

**MORAL VALUE OF RESPONSIBILITY PORTRAYED IN J.K.
ROWLING'S *THE CHRISTMAS PIG***

THESIS

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FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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ROWLING'S *THE CHRISTMAS PIG*

THESIS

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2023

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Moral Value of Responsibility Portrayed In J.K. Rowling’s *The Christmas Pig***” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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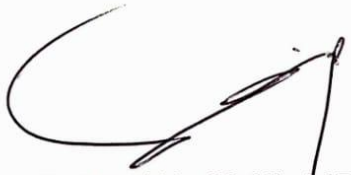
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MOTTO

*“Believe in God. God has perfect timing, never early, never late.
It takes a little patience and it takes a lot of faith, but it’s a worth the wait.”*

DEDICATION

With all pride and happiness, I dedicated this thesis to:

My beloved parents, M. Ali Wafa and Istatik Sholikhah, who keep supporting me under all conditions, and their prayers have made me get to this point,

All of my family who always encourage me,

For all of my friends, and all of people in my surrounding, who always spreading positive vibes, and support me, thank you for always be there when I need something,

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For all the processes that I have gone through, I would like to thank for the help, guidance and support of people around me. Without them, I cannot finish this thesis at the right time. For that, I express my deepest gratitude to:

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Finally, I realize that this thesis has some flaws and imperfections. Therefore, comments and suggestions are highly expected for further research improvement.

Malang, May 17, 2023

Tsamarah Nabilatul Watsiqoh

ABSTRACT

Watsiqoh, Tsamarah Nabilatul (2023). *Moral Value of Responsibility Portrayed in J.K. Rowling's The Christmas Pig*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Muzakki Afifuddin, M.Pd.

Keywords: literary criticism, structuralism, moral value of responsibility.

The moral values are an issue that will continue to be discussed. The moral value emphasized in this research focused on the value of responsibility. The researcher chooses this moral value because *The Christmas Pig* is a fantasy novel that emphasizes how humans, especially children, should keep and take responsibility for their action. This study aims to identify the moral value of responsibility along with the development of the characters' sense of responsibility in the novel entitled *The Christmas Pig* written by J.K. Rowling. This research is a literary criticism study with structuralism approach by paying attention to intrinsic elements of the story. The study uses the concept of responsibility from Linda and Eyre, which distinguishes responsibility into four parts: responsibility to parents, responsibility to society, responsibility to self, and responsibility to others. The results of this study indicate that there are three kinds of moral values of responsibility portrayed, namely responsibility to parents, responsibility to society, and responsibility to self. Each of these moral values of responsibility is found in the main characters' and minor character, namely Jack and Holly. Furthermore, the development of the characters' sense of responsibility is focused on Jack and Holly. Jack's development of the characters' sense of responsibility is portrayed through his action toward CP. Jack, who initially being rude to CP, becomes a responsible child and takes care of CP. Meanwhile, Holly is portrayed through her irresponsible attitude such as selfishness, disobedience, and impulsiveness, turning into a child who is responsible for society, her parents, and herself. Overall, this thesis provides a deeper understanding of the moral value conveyed in *The Christmas Pig* and the importance of responsibility as a fundamental aspect of human life.

مستخلص البحث

الوثيقة، ثمرة نبيلة (٢٠٢٣) يصور القيمة الأخلاقية المسؤولة في الكتاب "ذو جريسماس فيغ" لتأليف ج. ك. رولينغ. قسم الأدب الإنجليزية. كلية العلوم الإنسانية. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانغ. مشرف: الدكتور مزكي عفيف الدين، الماجستير.

