrinsic factors of J.K. Rowling motivation.

**Table 4.1**  
*The Enjoyment/Encompass Hobbies/Interest Factors of Intrinsic Motivation*

Conversation No.	The Intrinsic Motivation of Enjoyment/Encompass Hobbies/Interest Indicator Sentences
38	I mean I could write – I could – I could definitely write an eighth, ninth, tenth – I could – easily
40	I loved writing those books I love writing it
69	I felt ‘I can tell a story’
73	I had been writing – all I ever wanted to do from – as – from the age at which you understand that books are written – they don’t just spontaneously grow out of the ground I wrote compulsively all through my late teens into my twenties, .... I thought ‘I’d love to write that’ ... yet it was the thing I was meant to write, you know? Because I’d always been fascinated by folklore
77	I love a kooky word
122	I mean mostly I feel great I love the films
229	I love the books, and there are elements that are really fun around it This could be amazing , but I only wanted to do it if it was going to be incredible
243	You could tie my hands to my sides, I suppose, but I have to write
245	I love it
<b>Number of Frequencies</b>	<b>16</b>

The table above shows that there are as many as 16 fragments of conversation that indicate the motive of enjoyment, interest, and hobby. The word order often appears like love, fascinated, write, tell, many more. Oletic and Illic

stated that intrinsic motivation is the only incentive for undertaking this kind of actions comes from one's enjoyment and interest in a particular activity (Oletic, Aleksandra & Illic, Nina, 2014). Furthermore, Kehr et. al (Kehr, H. M., Strasser, M., & Paulus, A, 2018) argued that intrinsic motivation is enhanced when there is a correspondence between implicit (unconscious) and explicit (conscious) motives, liking or wanting an activity for its own sake and enjoyment.

## 2. Challenge/Achievement

Challenge and achievement are usually become the motive for one to do something. A person can be very challenging to achieve the expected goals, this is due to the strength and encouragement in humans to strive achieving their goals. The table below describes the achievement and challenge indicators as intrinsic factor.

**Table 4.2**  
*The Challenge/Achievement Factors of Intrinsic Motivation Indicator Sentences*

Conversation No.	The Intrinsic Motivation of Challenge/Achievement Indicator Sentences
	I can now solve this problem.
	I ended-up finishing the last of the Harry Potter books in this hotel.
22	As I was finishing Deathly Hallows
28	So even though I always knew it would be seven books – that was it When it ended, I was in a slight state of shock
30	It was the discipline of working and it was the structure it gave to my life
40	So, I feel I am done, but you never know
50	... but at that point – that for me was the real – that was when it felt Beatlesque. At that point I kept saying to people “Yeah, I’m coping, I’m coping.”
146	And I think that, this is probably true of all writers, but sometimes I know what I believe because of what I have written.
203	I was set free because my greatest feeling had been realized ....
<b>Number of Frequencies</b>	<b>12</b>

The table above shows 12 sentence fragments that indicate achievement and challenge factors from J.K. Rowling utterances. The word orders often appear in sentences such as solve, finish, and ended. Kirikkanat stated that achievement motivation is the pivotal force behind ambition action, it is directly pertinent to competence appraisal that is formed through to presumptions, thought patterns, judgement, and beliefs to the skills (Kirikkanat, 2015), it is suitable with the result findings as mention into the table above that J.K. Rowling force herself, her skill, and her thought to realized her ambition in finishing the Harry Potter novels.

### 3. Fantasy/Imagination/Dream

Sometimes fantasies, imaginations, and dreams can propel someone to success as stated by J.K. Rowling during the conversation between her and Oprah. The following table is going to show the fragments that indicated those factors.

**Table 4.3**  
*The Fantasy/Imagination/Dream Factors of Intrinsic Motivation Indicator Sentences*

Conversation No.	The Intrinsic Motivation of Fantasy/Imagination/Dream Indicator Sentences
22	I think writers can be a little bit superstitious.
63	And I had the moment where I suddenly thought – It was like another voice speaking to me and the voice said “the difficult thing is going to get published. If it gets published it will be huge.
<b>Number of Frequencies</b>	<b>2</b>

The table above described two conversation fragments consisted of fantasy and imagination of J.K. Rowling that forced her to raise her goals. Hoff, et.al. had investigated the relationship between fantasy involvement and motivational style, the results showed that being highly imaginative was related to higher mastery

goal orientation (Hoff, E.V., Ekman, A., Pho, A.N., 2017; Jerome, L.S. & Dorothy, G.S., 2012).

#### 4. Advancement

Everyone wants an advancement in life and be better than before. Advancement becomes a need and motivation factor in raising goals. During the conversation between Oprah and J.K. Rowling, the writer found some advancement motive indications as mentioned in the table below.

**Table 4.4**  
*The Advancement Factors of Intrinsic Motivation Indicator Sentences*

Conversation No.	The Intrinsic Motivation of Advancement Indicator Sentences
28	I knew I'd still be writing but, I had to mourn Harry
153	Desperate to escape the pain, she moved to Portugal, married, and gave birth to her first daughter, Jessica.
161	I think that it taught me – I'm proud that it taught me how – that I had a strong survival instinct
203	... and I was still alive ...
138	You know that if I'm wildly successful that stuff will happen
<b>Number of Frequencies</b>	<b>5</b>

Based on the table above, we know that there are five indications for advancement. The advancement is the process in which someone drives herself/himself to perform better and continuously. This findings are suitable with the Herzberg's hygiene theory that outlined seven motivational factors, they are achievement, recognition for achievement, the work itself, responsibility, growth, and advancement (Gautreau, 2011; Acar, 2014; Locke, E & Schattake, K., 2018).

## 5. Responsibility

Motivation is also driven by a sense of responsibility for something. It influences someone to finish the jobs. The table below is going to describe the responsibility factors.

**Table 4.5**  
*The Responsibility Factors of Intrinsic Motivation Indicator Sentences*

Conversation No.	The Intrinsic Motivation of Responsibility Indicator Sentences
203	I stopped pretending to myself that I was anything other than what I was and began to direct all my energy into finishing the only work that mattered to me.
<b>Number of Frequencies</b>	<b>1</b>

The table above showed that there is a conversation fragment illustrated responsibility factor, it is indicated by the word 'pretending, direct all my energy, and finishing. The research conducted by Njambi (2014) supported the resulting findings of this study. Based on her research, he also showed several intrinsic factors that influence someone's motivation, these included achievement, recognition, the work itself, responsibility, advancement, salary structure, the level to which someone feel appreciated and perception of jobs (Njambi, 2014).

## 6. Self-esteem

Many people think that self-esteem is a valuable lesson for life. Self-esteem is based on two experiences. Both types of experiences can be a drive for someone to spur herself to develop and avoid failures. Based on the resulting findings the writer found many conversation fragments indicated self-esteem as one of the motivating factors as showed in the table below.

**Table 4.6**  
***The Self-Esteem Factors of Intrinsic Motivation Indicator Sentences***

<b>Conversation No.</b>	<b>The Intrinsic Motivation of Self-Esteem Indicator Sentences</b>
30	For seventeen years I'd had that – through very tumultuous times in my personal life and I – I'd always had that.
42	At the time I felt the need to deny how great the pressure was because that was my way of coping.
142	I struggle with it.
163	And then I went straight into poverty and depression.
202	Sadness is not a bad thing ...that really hollowed-out feeling.
203	A big idea and so rock-bottom became the solid foundation on which I rebuilt by life It is impossible to live without failing at something unless you live so cautiously that you might as well not have lived at all.
214	... I think first of all you talked about how rock-bottom became the foundation from which you rebuilt your life. But the most important thing was about how to use failure
215	“Failure. Failure is so import – it doesn't get spoken about enough. ... it's the ability to resist failure, in many ways, or use failure that often leads to the greatest success, isn't it? I'm not going to romanticize rock-bottom, but it was liberating
	<b>13</b>
<b>Number of Frequencies</b>	

There are thirteen sentences indicated self-esteem as motivation factors based on the table above. Most of the experiences faced by J.K. Rowling are failure, sadness, pressure, and also success moment. Self esteem is a part of personalities that reflect a person's overall evaluation, appraisal of his or her own worth implicitly or explicitly. Implicit self-esteem refers to a person's disposition

to evaluate him/herself positively or negatively in a spontaneous automatic or unconscious manner, while explicit self-esteem entail more conscious and reflective self evaluation (Nwankwo, B. E., Obi, T.C., Agu, S.A., 2013).

## **B. Extrinsic Motivation of J.K Rowling and Oprah Conversation in Oprah Show, Episode Oprah and J.K. Rowling in Scotland**

Besides intrinsic motivation, there is also extrinsic motivation. Extrinsic motivation is reward-driven oriented. In extrinsic motivation, there are tangible reward and abstract reward. The tangible rewards are such as money and other incentives. On the other hand, abstract rewards like praise, fame, status, public recognition, power, and relationship supports such as family, friend, and society (Legg, 2018; Locke, E & Schattake, K., 2018; Oletic, Aleksandra & Illic, Nina, 2014; Osemeke, M. & Adegboyega, S, 2017). They are going to be discussed further as below.

### **1. Money/Materials**

In real life, money is an important matter in people's life. Modern society could not function other goods without money. Money plays a huge role in the society in a variety of ways, such as in trade, job, and even education. Therefore, money becomes a trigger tool for anyone to achieve his/her desires. Money and other incentives are believed as the extrinsic motivation factors in human life. The result of transcription analysis about money and other materials as the extrinsic motivator discussed as below.

**Table 4.7**  
*The Money/Materials Factors of Extrinsic Motivation Indicator Sentences*

<b>Conversation No.</b>	<b>The Extrinsic Motivation of Money/Materials Indicator Sentences</b>
22	I can throw money at this problem.
	I dress better
	It's more that you can afford to – well, you can definitely afford better clothes.
106	I think the single biggest thing that money gave me – and obviously I came from a place where I was a single mother and it really was hand to mouth at one point.
	It was literally as poor as you can get in Britain without being homeless at one point.
124	The luxury of literally being able to sit down and say “where should we go for a holiday?”
<b>Number of Frequencies</b>	<b>6</b>

Based on the table above, we can see that there are six conversation fragments indicated money and other materials as extrinsic motivation factors. J. K. Rowling stated some points such as dress better, money, better home, luxury life as her motivation. Extrinsic motivator such as money and other rewards can produce extrinsic motivation due to the facts that they generate desire for the consequence of the activity (Legault, 2016; Filimonov, 2017).