الكلمات السر: النقد الأدبي، البنيوية، القيمة الأخلاقية المسؤولة

القيم الأخلاقية هي موضوع البحوث المناقشة المستمرة. وأما تأكيد القيمة الأخلاقية هذا البحث هي قيمة المسؤولة. يختار الباحثة هذه القيمة الأخلاقية لأن "ذو جريسماس فيغ" هي قصة الخيالي لتأكيد كيف يحفظ الإنسان عن المسؤوليتهم وخاصة الأطفال. ويهدف هذا البحث أن يتعرّف قيم الأخلاقية المسؤولة ويتقدّم مسؤولية العين في الكتاب "ذو جريسماس فيغ" لتأليف ج. ك. رولينغ. وأما هذا البحث يعني نقد الأدبي بمقاربة البنيوية أن يعتبر قصة الجوهرية. ويستخدم الفكرة من ليندا وأيرى ، يفرق المسؤولية بين أربعة فروع يعني مسؤولية للوالدين، مسؤولية للمجتمع، مسؤولية للنفس وغيرهم

وأما نتائج هذا البحث أنه كان ثلاثة نوع يعني مسؤولية للوالدين، مسؤولية للمجتمع ومسؤولية للنفس. يحلل لكل قيمة الأخلاقية المسؤولة بخلال عين ومعين أي زاك وخالي. ثم يتركز تطوير المسؤولية لزاك وخالي. يصوّر تزايد المسؤولية الزاك بعملية الى "جف". بدء زاك ولد غليظ وأخره مسؤول ويريد أن يتحفظه "جف". بينما خالي يصوّر ولد مستهتر على فعله صفاته أنانية وعصيان ويستحيل ولد مسؤول للمجمعه ووالدينه ونفسه. لأنه مقدّر مسؤولية عرّض حياة الناس.

ABSTRAK

Watsiqoh, Tsamarah Nabilatul (2023) *Nilai Moral Tanggung Jawab yang digambarkan dalam novel J.K. Rowling the Christmas Pig*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Muzakki Afifuddin, M.Pd

Kata Kunci: Kritik Sastra, strukturalisme, nilai moral tanggung jawab

Nilai-nilai moral merupakan isu yang akan terus dibahas. Nilai moral yang ditekankan dalam penelitian ini adalah nilai tanggung jawab. Peneliti memilih nilai moral ini karena *The Christmas Pig* merupakan novel fantasi yang menekankan bagaimana manusia, khususnya anak-anak, harus menjaga dan mempertanggungjawabkan perbuatannya. Penelitian ini bertujuan untuk mengidentifikasi nilai moral tanggung jawab beserta perkembangan rasa tanggung jawab tokoh dalam novel *The Christmas Pig* karya J.K. Rowling. Penelitian ini merupakan penelitian kritik sastra dengan pendekatan strukturalisme yang memperhatikan unsur intrinsik cerita. Penelitian ini menggunakan konsep tanggung jawab dari Linda dan Eyre, yang membedakan tanggung jawab menjadi empat bagian yaitu tanggung jawab kepada orang tua, tanggung jawab kepada masyarakat, tanggung jawab kepada diri sendiri, dan tanggung jawab kepada orang lain. Hasil penelitian ini menunjukkan bahwa ada tiga macam nilai moral tanggung jawab yang ditemukan, yaitu tanggung jawab kepada orang tua, tanggung jawab kepada masyarakat, dan tanggung jawab kepada diri sendiri. Masing-masing nilai moral tanggung jawab ini dianalisis melalui tokoh utama dan tokoh pembantu yaitu Jack dan Holly. Selanjutnya, pengembangan karakter tanggung jawab difokuskan pada karakter Jack dan Holly. Perkembangan karakter tanggung jawab dari Jack digambarkan melalui tindakannya terhadap CP. Jack yang awalnya suka bersikap kasar kepada CP, menjadi anak yang bertanggung jawab dan peduli pada CP. Sementara Holly digambarkan sebagai seorang anak yang tidak bertanggung jawab atas tindakannya melalui keegoisan, ketidaktaatan, dan impulsif yang berubah menjadi anak yang bertanggung jawab atas masyarakatnya, kepada orang tuanya, dan dirinya sendiri. Secara keseluruhan, tesis ini memberikan pemahaman yang lebih mendalam tentang nilai-nilai moral yang disampaikan dalam *The Christmas Pig* dan pentingnya tanggung jawab sebagai aspek mendasar dari kehidupan manusia.

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CHAPTER I

INTRODUCTION

The introduction chapter provides background of the study, problems of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Nowadays, morals are fading away. People are busy preparing for their careers and enjoying life. They have little concern for social or moral issues. In society, morality is a benchmark, as it has a general basis that determines the everyday choices a person makes. Learning about moral values continued from time to time. As the representative of humans, literature is one of the works of art which contains moral values that can be learned. Humans have considered the cultivation of positive morals as one of the main goals of literature (Gillespie, 2010).

As a human guide, learning about moral values can also be found in stories cited in the Qur'an (Fachrunnisa, 2018). Moral values such as patience, never giving up on life, willingness to sacrifice, sincerity, and being a true believer are found in the story of Ibrahim AS in Al-Qur'an. The stories of the Prophet that we often heard when we were children certainly all have a purpose to be taught, that

goal is called moral learning. Apart from the Al-Qur'an and Islamic thought, moral values certainly appear in the books of other religions.

Moral values in a literary work are not limited in number. The existential philosophers, Nietzsche, believed that values were relative and subjective (Castel, 1972). If every work of fiction contains and offers moral values, of course there are many types of moral messages conveyed (Nurgiyantoro, 2010). In this case, the researcher will only focus on the moral value of responsibility.

In everyday life, we always come into contact with responsibilities, such as learning responsibilities, family responsibilities, or the environment. Humans who have a sense of responsibility will be classified as individuals who have a high sense of honesty and concern. Learning about responsibility is important for children. Responsibility is not the result of maturity, but the cause of it, and a major responsibility of parents is to teach responsibility (Linda & Eyre, 1994). Responsibility is obedience, which later becomes morality for how our actions and attitudes affect others. Responsibility is formed along with individual growth and development. Responsibility comes from within the heart and one's own will to perform obligations. Therefore, this attitude should be taught and instilled from an early age.

In analyzing moral values in a literary work, the researcher uses a structuralism approach that focuses on intrinsic elements that help found values. In addition, the researcher also uses the concept of moral values which focuses on

the responsibility emphasized by Linda and Eyre (1994). Children are a crucial stage for media teaching responsibility.

As confirmed by the author, J.K. Rowling, *The Christmas Pig* is classified as children's literature. Children's literature is literature that comes from children as the main observers. Since childhood is a crucial stage in the development of an individual, the quality of books available to children at this stage becomes a major concern because children respond to what they read (Muleka, 2001). Children's literature is characterized by containing moral thoughts raised through dialogue and teaching children to take roles (Miao, 2006, as cited in Farahani et. al., 2021). Children's literature may and should offer the same fun and comprehension as adult literature.

In 2021, J.K. Rowling published a novel entitled *The Christmas Pig* in Great Britain. In addition to the Harry Potter series novels, J.K. Rowling wrote *The Christmas Pig*, an imaginative novel for children. The story of the novel is about the journey of a little man named Jack with his toys named Piggy. Jack, as a main character, lost his toys and entered the lost land to find Piggy. Lost land is a place in the world where lost things can be found. In the lost land, Jack starts his journey and meets with many toys that can speak and have characters.

There are several previous studies about moral values and structuralism approach, but it is still rare to find research about the novel since it is a new novel. However, at least one research was found about the object and nine researches others using the same approach, and subject. The first is a thesis from Al-Faqih

(2021) which analyzes the hero's journey in *The Christmas Pig* Novel by using a psychological approach and Campbell's hero's journey. The other research which used the same approach is a thesis from Prasetia (2020), and other journals from Saputro (2013) and Nur (2017). Prasetia (2020) used the structuralism approach and Robert Stanton's theory of structuralism to analyze the novel entitled *Money to Burn*. While Saputro (2013), analyzed a play from William Shakespeare entitled *Macbeth* and found out the intrinsic elements and moral values which are divided into positive and negative moral values. Nur (2017) who analyzes *James Joyce short stories* only focuses on the intrinsic elements contained in the short story.