## **2. Social Status/Public Recognition**

Society's recognition of one's existence, wealth, and success is often becomes a trigger for someone to work hard to achieve their dream. For further information, the writer presented the data about social status/public recognition as the factor for extrinsic motivation as below.

**Table 4.8**  
***The Social Status/Public Recognition Factors of Extrinsic Motivation Indicator Sentences***

<b>Conversation No.</b>	<b>The Extrinsic Motivation of Social Status/Public Recognition Indicators Sentences</b>
106	But that's not just about money, 'cause you meet lots of rich people who dress atrociously.
	So the pressure was insane
44	My first American tour had been kind of hit and miss, you know? – We turned-up for my second American tour, thought it was going to be the same thing again.
	And the queue snaked up the street, up the Barnes & Noble, up though four floors and they took me in the back entrance
	They opened the door and they screamed
	Yeah. That's a real stand-out moment for me
	... in that there was press attention and so-on.
50	The truth was there were times I was barely hanging by a thread
<b>Number of Frequencies</b>	<b>8</b>

The table above showed that there were eight sentence fragments indicated recognition. The social recognition came from the people's appreciation toward J.K. Rowling novel. Recognition is a process to describe how the work is evaluated and how much the appreciation he/she receives in return (Danis, 2010).

### 3. Power

In the following table, the writer presents the statement from J.K. Rowling regarding power as an extrinsic motivation factor.

**Table 4.9**  
*The Power Factors of Extrinsic Motivation Indicator Sentences*

Conversation No.	The Extrinsic Motivation of Power Indicator Sentences
124	That's why it's like a super power.
235	... that love is the most powerful thing of all and I remember thinking that – God
269	I'm so grateful I had it.
<b>Number of Frequencies</b>	<b>3</b>

The table above showed the power supported J.K. Rowling during her life. From the sentence fragments, we found that she stated 'it' referred to 'Harry Potter novel' as a power for her. In addition, she also argued that God is other power for her. McClelland in (Osemeke, M. & Adegboyega, S, 2017) stated that the need of power defined as the need to control or influence others to raise the goals.

### 4. Fame

The desire for fame solely for the sake of being famous was the most popular future goal in modern life now. There are some reasons why people seek fame according to Dara Greenwood, et.al, they included the desire to be seen/valued, desire for an elite, high status, lifestyle, and the desire to use fame to help others or make them proud (Kaufman, 2013; Greenwood, Dara, Long, C.R., Cin, S.D., 2013). J. K. Rowling, after writing Harry Potter, she became a rich and famous author in the world. Based on the conversation between J.K. Rowling and

Oprah, the writer found some extrinsic motivation of fame factors as mentioned in the table below.

**Table 4.10**  
*The Fame Factors of Extrinsic Motivation Indicator Sentences*

Conversation No.	The Extrinsic Motivation of Fame Indicators Sentences
42	It was like being a Beatles – there came a point where it was crazy So the pressure was insane
44	My first American tour had been kind of hit and miss, you know? – We turned-up for my second American tour, thought it was going to be the same thing again. And the queue snaked up the street, up the Barnes & Noble, up though four floors and they took me in the back entrance They opened the door and they screamed
50	Yeah. That’s a real stand-out moment for me ... in that there was press attention and so-on. The truth was there were times I was barely hanging by a thread
<b>Number of Frequencies</b>	<b>8</b>

The table above showed that there were eight sentence fragments indicated fame desire/ motivation of J.K. Rowling such as given attention by fans and press. This statement suitable with Dara Greenwood statement that fame motivation reflected both the basic human need to be seen and valued (Greenwood, Dara, Long, C.R., Cin, S.D., 2013).

## 5. Relationship

There are two strong relationships found during the conversation between J.K. Rowling and Oprah, they are family and friends. The two elements have supported J.K. Rowling in raising her goals, the further explanation can be seen in the table below.

### a. Family

**Table 4.11**  
*The Family Factors of Extrinsic Motivation Indicator Sentences*

Conversation No.	The Extrinsic Motivation of Family Supports Indicator Sentences
157	... step for step to have Jessica, who is incredible ...
163	I had a very, very tiny baby
189	I would have told her about it and I know she would have really liked it
202	And it was because of my daughter that I went and got help.
203	I still had a daughter whom I adored ...
<b>Number of Frequencies</b>	<b>5</b>

### b. Friendship

**Table 4.12**  
*The Friendship Factors of Extrinsic Motivation Indicator Sentences*

Conversation No.	The Extrinsic Motivation of Friendship Indicator Sentences
22	They were so nice to me here
88	it's hard to believe that twelve publishers rejected the Sorcerer's Stone. A publisher bewitched by the spectacular tale finally agreed to print it.
215	... I've been so fortunate and met extraordinary people through Harry Potter, and not one of them didn't have their failure – more than one failure. I've often met people who – who are terrified, you know, in a straight jacket

	of their own making because they'd rather do anything that fail.
239	... because I have good friends in New York and I emailed my two best friends in New York.
269	I love the people who read the books
	I dedicated the last book to the people dearest to my heart and the seventh part of that dedication was a reader who'd stuck with Harry right the way through, I love them
<b>Number of Frequencies</b>	<b>8</b>

These tables above showed three elements of relationships that support her included family, friends, special peoples such as readers and fans. Social support can be promotes the motivation to achieve success, it included emotional, mental, and physical security required to achieve success received from families, friends, and people special to the individual (Tezci, E., Aktan, S., Sezer, F., 2015; Osemeke, M. & Adegboyega, S, 2017).

## 6. Convenience/Mildness

As a writer, J.K. Rowling must continue to put her ideas in writing so that convinces and mildness become important for her. The table below shows the role of convenience/mildness as extrinsic factors.

**Table 4.13**  
*The Convenience/Mildness Factors of Extrinsic Motivation Indicator Sentences*

Conversation No.	The Extrinsic Motivation of Convenience/mildness Indicators Sentences
	For years and years and years I just would go to a café and sit in a different kind of noise and work.
	So I came to this hotel because it's a beautiful hotel.
22	So the first day's writing went well so I kept coming back to this hotel ...
61	But I do remember one day, writing <i>Philosopher's Stone</i> , I was walking

	away from the café where I'd been working on.
88	This is where she completed the final chapters of Harry Potter's wondrous journey
<b>Number of Frequencies</b>	<b>5</b>

The table above consisted of five-sentences-fragments indicated mildness referred to place where she conducted to write, they included a cafe and hotel. Convenience is one of the elements of extrinsic motivation for individuals to growth motivation to gain success (Acar, 2014).

## 7. Health

**Table 4.14**  
*The Health Factors of Extrinsic Motivation Indicator Sentences*

<b>Conversation No.</b>	<b>The Extrinsic Motivation of Health Indicator Sentences</b>
243	For my own mental health, I need to write.
<b>Number of Frequencies</b>	<b>1</b>

Health is one of extrinsic motivational factors for J.K. Rowling. Osemeke and Adegboyega also stated that safety needs include personal security, financial security, health, and well being are basic needs that influenced human motivation (Osemeke, M. & Adegboyega, S, 2017).

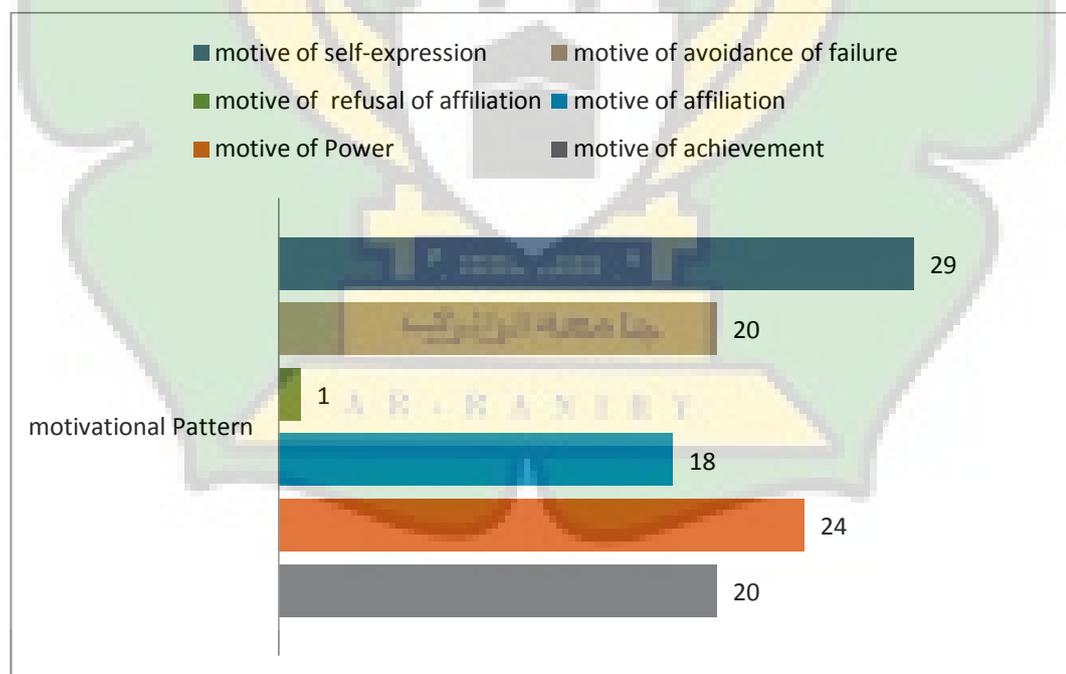
### **B. The Motivational Patterns from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show, Episode Oprah and J.K. Rowling in Scotland as English Literature**

The contribution of the successful of second language acquisition is lacking in most English Foreign Learners, there are not enough opportunity to interact

with the native speaker, because of these adverse condition, an EFL has to have an extraordinary motivation in order to gain the success of learning English (Anjomshoa, Leila & Sadighi, 2015), the conversation between J.K. Rowling and Oprah Winfrey in Oprah Show can be one of the source for EFL to learn English and also motivated students to gain success in learning.

Based on the result of motivational pattern of the transcription between Oprah and J.K. Rowling on the Oprah Show Episode Oprah and J.K. Rowling in Scotland as an English literature, the writer concluded the frequencies of the motivational patterns into the figure below.

**Figure 5.2 Motivational Patterns from Oprah Winfrey and J.K. Rowling Conversation in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature**



The figure above describes that the frequencies of the motive of self-expression are the most utterance used (29) followed by motive of power (24), the

motive of avoidance of failure and motive of achievement (20), the motive of affiliation (18), and the least frequency is the motive of refusal of affiliation (1). It means that the motive that come from Oprah and J.K. Rowling expressions are bigger than others to gain the goal of her life. The motive of self-expression is a part of value pattern of modern society, it becomes the key manifestation of globalization and freedom (Bataeva, 2018).

Based on the results of a review of the transcripts conversation between Oprah Winfrey and J.K Rowling, in Oprah Show, episode Oprah and J.K. Rowling in Scotland, the writer found several motivational patterns of English literature such as motive of achievement, motive of power, motive of affiliation, motive of refusal of affiliation, motive of avoidance of failure, and the motive of self-expression based on D. McClelland's theory (Bataeva, 2018), they are going to be further explained as follows.

### 1. The Motive of Achievement

There are several pieces of conversation that suggest the motive of achievement as explained in the transcription as mention in the table below.

Table 4.15.

*The Motive of Achievement from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show, Episode Oprah and J.K. Rowling in Scotland as English Literature*

Conversation No.	The Motive of Achievement Indicators Sentences
22	As I was <u>finishing</u> Deathly Hallows I ended-up <u>finishing</u> the last of the Harry Potter books in this hotel.

28	So even though <u>I always knew it would be seven books</u> – that was it When it <u>ended</u> I was in a slight state of shock
30	<u>It was the discipline of working and it was the structure it gave to my life</u> and I knew I'd still be writing but I had to mourn Harry When it <u>ended</u> I was in a slight state of shock I knew <u>I'd still be writing</u> but I had to mourn Harry Yeah, I do. I <u>couldn't stop</u>
38	I mean <u>I could write – I could – I could definitely write an eighth, ninth, tenth</u> – I could – <u>easily</u>
40	So, I feel <u>I am done</u> but you never know I mean <u>I knew</u> it was <u>getting big</u>
50	At that point I kept saying to people “ <u>Yeah, I’m coping, I’m coping.</u> ”
73	“ <u>I had been writing</u> – all I ever wanted to do from – as – <u>from the age at which you understand that books are written</u> – they <u>don't just spontaneously grow out of the ground</u>
77	Yeah. I <u>wrote compulsively all through my late teens into my twenties</u> , but I'd never really the right thing, you know? ... yet <u>it was the thing I was meant to write</u> , you know?
146	And I think that, this is probably true of all writers, but sometimes I know what I believe because of <u>what I have written</u> .
203	... that I was anything other than what I was and <u>began to direct all my energy into finishing the only work that mattered to me.</u>
243	you could tie my hands to my sides, I suppose, <u>but I have to write.</u> For my own mental health, <u>I need to write.</u>
<b>Number of frequencies</b>	<b>20</b>

The table above showed that there were as many as 20 transcriptions that indicated the motive of achievement. Based on the findings, the writer found that most of achievement motivation of J.K. Rowling was mastery-approach goal, it indicated through the fragment of conversation like ‘finishing, to write, working, and many more. It was suitable with the statement of Elliot and Sommet (2016) that stated four types of achievement goals have been primary focus of the literature: (1) mastery approach goal (master a task; improve over time); (2)

performance-approach goals (outperform others), mastery-avoidance goals (not fall short of mastering a task, not decline over time, and (4) performance-avoidance goals (not be outperformed by others) (Sommet, N & Elliot, A.J., 2016).

## 2. The Motive of Power

In this study, the motive of power is divided into two, namely positive power and negative power, as to the results of the analysis as follows.

### a. Positive Power

The following table presents the results of writer's analysis related to the positive power that explained by Oprah Winfrey and J.K. Rowling during the conversation.

**Table 4.16**

*The Motive of Positive Power from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature*

Conversation No.	The Motive of Positive Power Indicators Sentences
22	I can <u>throw money</u> at these problems
42	I'd been told repeatedly that <u>wasn't very commercial</u> because I'd been <u>turned-down a lot</u> . I can say that now because <u>I'm free of it</u> .
50	It was <u>like being a Beatles</u> – there <u>came a point</u> where <u>it was crazy</u> Yeah. That's a <u>real stand-out moment</u> for me
88	<u>This is where</u> she completed the final chapters of Harry Potter's wondrous journey
106	I <u>dress better</u> But that's <u>not just about money</u> , 'cause you meet lots of rich people who <u>dress atrociously</u> .

	It's more that you can afford to – well, you can definitely afford <u>better clothes</u> .
	I think <u>the single biggest thing that money gave me</u> – and obviously I came from a place where I was a single mother and it really was hand to mouth at one point.
	<u>It frees you</u>
	That's why <u>it's like a super power</u> .
124	the <u>luxury of literally</u> being able to sit down and say “where should we go for a holiday?”
138	You know that if I'm <u>wildly successful that stuff will happen</u>
203	I <u>had an old typewriter</u>
	... that love is <u>the most powerful thing of all and I remember thinking that – God</u>
235	... <u>I'm going to say on this earth is “I love you”</u>
269	I'm <u>so grateful I had it</u>
<b>Number of Frequencies</b>	<b>18</b>

### b. Negative Power

Besides positive power, there is negative power as the opposite of positive power which usually appears as a solution to previous problems which is going to be explained further as follows.

**Table 4.17**

*The Motive of Negative Power from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature*

Conversation No.	The Motive of Negative Power Indicators Sentences
22	I can now <u>solve these problems</u> .
42	At the time <u>I felt the need to deny how great the pressure</u> was because that was my way of coping.
44	So <u>the pressure was insane</u>
146	But <u>it does come through strongly in the Potter books</u>
193	So, <u>if she hadn't died I don't think it's too strong to say there wouldn't be Harry Potter</u>
203	<u>The books are</u> what they are because she died.

<b>Number of frequencies</b>	<b>6</b>
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The two tables above show that there are 24 motives power in which statements regarding the motive of positive power are more than negative power, or 18 to 6. It is suitable with the result finding of (Kasmarik, K & Shafi, K, 2014), they argued that power motivation as manifestation of unilateral behavioral control and can occur in different ways include reward power, coercive power, legitimate power, referent power, expert power, informational power, and also five components of fear (avoidance) of power such as fear of the augmentation of one's power source, fear of the loss of one's power source, fear of exerting power, fear of the counter-power of others, and fear of one's power behavior failing.

### **3. The Motive of Affiliation**

The motive of affiliation is a motive that indicated in the presence of other people who support and help someone to achieve her/her goals. The table 44 below describes the motive of affiliation found during the conversation between Oprah Winfrey and J.K Rowling in The Oprah Show, episode Oprah and J.K. Rowling in the Scotland.

Table 4.18

*The Motive of Affiliation from Conversational Transcription between Oprah Winfrey and J.K. Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature*

Conversation No.	The Motive of Affiliation Indicators Sentences
22	<u>They were so nice to me</u> here
	<u>My first American tour had been kind of hit and miss</u> , you know? – We turned-up for my second American tour, thought it was going to be the same thing again.
44	And <u>the queue snaked up the street, up the Barnes &amp; Noble, up though four floors</u> and they took me in the back entrance
	<u>They opened the door</u> and they <u>screamed</u>
50	... in that <u>there was press attention</u> and so-on.
88	A publisher bewitched by the spectacular tale finally agreed to print it.
153	... <u>married</u> and gave birth to <u>her first daughter, Jessica</u>
163	I <u>had</u> a very, very <u>tiny baby</u>
189	I would have <u>told her about it</u> and I know <u>she would have really liked it</u>
	The books wouldn't be what they are <u>if she hadn't died</u>
191	I mean <u>her death is on virtually every other page of the Harry Potter books</u> , you know?
193	Because <u>I loved her and she died</u>
202	And it was because of <u>my daughter that I went and got help</u> .
	... I still <u>had a daughter whom I adored</u> and...
215	... I've been so <u>fortunate and met extraordinary people through Harry Potter</u> , and not one of them didn't have their failure – more than one failure.
	<u>I've often met people who – who are terrified</u> , you know, in a straight jacket of their own making because they'd rather do anything that fail.
239	... because I <u>have good friends in New York</u> and I emailed my two best friends in New York.

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I dedicated the last book to the people dearest to my heart and the seventh part of that dedication was a reader who'd stuck with Harry right the way through, I love them

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269

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**Number of Frequencies**

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18

There are 18 sentences which indicate the motive of affiliation in the form of friendship, support by surroundings, love of the fans, and the existence of the family. In addition, Heckhausen & Heckhausen (Kasmarik, K & Shafi, K, 2014) also argued that affiliation refers to social interactions that seek contact with formerly unknown or little known individuals and maintain contact with those individuals in a manner that both parties experience as satisfying, stimulating, and enriching.

#### 4. The Motive of Refusal of Affiliation

The motive of refusal of affiliation is the opposite of the affiliation motive above. The related research findings about the motive of refusal of affiliation are presented in the following table.

**Table 4. 19**

*The Motive of Refusal of Affiliation from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature*

Conversation No.	The Motive of Refusal of Affiliation Indicators Sentences
88	it's hard to believe that twelve publishers rejected the Sorcerer's Stone.
<b>Number of Frequencies</b>	<b>1</b>

There is only one sentence indicated as the refusal of affiliation in the transcription. It shows that the motive of refusal of affiliation is the least motive

contribution to the Oprah and J.K Rowling conversation. Refusal of affiliation comprised two contrasting components: hope of the affiliation and fear of rejection, in this case, fear of rejection urged caution and sensitivity in our dealings with strangers, when unfamiliar people interact, the hope component is activated first (Kasmarik, K & Shafi, K, 2014).