The next previous study discusses the same subject. The theses from Fajar (2017) and a journal from Andari (2019) both analyze moral value in the novels entitled *Rainbow Troops* and *Tarian Bumi* by using moral theory from Nurgiyantoro. The result shows that moral values are divided into human relationships with themselves, human relationships with others in society, and human relationships with God. The other research is a journal from Utami et al. (2017), which analyzes moral values in Bennett's *Little Lord Fauntleroy* and focuses on the moral value of the main character, and a journal from Roni et al. (2021), which analyzes the relationship between intrinsic elements and moral values in the film *Freedom Writers*.

Another previous study about subject was come from Nasir, et.al. (2019) who analyzes the moral values in the movie entitled "*Coco*" using the Linda &

Eyre theory. The results show that there are nine types of moral values which consist of 44 scenes from the movie *Coco*. The last previous study is a journal from Farahani (2021) which analyzes the moral values in the novel *The Adventure of Pinocchio*, and how these moral values shape character building on the children.

From the previous study above, there are similarities and differences with this study. The similarity is about the subject and approach used. While the difference lies in the concept used for gathering the moral value. The researcher only focuses on one moral value in the story, which is responsibility, by using the value of responsibility concept from Linda and Eyre. In addition, from the previous research described above, there is no research about moral values in J.K. Rowling's *The Christmas Pig*.

B. Problems of the Study

Based on the explanation in the background of study above, this study aims to answer the following questions:

1. What are the forms of responsibility portrayed in J.K. Rowling's *The Christmas Pig*?
2. How does the characters' develop the sense of responsibility in J.K. Rowling's *The Christmas Pig*?

C. Significance of the Study

Theoretically, the results of the analysis are expected to contribute to the moral value of responsibility regarding the analysis in J.K. Rowling's novel *The*

Christmas Pig. Also, this study can be used as an appropriate reference for parents or common people about the importance of practicing responsibility in everyday life. Practically, the researcher can analyze the goals formulated appropriately through analysis in the novel *The Christmas Pig*. It will provide a detailed understanding of what moral values of responsibility are depicted in this novel through its intrinsic elements and where we can see the application of these moral values in our daily lives. Also, a moral perspective can offer readers many critical questions that can lead them to explore literature's moral dimensions.

D. Scope and Limitation

To avoid irrelevant issues, the scope then narrows to the novel *The Christmas Pig*. In this case, this study is limited to finding moral values by using a structuralism approach and focusing on characters that develop a sense of responsibility. This study will use literature on moral values as a source, and analyze how the intrinsic elements of literary works can support these moral values.

E. Definition of Key Terms

There are three major terminologies that researcher use to connect their points of view. Among the keywords used in this research are:

1. Moral Value

Morals are good and bad thoughts regarding actions and behavior. Morals are also views, norms, or opinions, habits, good and bad teachings as human

beings (Nurgiyantoro, 2010). Value is a belief about the way of behavior that is desired by individuals and used as a standard of living in a society. In another sense, value is a collection of attitudes and feelings that are manifested through behavior (Lijadi, 2019).

2. Responsibility

Responsibility is an attitude to do something earnestly, and is willing to live with all the consequences of what has been done. In other words, responsibility is a fact of having a duty with something or having control over them (Linda & Eyre, 1994).

3. Intrinsic Elements

Intrinsic elements are the elements that build the literary work. Intrinsic elements form and influence the structures that exist in literary works (Nurgiyantoro, 2010). The existence of intrinsic elements influences the success of the writer in creating a literary work, because without the existence of intrinsic elements, the story is not coherent and structured (Kenney, 1966).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories and concepts used in the research. It consists of structuralism, moral value, moral value of responsibility, and intrinsic elements.

A. Structuralism

In literary theory, structuralism is against the belief that a literature work reflects a given reality; otherwise a text was constituted of linguistics conventions and situated among other texts. As cited in Barry (1995), structuralism is (belief) that things cannot be understood in isolation from other things, but must be seen in the context of the larger structure of which they are a part. The way to analyze structuralism is to examine underlying structures. The example is like a character and shows how these patterns were universal and could be utilized to draw general conclusions about both individual works and the system from which they developed.