## 5. The Motive of Avoidance of Failure

The table below is going to describe more about the motive of avoidance of failure found in the conversation between Oprah and J.K. Rowling in Episode ‘Oprah and J.K Rowling in Scotland’.

**Table 4.20**

*The Motive of Avoidance of Failure from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature*

Conversation No.	The Motive of Avoidance of Failure Indicators Sentences
28	I kept – It was a bereavement
30	And <u>if it was an escape</u> for all these children you can imagine <u>what it would have been for me</u>
77	For <u>seventeen years</u> I’d had that – <u>through very tumultuous times in my personal life</u> and I – I’d always had that.
88	I’m very <u>frustrated by fear of imagination</u>
106	The truth was there were times <u>I was barely hanging by a thread</u> It was <u>literally as poor as you can get in Britain</u> without <u>being homeless</u> at one point.
142	If you’ve ever been there you will never, ever take for granted that <u>you don’t need to worry</u> . Never
153	<u>I struggle with it</u>
161	<u>Desperate to escape the pain</u> , ...
163	I think that it taught me – I’m proud that <u>it taught me how – that I had a strong survival instinct</u>
	And then <u>I went straight into poverty and depression</u>

202	Yes, but I think <u>it was a kind of delayed</u>
	<u>I stopped pretending to myself..</u>
203	I was set free because my greatest feeling had been realized and <u>I was still alive ...</u>
	<u>It is impossible to live without failing</u> at something unless you live so cautiously that you might as well not have lived at all.
	“ <u>Failure. Failure</u> is so impure – it doesn’t get spoken about enough.
215	... it’s the <u>ability to resist failure</u> , in many ways, or use failure that often leads to the greatest success, isn’t it?
	They don’t want to <u>try for fear of failing</u> .
	But the most important thing was about how to <u>use failure</u>
235	<u>Beyond fear, beyond death</u>
<b>Number of Frequencies</b>	<b>20</b>

There are 19 sentences indicated as the motive of avoidance of failure, it can be shown by the words ‘failure, fear, frustrated and so on. Referring to the conversation between J.K. Rowling and Oprah Winfrey as mentioned into the table below, the writer found that J.K. Rowling tried to improve her avoidance of failure by maximizing her efforts to raise her goals. Edward &Hinsz proposed that an individual has some level of the avoidance motive, her or his motivation to avoid failure increases if there is the possibility to fail, and avoiding failure on the task is perceived as valuable (Edwards, S & Hinsz, V, 2014).

## 6. The Motive of Self-Expression

The motive of self-expression is a motive which indicated a sense generated by the speakers, for more details, it can be seen in the following table.

Table 4.21

*The Motive of Self-Expression from Conversational Transcription between Oprah Winfrey and J.K Rowling in Oprah Show Episode Oprah and J.K. Rowling in Scotland as English Literature*

Conversation No.	The Motive of Self-Expression Indicators Sentences
	<u>I think</u> writers can be a <u>little bit superstitious</u>
	So <u>I came to this hotel</u> because it's a <u>beautiful hotel</u>
22	So <u>the first day's writing went well so I kept coming back</u> to this hotel ...
	For years and years and years <u>I just would go to a café</u> and sit in a <u>different kind of noise and work</u> .
40	<u>I loved writing</u> those books I love writing it
50	... but at that point – that for me was the real – that was when <u>it felt Beatlesque</u> .
61	But I do remember one day, <u>writing Philosopher's Stone</u> , I was <u>walking away from the café</u> where <u>I'd been working on</u> And I had this moment where I suddenly thought – It was <u>like another voice speaking to me</u> and <u>the voice said "the difficult thing is going to get published. If it gets published it will be huge"</u>
69	... I'd say I was someone with not much <u>self-belief at all</u> and yet in this one thing in my life I believed.
77	I thought ' <u>I'd love to write that</u> ' Because I'd always been <u>fascinated by folklore</u> <u>I love a kooky word</u>
116	And you feel – <u>I feel</u> – I don't want to <u>get complacent</u>
118	I <u>don't want to take things for granted</u>
122	I mean <u>mostly I feel great</u>
138	But <u>as a writer there's no way of thinking "if I'm wildly successful they will want long-lens photographs of me on the beach in my bikini"</u>
157	So, you know, <u>don't regret a thing</u>
189	I think it was <u>six months before she died I started writing</u> .

203	<u>a big idea</u> and so rock-bottom became the solid foundation on which I rebuilt by life
214	... I think first of all you talked about <u>how rock-bottom</u> became the <u>foundation from which you rebuilt your life.</u>
215	I'm not going to <u>romanticize rock-bottom</u> , but it was liberating
229	I <u>love the films</u> I <u>love the books</u> , and there are elements that are really fun around it <u>these could be amazing</u> but I only wanted to do it if <u>it was going to be incredible</u>
245	I <u>love it</u> I <u>need to do it</u>
269	I <u>love the people who read the books</u>
<b>Number of frequencies</b>	<b>29</b>

The motive of self-expression is most appear compared to other motives. There are 29 sentences indicated as the self-expression. The key words of the motive include: 'love, need, feel and many more as stated in the sentences in the table above. The result findings above supported by (Bataeva, 2018) that reported motivational analysis of Ukrainian textbooks on literature also included motive of achievement, power, affiliation, avoidance failure, and self-expression.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The conclusions summarize the script contents that are the introduction, review of the literature, methodology, and findings. The suggestions reflect the phenomena, which need further interpretation, regarding the motivational values on the Oprah Show, episode Oprah meets J.K. Rowling in Scotland.

#### A. Conclusions

Based on the theoretical orientation, the writer concluded that there were elements of intrinsic and extrinsic motivation in the conversation between Oprah Winfrey and J.K Rowling on The Oprah Show episode Oprah and J. K Rowling in Scotland that can motive EFL in order to gain the success of learning English. First, extrinsic motivation is more prominent than intrinsic motivation in the conversation between Oprah Winfrey and J.K Rowling on The Oprah Show episode Oprah and J. K Rowling in Scotland. 51% of the conversation content showed that intrinsic motivation is uttered more often than extrinsic motivation or about 49%. Second, intrinsic motivational factors included: (1) Enjoyment/Encompass Hobbies/Interests, (2) challenge/ achievement, (3) fantasy/imagination/dream, (4) advancement, (5) responsibility, and (6) self-esteem. Third, the extrinsic motivational factors included: (1) money/materials, (2) social status/public recognition, (3) power, (4) fame, (5) relationship, (6) convenience/mildness, and (7) health.

Fourth, motivational pattern of the transcription between Oprah and J.K. Rowling on the Oprah Show Episode Oprah and J.K. Rowling in Scotland as an English literature included motive of self-expression is the most utterance used (29) followed by motive of power (24), motive of avoidance of failure and motive of achievement (20), motive of affiliation (18), and the least frequency is motive of refusal of affiliation (1). It means that the motive that come from Oprah and J.K. Rowling expressions are bigger than others to gain the goal of their life.

### **B. Suggestions**

Based on the findings of some references and previous studies, the writer would like to suggest some points. First, the English teachers are suggested to create activities which may improve students' motivation in learning English to enhance students' willingness to learn during English class. Second, teachers can use the video of the native speakers during teaching and learning English with lack opportunities to interact with the native speaker. Third, teacher should encourage and motivate the large group of students during learning process so that the students can raise the maximum goals of learning, improve students' achievement and self confidence. Fourth, the students should practice English not only in English class, but also outside the classroom, such as watching the video of the native speakers and reading English books, novels, transcriptions of the conversation, and so on.

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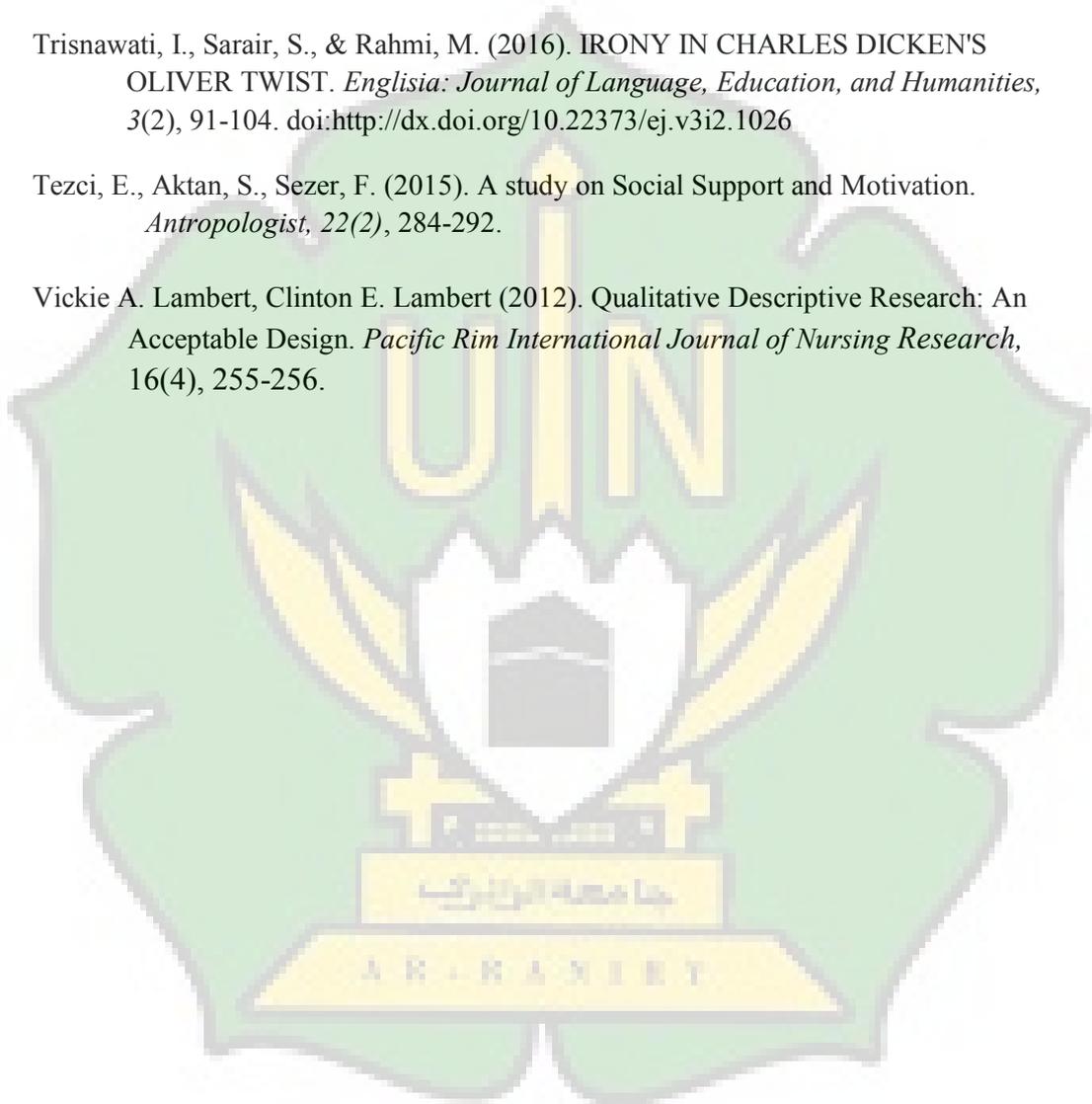
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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-12760/UN.08/FTK/KP.07.6/11/2020**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2020