A philosopher, Simon Blackburn, states that structuralism is the concept that human life's occurrences can only be understood through their interrelationships. These relationships form a structure, and there are unchanging abstract structural principles behind local changes in surface events. Structuralism thought had a large and explicit influence on fields such as anthropology,

cognitive development, literary criticism, mathematics, political science, and sociology from the late 1940s through the 1970s (and to a lesser extent beyond). A structuralist analysis believes that these objects of investigation can be described by underlying structures seen as systems of interconnected pieces, and that they can be defined (at least in part) by relationships between these constitutive elements (Gough, 2010). Referring to Subhan (2003), a reader who analyzes a literary work by using the structural approach not only focuses on the intrinsic elements, but also has to analyze the relationships between the intrinsic elements that build a structure (as cited in Saputro, 2013, p. 5).

Structuralists see a literary work as a whole that is put together in a logical manner by its constituent pieces. The structure of a literary work can be viewed as an arrangement, firmness, and portrayal of all parts and materials that shape a unity, according to the other side (Abrams, 1981). Without the other elements, none of the elements can stand alone. To create a whole story, an element needs the help of other elements. The most important thing is to demonstrate how the elements interact. In conclusion, structuralism is a way of thinking about the universe that is primarily concerned with how structures are perceived and described. According to structuralists, the character of each element in any given circumstance has no relevance in and of itself, but is defined by all other factors in that circumstance.

B. Moral Value

Moral is a word derived from Latin "mors," meaning custom, habit, values, and the role of life (Bertens, 2005). Morality is a standard of behavior that allows everyone to live cooperatively in a group. Morality talks about decency, such as ethics and courtesy, which uphold the meaning that a person who is moral is someone who does an act of good character (Schwartz, 2006).

Moral value consists of two words, moral and value. Values are enduring beliefs that a particular mode of practice or state of affairs is personally or socially preferable to the opposite mode of practice or state of affairs. (Rokeach, 1973). Value refers to the degree to which something is worthwhile or estimable (Lijadi, 2019). Values affect one's beliefs about achieving goals and evaluating actions, policies, people, and events. Values are used to characterize society and individuals, to explain the motivational basis of attitudes and behaviors, and to track changes over time (Schwartz, 2006). Values help us to decide what is right and wrong, and also help us to live in a meaningful way.

Moreover, moral values can be understood as one basis on which people make choices about whether what they do is right or wrong (Nurgiyantoro, 2010). "Good" and "bad" are certain things that are relative. In a sense, something that is considered good by one person is not necessarily good for another. It is the sum of what each person believes with their actions (Endraswara, 2008). Moral values in literary works usually reflect the views of the author's life that they want to convey to the reader. According to Kenny (1966), as cited in Nurgiyantoro (2010),

morals are usually intended as suggestions related to certain moral teachings that are practical and can be interpreted through stories. A work of fiction written by the author to offer a model of life that many people idolize. The type or form of moral message contained in literature will depend on the author's beliefs, desires, and interests.

C. Moral Value of Responsibility

The origin word of “responsibility” preceded the philosophic analysis of the concept in Murray's *Oxford English Dictionary* from Alexander Hamilton. According to Bloch and von Wartburg Dictionaries *Etymologique de la Langue Française*, the noun "*responsabilité*" also is used for the first time in 1787, the privative adjective "irresponsable" making its appearance in the same year and the noun "irresponsabilité" in 1791 (Mckee, 2016). In philosophy, moral responsibility is the status of morally deserving praise, blame, reward, or punishment for an act or omission in accordance with one's moral obligations.

Responsibility is part of the moral values in several theories. An article from Gerrat (1995) divides responsibility into two majors; they are individual and collective responsibility. Individual responsibility consists of moral agency, responsibility as a virtue, retrospective responsibility, and prospective responsibility. In general, responsibilities are divided into three major parts; personal responsibility, moral responsibility, and social responsibility. Personal responsibility is the responsibility of a person who chooses to act or speak and take a certain position.

To focus on the moral value of responsibility, the researcher uses the concept of responsibility from Linda & Eyre (1994) in their book entitled *Teaching Your Children Responsibility*. The books write for parents to parents to give an objective way to teach children about responsibility. Being responsible means becoming mature in the sense of being responsible to family, to self, society, or others. It also means being responsible for all aspects and situations in live.

According to Linda and Eyre (1994), children learn responsibility through the sequence: they first learn to be responsible to their parents for obedience, then to be responsible for society for morality, for who they are and what they do, then to be responsible for self for discipline, and lastly is responsible to and for other people for service. For that, they divided the concept of responsibility into four major categories;

1. Responsibility to Parents

The first responsibility emphasized by Linda and Eyre (1994) is responsibility to parents. As a parenting book, parents are the first subject for children to learn to be responsible. Children must be responsible to their parents first before being responsible to their society. As explained by Linda and Eyre (1994), the most basic level, responsibility is obedience. At the next, higher level, it becomes morality or concern for how our actions and attitudes affect others. Then be disciplined. Then, at the highest level, it becomes service. Moreover,

Getting used to being responsible to parents will make children become dutiful children.

Responsible parents have three concepts, namely responsibility for obedience, responsibility for things, and responsibility for work (Linda & Eyre, 1994). The three responsibilities are closely tight together and they feed and grow on each other. Much of a child's obedience relates to caring for their things and doing their work. A child learns to take care of their things through the experience of work and obedience. And a child learns to be responsible for work in large part in response to obedience and in pursuit of things (Linda & Eyre, 1994).

2. Responsibility to Society

The Responsibility to society explained by Linda and Eyre (1994) aims to support children to feel responsible for society for their actions, their talents, and their attitudes. Responsibility to society is based on the recognition of dependence and the need for fellow human beings to mutually respect the rights of others. According to Linda (1994), children learn to be responsible through two things, love and fear. Likewise, when learning to be responsible in society, on the one hand children learn to love each other, and they are afraid of violating societal laws if they do not pay attention to their actions, talents, and attitudes.

Responsibility to society also divided into three, namely responsibility for actions, responsibility for peaceful and attitude, and responsibility for potential. Children are responsible to society when they learn to love each other and, on the other hand, are afraid of social sanctions. Responsibility to Society also helps

children to be responsible for actions that impact other people, teaches them how to apologize when they make mistakes and make restitution (Linda & Eyre, 1994).

3. Responsibility to Self

Responsibility to self dealing with how children recognize the relationship between what they decide now and in the future, which will make them mature. Children are a crucial stage to be taught about responsibility. Responsibility to self also means being responsible or accountable for something within control, power, or also management. The main purpose of this responsibility is to increase the child's self-discipline towards himself

Moreover, Linda and Eyre (1994) divided responsibility to self into three, namely responsibility for choices, for characters, and for potential. Responsibility for choices helps children to develop leadership qualities and their abilities to determine the direction of life. Responsibility for character related to habit. Accountable character is good character or behavior. Every child has potential within them. Responsibility for potential dealing with how children can and want to develop their potential properly.

4. Responsibility to Others

Responsibility to others deals with responsibility as an individual as a part of society. Responsibility to others is carried out when children are able to be responsible for their parents, society, and self. This responsibility is associated by Linda and Eyre (1994) with service to the people around, which is

the highest level of responsibility. Responsibility to others and responsibility to society is something different. Responsibility to society deals with responsibility towards actions towards society, while responsibility to others deals with responsibility in helping the community when they are in a difficult situation.

According to Linda and Eyre (1994), responsibility for others is divided into three, namely responsibility for smaller children, responsibility for contributing, and responsibility for dependability. Responsibility for smaller children is a responsibility that gives children a responsibility, like the responsibility of an older brother to a younger sibling. Meanwhile, the responsibility to contribute is the feeling of being responsible for their contribution to the world around them. Responsibility for dependability relates to commitment, how the work is done and how the work is done.