**MEMUTUSKAN**

- Menetapkan  
PERTAMA : Menunjuk Saudara:
- |                             |                            |
|-----------------------------|----------------------------|
| 1. Dr.phil.Saiful Akmal, MA | Sebagai Pembimbing Pertama |
| 2. Fitriah, M.Pd            | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : **Maghfirah**
- NIM : **140203048**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **An Analysis Of Motivational Value From Oprah Winfrey Show Episode Oprah and J.K Rowling in Scotland**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 19 November 2020

An. Rektor  
Dekan,



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

## APPENDICES

### Transcript of Oprah Interview with J. K. Rowling

1. Winfrey: The J. K. Rowling legend begins with a delightful children's book about an orphan boy wizard named with a lightning-shaped scar – a boy with a magical destiny. A destiny shared by his creator. J. K. Rowling is the first self-made billionaire author in history, selling more than four-hundred million books, captivating readers in sixty-nine languages, and two-hundred countries around the world. Harry's final chapter – the Deathly Hallows, is the fastest-selling book of all time. No wonder she's credited with doing more for literacy than anyone else on the planet. Her empire spans movies, merchandise – even an amusement park. The Harry Potter blockbusters are the highest grossing movie franchise in history – raking in more than 5.3 billion dollars and still counting.
2. Winfrey: So, this is the first time we've met.
3. Rowling: Yes, it is.
4. Winfrey: And my producers tell me that your real name is Jo. All this time I thought you were 'J. K.'.
5. Rowling: (laughing) Yeah.
6. Winfrey: J. K. is -
7. Rowling: Is just the nom de – well, it's because my British publisher, when the first book came out, thought 'this is a book that will appeal to boys' but they didn't want the boys to know a woman had written it. So they said to me 'could we use your initials' and I said 'fine'. I only have one initial. I don't have a middle name. So I took my favourite grandmother's name, Kathleen.
8. Winfrey: Kathleen.
9. Rowling: Kathleen, yeah.
10. Winfrey: Jo Kathleen.
11. Rowling: Joanne Kathleen.
12. Winfrey: And fooled the boys for a while.
13. Rowling: Yeah, not for too long.
14. Winfrey: Not for too long.

15. Rowling: Yeah – because I started getting my picture in the press and no one could pretend I was a man anymore.
16. Winfrey: Yes – and I don't think the boys have minded.
17. Rowling: No – it hasn't held me back, has it? Clearly not held me back.
18. Winfrey: Not a bit. When we came – just arrived yesterday – it was beautiful. Scotland is beautiful.
19. Rowling: It's stunning. Yeah, it's stunning.
20. Winfrey: And the green is greener than anything I've ever seen other than Ireland.
21. Winfrey: – That you thought would be particularly stimulating to your creative process. That's why you wanted to come here? To finish?
22. Rowling: Well, it turned out to be stimulating. As I was finishing Deathly Hallows there came a day where the window cleaner came, the kids were at home, the dogs were barking, and I could not work and this light-bulb went on over my head and I thought 'I can throw money at this problem. I can now solve this problem.' For years and years and years I just would go to a café and sit in a different kind of noise and work. I thought 'I can go to a quiet place'. So I came to this hotel because it's a beautiful hotel, but I didn't intend to stay here. They were so nice to me here – and I think writers can be a little bit superstitious – so the first day's writing went well so I kept coming back to this hotel and I ended-up finishing the last of the Harry Potter books in this hotel.
23. Winfrey: We have a lot of things in common.
24. Rowling: Yeah.
25. Winfrey: First of all you know this is the last year that I'm doing the Oprah Show. I will go on and do other things but when I came to the end of Hallows – the 'last trace of steam evaporated in the autumn air', 'the train rounded a corner', 'Harry's hand was still raised in farewell'. "'He'll be alright,'" murmured Ginny. As Harry looked at her he lowered his hand absentmindedly and touched the lightning scar on his forehead. "I know he will". The scar had not pained Harry for nineteen years. All was well." When I came to the end of that I mourned not only for the end of the series but for you. I cannot imagine what that was like.
26. Rowling: It was huge.

27. Winfrey: I can't imagine.
28. Rowling: I kept – It was a bereavement. It was. It was a bereavement. It was huge. I think one way – although I knew it was coming we all know that the people we love are mortal – we are mortal. We know it's going to end. You cannot prepare yourself for it. So even though I always knew it would be seven books – that was it. I knew how it was going to end. When it ended I was in a slight state of shock.
29. Winfrey: What did you do when you finished?
30. Rowling: Well, initially I was elated but then there came a point – I cried as I've only ever cried once before in my life and that was when my mother died. It was uncontrollable and I'm not a big crier. You know – I cry, but I'm not someone who can sort of keep crying going. You know what I mean? Some people can – do floods for hours. I've never – only twice in my life have I done that. For seventeen years I'd had that – through very tumultuous times in my personal life and I – I'd always had that. And if it was an escape for all these children you can imagine what it would have been for me. And it was not just the world. It was the discipline of working and it was the structure it gave to my life and I knew I'd still be writing but I had to mourn Harry.
31. Winfrey: Did you know 'all is well' was going to be the last line?
32. Rowling: Yeah, I did.
33. Winfrey: And you always knew that?
34. Rowling: Well, that's a really good question because for a long time the last word was going to be 'scar'. It was just worded differently but I – and I had said that to fans. The last word would be 'scar' and then I changed my mind. I just wanted the last words to be 'all is well'.
35. Winfrey: 'All is well'.
36. Rowling: 'All is well', yeah.
37. Winfrey: But you know what happens 'ever after'.
38. Rowling: Yeah, I do. I couldn't stop. I don't think you can when you've been that involved with the characters for that long. It's still all in there. They're all in my head still. I mean I could write – I could – I could definitely write an eighth, ninth, tenth – I could – easily.
39. Winfrey: Will you?

40. Rowling: I'm not going to say I won't. I don't think I will. I loved writing those books. I love writing it. So, I feel I am done but you never know.
41. Winfrey: Tell me: did you ever feel that you had to succumb to the pressure? Because when you first started – the first one – the world didn't know. And afterwards – once the deals are made and the industry and the entire universe of Harry Potter began I'm sure the pressure was overwhelming at times.
42. Rowling: Yeah. It was. I can say that now because I'm free of it. At the time I felt the need to deny how great the pressure was because that was my way of coping. It happened so fast for me and it shouldn't have happened. You know? This was a children's book. A children's book, moreover, that I'd been told repeatedly that wasn't very commercial because I'd been turned-down a lot. So – and I went from utter obscurity – it was like being a Beatle – there came a point where it was crazy.
43. Winfrey: That's such a great analogy.
44. Rowling: But there were – except there were four Beatles – so they could turn to each other and say 'my God, this is crazy!' I couldn't turn to anyone. So the pressure was insane. We turned-up to a book signing my second American tour – my first American tour had been kind of hit and miss, you know? – We turned-up for my second American tour, thought it was going to be the same thing again. We're in this car rolling down the street and there's just this queue block after block after block after block and I'm looking out the window and I turn to the girl from the publisher and I say "Is there a sale on?" And we turn the corner and there was this enormous Barnes & Noble and I thought "Oh, my God". And the queue snaked up the street, up the Barnes & Noble, up though four floors and they took me in the back entrance. They opened the door and they screamed. And all these light-bulbs went off in my face. And I was – oh, my God – and I signed two thousand books and the queue hadn't ended. We had to go.
45. Winfrey: We call queues lines.
46. Rowling: Lines.
47. Winfrey: The line went on and on and on.
48. Rowling: The line was on and on and on. Yeah. Okay.
49. Winfrey: And that is when you knew.

50. Rowling: Yeah. That's a real stand-out moment for me. I mean I knew it was getting big – in that there was press attention and so-on – but at that point – that for me was the real – that was when it felt Beatlesque. That's when it started to get crazy. So you ask about the pressure? At that point I kept saying to people "Yeah, I'm coping, I'm coping." The truth was there were times I was barely hanging by a thread.

51. Winfrey: It is the land of bagpipes, whiskey, kilts, and castles. Scotland is also the land home to the queen of the publishing world – billionaire mom – J. K. Rowling. I traveled to Edinburgh to meet J. K. in the city where her beloved boy wizard, Harry Potter, leapt from her fantastical imagination into the hearts of millions. Here among the cobblestone streets and quaint cafés J. K., then a struggling single mother, wrote the Sorcerer's Stone – long-hand, while her young daughter slept at her side.

52. Winfrey: But isn't it interesting that in the first book, when Harry is being dropped-off at his uncle's, it is predicted – ?

53. Rowling: One day every child in the world will know his name.

54. Winfrey: One day every child in the world will know his name.

55. Rowling: Well, the screenwriter –

56. Winfrey: So, didn't you know?

57. Rowling: No.

58. Winfrey: Wasn't there part of you –

59. Rowling: Part of me –

60. Winfrey: Subconsciously, that knew? Yes.

61. Rowling: I – I remember once and it was like – it was like – well, like – I'm going to call it clash – a flash of clairvoyance now. Obviously if it hadn't come true it would just be some crazy thought I had. But I do remember one day, writing Philosopher's Stone, I was walking away from the café where I'd been working on –

62. Winfrey: Philosopher's Stone which became Sorcerer's Stone.

63. Rowling: Which became Sorcerer's Stone, exactly. So that's the first novel. And I had this moment where I suddenly thought – It was like another voice

speaking to me and the voice said “the difficult thing is going to get published. If it gets published it will be huge.”

64. Winfrey: Wow.

65. Rowling: And that is exactly what it was.

66. Winfrey: So there was some hint that – the voice had said to you –

67. Rowling: Well, the thing is you’ve got to believe, haven’t you?

68. Winfrey: Yes.

69. Rowling: You know – I was not the world’s most secure person. I wasn’t someone with an enormous amount of – in fact, I’d say I was someone with not much self-belief at all and yet in this one thing in my life I believed. That was the one thing in my life. I felt ‘I can tell a story’.

70. Winfrey: Is it true that it just – You know I’ve heard the legend is that the story just entered your head while on a train.

71. Rowling: Yeah. That is – that’s true.

72. Winfrey: That is true.

73. Rowling: I had been writing – all I ever wanted to do from – as – from the age at which you understand that books are written – they don’t just spontaneously grow out of the ground.

74. Winfrey: Which for you is about six?

75. Rowling: Yeah. Five or six. That’s all I ever wanted to be.

76. Winfrey: Was a writer.

77. Rowling: Yeah. I wrote compulsively all through my late teens into my twenties, but I’d never really the right thing, you know? And then I was on a train, I was twenty-five, and it came. And what came was ‘boy who doesn’t know he’s a wizard goes to wizarding school’. Bang. Bang. Bang. And then that was it. And that was like touch paper. And I was on this delayed train going from Manchester to London and my head was just flooding with what’s at this wizard’s school. There were four houses, there were ghosts, there were house ghosts. What do they teach? What subjects do they learn? Who are the teachers? And I had no pen. But that was it. That was it. And I don’t think I had ever felt so excited. I thought ‘I’d love to write that’. I’d never thought

about writing for children. I'd never thought about aiming anything at that age group and yet it was the thing I was meant to write, you know? Because I'd always been fascinated by folklore. I love a kooky word.

78. Winfrey: I know. Kooky words –

79. Rowling: I do!

80. Winfrey: I think the greatest gift the Harry Potter series has given to the world is the freedom to use our imaginations.

81. Rowling: I really hope so. I'm very frustrated by fear of imagination. That's – I don't think that's healthy.

82. Winfrey: What about all the criticism that you received from a lot of religious people who felt that it was too dark and frightening, and wizardry, and sorcerers, and magic, and all the like?

83. Rowling: Well, I think –

84. Winfrey: I love what you said. I read this some place where you said you were not trying to convert people to Christianity when you wrote the books.

85. Rowling: No. No. I'm not pushing any belief system here, although there is a lot of Christian imagery in the books. That's undeniable. And certainly in Hallows there's a very clear – but that's not. That's an allusion to a belief system in which I was raised. But to answer the question about how that felt – How did that feel –

86. Winfrey: To be criticized –

87. Rowling: To be criticized in that way. Well, I tried to tease out – okay, what do they – what are they being critical of here? Well, if we're talking about that dark and scary stuff, I think it's perfectly legitimate for a parent to say 'that's a little old for my child' or 'we're going to need to discuss that together – we'll read that together'. That's great. In fact, that's perfect! Sit down and read that together. That would be amazing. On the 'you must not discuss witchcraft, you must not have witches or magic depicted in a book' I find that nonsensical. Nonsensical. In a hundred, two-hundred, three-hundred years from now there'll be a new children's story that has witches, and wizards, and magic. It will always be with us because it's a belief system that humanity passed-through. It still has huge attractions. There's a quotation that I almost used in the Harry Potter book. I'm paraphrasing, this won't be exact. In magic, man has to rely on himself. So, in religion, of course, you're looking for outside support but

that's the appeal of magic. I'm not saying I believe magic is real. I don't. But that's the perennial appeal of magic – that we ourselves have power and we can shape our world. I sometimes think its very analogous to having a lot of money that people think – 'cause that's kind of like a super power. I've often thought this, since all this happened to me. People think 'well, you can solve anything now'. Really? It doesn't work like that.

88. Winfrey: [J. K. Rowling] granted us a rare interview in Edinburgh, Scotland – the city she calls home. We sat down at the historic Balmoral Hotel. This is where she completed the final chapters of Harry Potter's wondrous journey. After selling more than four-hundred million copies of this series it's hard to believe that twelve publishers rejected the Sorcerer's Stone. Thirteen turned-out to be a lucky number. A publisher bewitched by the spectacular tale finally agreed to print it. J. K. signed the deal with a warning from her agent. "You'll never make money writing children's books".

89. Winfrey: Isn't it interesting how when you first get to understand what having money can do – like – you have to realize – I don't have to be in this situation where –

90. Rowling: Did you feel that?

91. Winfrey: Yeah.

92. Rowling: Did it take you a while to understand?

93. Winfrey: And it still is. And it still does.

94. Rowling: Me, too! It think it's that moment when you're trying to choose between two things.

95. Winfrey: That's happened to me!

96. Rowling: And you think – I could –

97. Winfrey: I could get both!

98. Rowling: But you don't – you've not lived like that for so long.

99. Winfrey: Yes, and you know why? Because you understand what twenty-five pounds is.

100. Rowling: Exactly. Always.

101. Winfrey: Yes. Or a hundred dollars.

102. Rowling: This felt so extravagant!
103. Winfrey: In the United States you're known as the first billionaire author.
104. Rowling: Yeah.
105. Winfrey: So how has being the first billionaire author affected your perception of yourself?
106. Rowling: I dress better. But that's not just about money, 'cause you meet lots of rich people who dress atrociously. It's more that you can afford to – well, you can definitely afford better clothes. I think the single biggest thing that money gave me – and obviously I came from a place where I was a single mother and it really was hand to mouth at one point. It was literally as poor as you can get in Britain without being homeless at one point. If you've ever been there you will never, ever take for granted that you don't need to worry. Never.
107. Winfrey: Are you in a place now where you can accept that you will always be rich?
108. Rowling: No. Are you?
109. Winfrey: Kind of. Getting there.
110. Rowling: Really? I hope – I hope I – that sounds good.
111. Winfrey: Unless I'm a complete fool.
112. Rowling: But that's it! Unless I'm a fool! And you know what? I've never been a fool with money so why worry? But I do. I think 'God, if I blew this, how could I look everyone in the face?'
113. Winfrey: But, you know psychologically it's a difficult thing to come to terms with because it's like saying – not allowing room for never say never.
114. Rowling: Exactly.
115. Winfrey: You know?
116. Rowling: Exactly. And you feel – I feel – I don't want to get complacent.
117. Winfrey: Right.
118. Rowling: I don't want to take things for granted.
119. Winfrey: Correct.

120. Rowling: I just – I just – and after all. Well, you do know what, I'm talking absolutely rubbish, aren't I? I'm talking rubbish. I mean really would have to be very stupid but, yeah, I do still worry.

121. Winfrey: Really?

122. Rowling: Yeah. Not all the time. I mean mostly I feel great.

123. Winfrey: What do you actually think money has done for you? What does it do?

124. Rowling: It frees you. That's what it does. It frees you. That's why it's like a super power. You don't – it frees you. I mean we don't have to – the luxury of literally being able to sit down and say "where should we go for a holiday?" and not be, in any way, limited.

125. Winfrey: I hear you don't drive.

126. Rowling: No, I don't drive. No. Cars terrify me. I am really frightened of cars.

127. Winfrey: So do you have a driver?

128. Rowling: I – of – lately I have had a driver. Very lately.

129. Winfrey: Is it true that you still take the bus? I read that you still take the bus.

130. Rowling: Occasionally. Within the last year I have taken the bus. Definitely, yeah.

131. Winfrey: Did you ever imagine your life being the way it is now?

132. Rowling: No. Never. And I really, really mean never. It overshoot the mark so ridiculously that I – I was so unprepared for it. This is a thing I think I've never really spoken about. I was a writer. I had no one near me professionally or personally who could in any way help me when I had questions like "what do you do when the press is searching your bins?" You know?

133. Winfrey: Mhmm.

134. Rowling: Really crazy stuff that happens. The stuff that makes you feel –

135. Winfrey: But that doesn't happen to most writers, you know?

136. Rowling: Exactly. Exactly. So it took everyone around me totally by surprise.

137. Winfrey: It's not like if you're an actress you could have expected that.
138. Rowling: Of course! Of course. You know that if I'm wildly successful that stuff will happen. I'm not going to like it but that will happen. But as a writer there's no way of thinking "if I'm wildly successful they will want long-lens photographs of me on the beach in my bikini. Never occurred to me in a million years.
139. Winfrey: So you weren't prepared for it.
140. Rowling: Totally unprepared. And really running scared for a while.
141. Winfrey: Tell me – we were talking about this earlier – about people's criticism of you. Have you made peace with your relationship with God? And do you call it God?
142. Rowling: Yes. I do. I struggle with it. I struggle with it.
143. Winfrey: But when you read the Potter books, watch the Potter movies the theme that is consistent and that obviously in the end rules is love.
144. Rowling: Definitely.
145. Winfrey: Love wins.
146. Rowling: Yes, which is a concept which runs through all the major religions – without exception. And I think that, this is probably true of all writers, but sometimes I know what I believe because of what I have written. Oddly, if you'd asked me before I wrote it 'what did I believe' I maybe couldn't have told you. But it does come through strongly in the Potter books. You're right. It does and that –
147. Winfrey: That in the end love wins.
148. Rowling: Love wins. It does win. We know it wins. When a person dies, love isn't turned-off like a – I was going to say tap, but it's faucet. 'Cause you had to translate 'queue' to 'line'.
149. Winfrey: Yes.
150. Rowling: It isn't turned-off. Yeah. It is an amazingly resilient part of us, isn't it?
151. Winfrey: So you believe in a higher power?

152. Rowling: Yeah, I would say I do. Yes. And would I call it God, yes. For want of a better word sometimes, but yes. Yeah.
153. Winfrey: Before J. K. Rowling became one of the world's richest women she led a modest life as a secretary in London. She was twenty-five years old when her mother died from Multiple Sclerosis sending Jo into an emotional tailspin. Desperate to escape the pain, she moved to Portugal, married and gave birth to her first daughter, Jessica. But, the marriage was, in Jo's words, 'short and catastrophic'. She packed-up her daughter and moved to Scotland, where she hit a knew low. Jo was clinically depressed and struggling to survive on welfare.
154. Winfrey: What did your first marriage teach you about yourself? You know, we've heard very little about it and you haven't spoken very much about it – only that it was short-lived. I think thirteen months and a day?
155. Rowling: Yeah, it was, yeah. You're good.
156. Winfrey: Thirteen months and a day. What did you learn about yourself to never be repeated?
157. Rowling: Well, I'd think the first and most important thing to say about that marriage is I would do it all again, step for step to have Jessica, who is incredible and the world's a better place for having her in it. So, you know, don't regret a thing.
158. Winfrey: Okay.
159. Rowling: I think I repeated patterns from my first family as we often do in my selection of my first husband.
160. Winfrey: Which is what we do.
161. Rowling: Yeah, you'd think. You say "what did I learn"? I think that it taught me – I'm proud that it taught me how – that I had a strong survival instinct. Because when I knew that it was time to go, I left.
162. Winfrey: Did it help you to know more of who you are? Did it bring you into a –
163. Rowling: Eventually. But I can't say I walked straight out of that marriage and that experience saying, you know, I feel enlightened in any way – I felt quite shell-shocked. I had a very, very tiny baby. And then I went straight into poverty and depression. So, but – in a strange way all of that, yes, was

enormously illuminated. But I did a lot of thinking after that – after that marriage ended. Primarily about me. Why things had been as they had been. And it was seven years before I met the right man. But I think it needed to be seven years. You know? They –

164 .Winfrey: And you were ready?

165. Rowling: Yeah, I was really ready.

166. Winfrey: In 2001, Jo married anesthesiologist Neil Murray in a private ceremony at their home in Scotland. Today, Jo and Neil are raising their three children in Edinburgh.

167. Rowling: The strange thing is a week before I met Neil – literally a week – and I hope this gives hope to all single women out there – I remember speaking to a very good friend and she said “well, what would you like in a man?” And I said “I would need to be with someone intelligent, ’cause I just value that. I said I would really like him to have his own career. I thought these were really basic things, okay? Integrity was very important and kindness and a very strong sense of who he was. These were things I would really like. And then she looked at me and she said, “well, that’s not going to happen.” Like I’d asked for, you know, the earth. And I -

168. Winfrey: Like you’d asked for Jesus.

169. Rowling: Yes, exactly! And I thought “okay, yeah, maybe that’s not going to happen.”

170. Winfrey: Were you okay with it?

171. Rowling: I certainly wasn’t crying my eyes out every night. I could have done it, but I’m glad not to have had to do it.

172. Winfrey: During the process of all of this – I understand are you still estranged from your father?

173. Rowling: I am, yeah.

174. Winfrey: You are?

175. Rowling: Yeah, yeah. That’s never an easy thing to do in the public eye, but there you are.

176. Winfrey: Do you think you’ll ever make peace?

177. Rowling: No, I don't. I don't. I think that it's such a huge thing to be estranged from a parent that obviously you would – it would have to be very big reasons for that.
178. Winfrey: Do you have your reasons?
179. Rowling: I have my reasons.
180. Winfrey: Any you want to share?
181. Rowling: It wasn't a good relationship from my point of view for a very long time but I had a need to please and I kept that going for a long time and then there – there just came a point at which I had to pull-up and say I can't do this anymore. And, yeah...
182. Winfrey: Do you regret that he can't be a part of this success?
183. Rowling: Well, the estrangement happened post-success so he was – he was there for a while. If I'm totally honest with you I regret much more that my mother never saw any of it. That – that's a bit of a killer. I mean she would have just –
184. Winfrey: Would she have loved reading it?
185. Rowling: I can honestly say I know a hundred percent she would have adored it. Yeah. Yeah.
186. Winfrey: But you started writing before she passed?
187. Rowling: Yeah, but I never told her about it.
188. Winfrey: You never told her?
189. Rowling: And I would have done. You know? I would have told her about it and I know she would have really liked it. I think she was – I think it was six months before she died I started writing. Yeah, and I never shared it with her.
190. Winfrey: Do you regret that?
191. Rowling: Yeah, hugely. Hugely. But the odd thing is that that's just life, isn't it? The books wouldn't be what they are if she hadn't died. I mean her death is on virtually every other page of the Harry Potter books, you know? At least half of Harry's journey is a journey to deal with death in its many forms, what it does to the living, what it means to die, what survives death – it's there in every single volume of the books.

192. Winfrey: What the love of your parents – the love of you parents. How that abides with you still. Yes.
193. Rowling: Exactly, exactly. Exactly. So, if she hadn't died I don't think it's too strong to say there wouldn't be Harry Potter. There wouldn't – you know? The books are what they are because she died. Because I loved her and she died. That's why they are what they are.
194. Winfrey: Would it also be fair to say that your life – everything in your life, because I know you went through a period of depression and I had read that the Dementors came from that depression
195. Rowling: Completely, yeah.
196. Winfrey: In Harry Potter's world, the Dementors are dark creatures who feed-off human happiness causing depression and despair to those in their path. Dementors are capable of consuming a person's soul.
197. Winfrey: Would it be fair to say that you've used, in the seventeen year process, writing the Potter series, that you've used the good, the bad and the ugly of your life?
198. Rowling: Yeah. Definitely. Definitely.
199. Winfrey: And expressed it through your writing through the Potter stories?
200. Rowling: Yeah. For sure. Depression is – Clinical depression is a – is a – is a terrible place to be. Terrible place to be.
201. Winfrey: So you became depressed after your mother died?
202. Rowling: Yes, but I think it was a kind of delayed – I think I had tendencies toward depression from quite young. It became really acute when I was sort of twenty-five to twenty-eight was a dark time. It's that absence of feeling – and it's even the absence of hope that you can feel better. And it's so difficult to describe to someone who's never been there because it's not sadness. Sadness is – I know sadness – sadness is not a bad thing. You know? To cry and to feel. But it's that cold absence of feeling – that really hollowed-out feeling. That's what the Dementors are. And it was because of my daughter that I went and got help.
203. Rowling: – Means a stripping-away of the inessential. I stopped pretending to myself that I was anything other than what I was and began to direct all my energy into finishing the only work that mattered to me. I was set free because

my greatest feeling had been realized and I was still alive and I still had a daughter whom I adored and I had an old typewriter and a big idea and so rock-bottom became the solid foundation on which I re-built by life. It is impossible to live without failing at something unless you live so cautiously that you might as well not have lived at all.

204. Winfrey: I love the Harvard Speech. Were you a little nervous going to speak to Harvard? Even you?

205. Rowling: A little. That was – That was easily the most frightening thing I've done in my life. Easily. It felt very exposing because this wasn't me reading-out words that had already been approved. Do you know what I mean? I used to be borderline phobic about public speaking.

206. Winfrey: Wow, really?

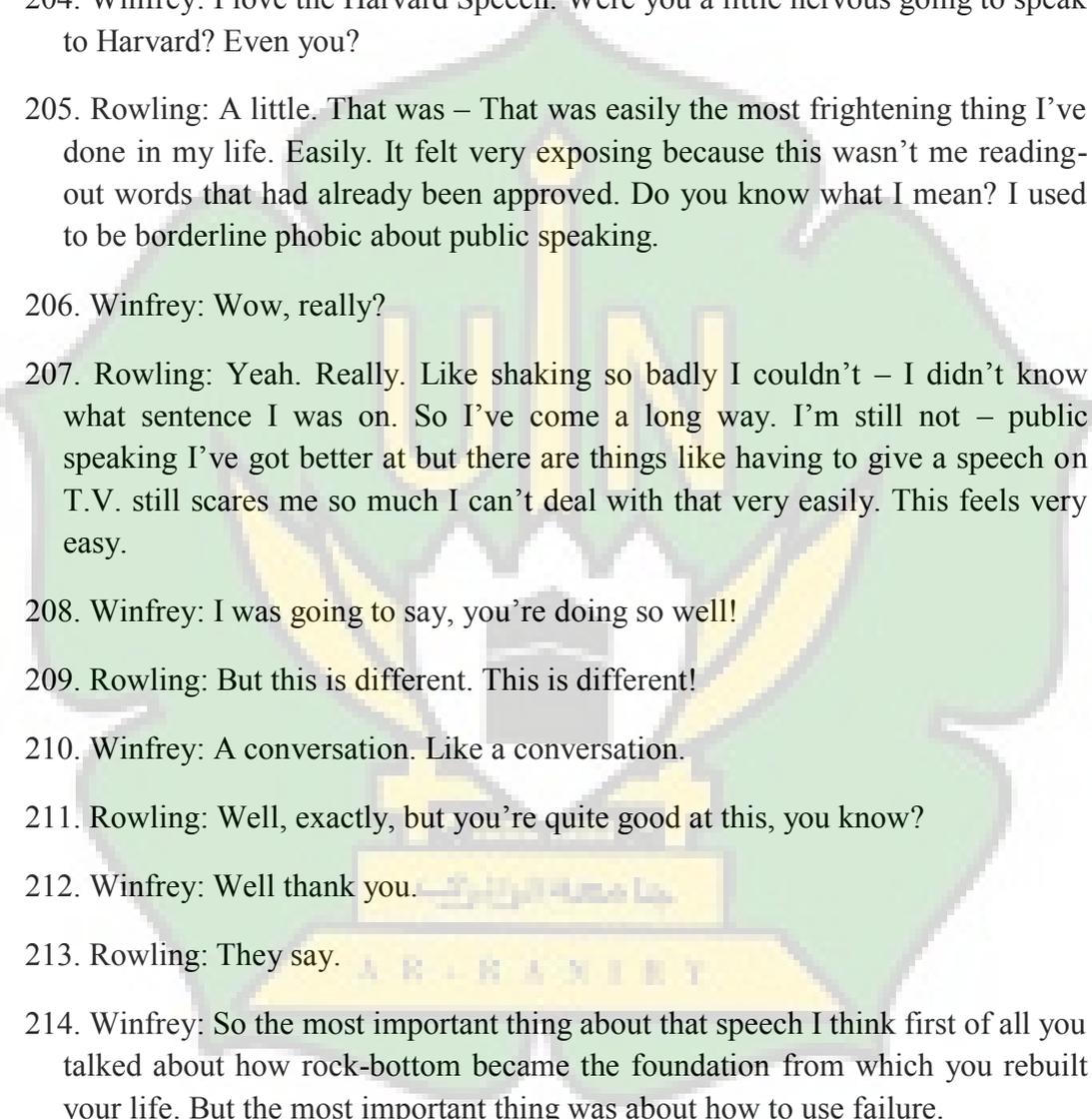
207. Rowling: Yeah. Really. Like shaking so badly I couldn't – I didn't know what sentence I was on. So I've come a long way. I'm still not – public speaking I've got better at but there are things like having to give a speech on T.V. still scares me so much I can't deal with that very easily. This feels very easy.

208. Winfrey: I was going to say, you're doing so well!

209. Rowling: But this is different. This is different!

210. Winfrey: A conversation. Like a conversation.

211. Rowling: Well, exactly, but you're quite good at this, you know?

212. Winfrey: Well thank you. 

213. Rowling: They say.

214. Winfrey: So the most important thing about that speech I think first of all you talked about how rock-bottom became the foundation from which you rebuilt your life. But the most important thing was about how to use failure.

215. Rowling: Failure. Failure is so impor – it doesn't get spoken about enough. We speak about success all the time, but, you know, I do not know any – I haven't met – and I've been so fortunate and met extraordinary people through Harry Potter, and not one of them didn't have their failure – more than one failure. And it's the ability to resist failure, in many ways, or use failure that often leads to the greatest success, isn't it? So, yeah. Failure. I've often met people who – who are terrified, you know, in a straight jacket of their own

making because they'd rather do anything that fail. They don't want to try for fear of failing. Well that's the rock-bottom thing. Rock-bottom wasn't fun – at all. I'm not going to romanticize rock-bottom, but it was liberating. What did I have to lose?

216. Winfrey: Were you reluctant to increase the empire?

217. Rowling: Yeah.

218. Winfrey: Meaning the theme parks, the doll figures, I mean there is an entire Potter universe.

219. Rowling: There is.

220. Winfrey: I mean anything you imagine in the world – it's been Potterized.

221. Rowling: I can only say to you: it could be so much worse.

222. Winfrey: It could be?

223. Rowling: Michael Jackson wanted to do the musical.

224. Winfrey: Really?

225. Rowling: Mhmm.

226. Winfrey: That's big, that you didn't want Michael Jackson to do –

227. Rowling: I said no to a lot of things, we've –

228. Winfrey: Do you control all of it?

229. Rowling: No. I mean – no. I have a say. For me it's – I love the films, I love the books, and there are elements that are really fun around it. Now with the theme park – when they came to us, they came to us with a really extraordinary proposal. Which is that this will be state-of-the-art and be like nothing anyone has ever seen and they could back that up. They showed us their ideas and I thought yeah, this could be amazing but I only wanted to do it if it was going to be incredible. And it truly is. I mean, if I had been a reader of the books, I would have wanted to go there.

230. Winfrey: In my magazine I do a column at the magazine called 'what do you know for sure?' and every month when I write it I'm like "I don't know a thing!"

231. Rowling: I'm really glad you said that because I thought wouldn't if you ask me what do I know for sure, this is going to be tricky. Okay, okay.
232. Winfrey: Yeah, I'm prefacing it by saying it's difficult to know what you know for sure.
233. Rowling: Yeah, it is.
234. Winfrey: But what do you?
235. Rowling: Well, I definitely know that – that love is the most powerful thing of all and I remember thinking that – God, I'm about to make myself cry but, I remember thinking that when 9/11 happened because those last phone calls were about – the last thing knowingly, that I'm going to say on this earth is “I love you”. What's more powerful than that? What's more proof than that? Beyond fear, beyond death.
236. Winfrey: It's so interesting that you mention 9/11 because I think about them all the time.
237. Rowling: It's such a huge – it is a defining moment in our lives. I remember thinking “they can't have come down”.
238. Winfrey: Could they have come down? Yes.
239. Rowling: Yeah. When I turned-on the T.V. and then yeah – I saw it. Yeah. And I panicked because I have good friends in New York and I emailed my two best friends in New York. One of them is my editor Arthur Levine and bizarrely, he was able to email me back virtually immediately and his last line in his email was “and they say we shouldn't teach children about evil”. ‘Cause we had had many a discussion about that.
240. Winfrey: What is your dream of happiness?
241. Rowling: Well, in the – in the first Harry Potter book, Dumbledore says to Harry that the happiest man alive would look in the mirror and see himself exactly as he is. So I would have to say that I'm pretty close.
242. Winfrey: And will you be writing more?
243. Rowling: Definitely. Oh, God, definitely. I can't, yeah, I literally can't stop. Well, I mean, you could tie my hands to my sides, I suppose, but I have to write. For my own mental health, I need to write. Yeah.
244. Winfrey: They tell you now, you're a writer.

245. Rowling: Yeah, well, exactly. I love it. I need to do it. I mean do you – you're coming to the end of this. How does that feel?
246. Winfrey: It feels like the time is right for the end of this.
247. Rowling: Of this, exactly.
248. Winfrey: And would I be able to completely withdraw from the public and never sit and talk to – or never have the curiosity to sit and talk to talk about another person's life or hear their stories? No. That's why I'm creating my own network. But I read something recently. It was the story of Michael Jackson in the making of Thriller and in that story the writer said Michael Jackson never realized that Thriller was a phenomenon that, it being the number-one selling album of all times is a phenomenon. That what happened when that album came out and people all over the world doing that dance and listening to every song and that he spent his life chasing the phenomenon and therefore was never satisfied.
249. Rowling: I read it and that really resonated with me.
250. Winfrey: And it really resonated with me, too and I thought "I don't want to be that."
251. Rowling: Exactly.
252. Winfrey: I don't want to be chasing the phenomenon that I know –
253. Rowling: I have to do it again. I have to do it again.
254. Winfrey: I have to do it again.
255. Rowling: I know. I did it, I'm really proud that I did it and I'm sure you feel the same way.
256. Winfrey: Yes. That's exactly how I feel.
257. Rowling: But this is a new phase.
258. Winfrey: That I will bring this to a close just as you have brought that to a close and then I will go on to whatever the next chapter is and let that be whatever that is going to be.
259. Rowling: I feel exactly the same. It would be more interesting if I disagreed for interview purposes, but I do feel – I read that interview and that part is the part that stayed with me.

260. Winfrey: That was life-changing for me in that moment. Click! Switched. I thought “oh, that’s why I was so afraid of moving forward with this idea of the network” ’cause I’m thinking “how am I going to top this, how am I going to make it? How am I going to do that?” You have to – it’s a completely separate thing and it will be paralyzing – it’s paralyzing.

261. Rowling: Totally. If you’re going to spend your whole life chasing that.

262. Winfrey: But, like, trying to create that. Because the fact that that was –

263. Rowling: You never meant to be that huge.

264. Winfrey: That’s right! I never – I didn’t create that in the first place. That was ..Universal,divine order, Jesus, all of it. So yes, that brings me to the final question for you. Is there, or was there, has there been a part of you that feels “I’ve got to top Harry”.

265. Rowling: No and I really mean that. And I get asked that – it’s not even – people don’t ask me that, interestingly, people tell me that. People say to me “well, you must just think how on earth am I going to top that?” And I think “No. I really, truly don’t think that.” It was amazing. It was also insane, at times.

266. Winfrey: Yes, yes.

267. Rowling: And there are parts of that insanity I’ll be quite glad to leave behind.

268. Winfrey: You became a Beatle!

269. Rowling: I’m so – yeah. It was fun for a while, but it – you know – I’m so grateful I had it, honestly. On so many different levels. I love the people who read the books, I dedicated the last book to the people dearest to my heart and the seventh part of that dedication was a reader who’d stuck with Harry right the way through, I love them.

270. Winfrey: Which is exactly how I feel about all the people who stuck with me. When I was saying – when I was making the announcement for leaving the show, the only time I teared-up and, in the future, even sitting in meetings, the only time – the only thing that makes me cry is thinking about the viewers. The people who made it all possible.

271. Rowling: Yeah. I feel totally the same way. There was a girl who came-up to me the other day in the street, sort of ballooned out of the pavement in front of me like she’d Apparated. She must have been early twenties and she said to me

“You are my childhood”. How can you – I know! About the nicest thing anyone’s ever said to me.

272. Winfrey: That is pretty good.

273. Rowling: Yeah.

274. Winfrey: That was so much fun, Jo. That was really fun.

275. Rowling: Thank you.

276. Winfrey: Thank you so much.