D. Intrinsic Elements

In literary work, there must be intrinsic and extrinsic elements. Intrinsic elements are elements that build literary works. The intrinsic elements of a literary work are the elements within the work which play an important role so that an essay becomes a literary work. An intrinsic element in literary works discussed in this research includes characters and characterizations, plots, settings, and themes.

1. Character and Characterization

Ratna (2007) defined that characters are actors who are in a fictional or non-fictional story. Meanwhile, according to Siswanto (2013), characters are

actors who carry out events in fictional stories, so that these events form a story. E. M. Foster (1927) divided the term of character into flat character and round character. A flat character is one that is presented without much specific individuality, formed on "one idea or quality", and therefore can be properly characterized in a single phrase or sentence. The round figure is multifaceted in temperament and drive and represented with subtle specificity; consequently, they are just as difficult to describe accurately as real people and, like real people, are capable of surprising us (Abrams & Harpham, 2011, p. 46).

According to William Kenney in his book *How to Analyze Fiction* (1966), character refers to a person or another human being who appears in literary works. Based on his role in developing the story, character can be classified into: Main or major character, if he has great role in developing the story, consequently, he often appears in the story from the beginning to the end, and minor or supporting character, if his function is only to support the main character to develop the story.

Characterization is a description of the character in the story. There are two main types of characterization, namely direct and indirect characterization. Direct characterization includes direct statements about the traits, background, or personality. While indirect characterization reveal the characters traits through their actions, dialogue, thoughts, or interactions with other characters.

Characterizations in stories can be done in four ways, namely discursive method, dramatic method, contextual method, and mixing methods (Kenney, 1966). Discursive method means the author simply tells to the reader about his

characters, his even express approval or disapproval of them. While the dramatic method explain the nature of the author implicitly, can be through their own words or actions. Contextual method means the device of suggesting character by verbal context that surrounds the character. And the mixing methods are combining the methods above.

2. Plot

Plot is a series of events that are intertwined in a story and form a story. The plot will usually start from the introduction of the story, the emergence of conflict, the climax of the conflict, and conflict resolution. The plot is distinguishable from the story that is a bare synopsis of the temporal order of what happened (Abrams & Harpham, 2011). The order of a unified plot, Aristotle pointed out, is a continuous sequence of beginning, middle and end.

Gustav Freytag (1863) introduced an analysis of the plot of a five-act play as a pyramidal shape, consisting of rising action, climax, and falling action (Abrams, 1981). Exposition occurs at the beginning of the story. Here the characters, setting, and main conflict are introduced. Rising Action begins to develop the conflicts. It moves from the end of the beginning to the beginning of the middle as the elements tending towards instability in the initial situation group themselves into what we recognize as a pattern of conflict. Climax is the turning point of the story. The main character comes to face the conflict. Falling action is action that follows the climax and ultimately leads to the resolution. Resolution is the conclusion; all loose ends are tied up.

3. Setting

Setting is the background of events in a fictional work which can be in the form of place, time, event, or emotion. The overall setting of the narrative work includes historical time, and the social circumstances in which the action takes place; the setting of a single episode or scene in a work is a specific physical location where it happened (Abrams & Harpham, 2011). Its presence is important, because it will support the characters in carrying out events. The setting of a literary work is not just a place, event, time, atmosphere as well as objects in a particular environment, but can also relate to attitudes, thoughts, feelings, and certain problems.

4. Theme

Themes are something that forms the basis of stories related to various life experiences, such as problems of love, affection, longing, fear, death, religion, and so on. Lukens, as cited in Nurgiyantoro (2009) defines that theme as the main idea or main meaning of a piece of writing. The terms "theme" and "motif" are occasionally used interchangeably, however it is more properly used to refer to a broad idea, whether it is implied or asserted, that an imaginative work is intended to attract and persuade the reader of (Abrams & Harpham, 2011). What the character learns, the conflict or the title of the story can give us clues about the theme.

CHAPTER III

RESEARCH METHOD

This chapter contains the research framework used in this study. It consists of research design, data source, data collection technique, and data analysis technique.

A. Research Design

This research is designed in literary criticism, and the structuralism approach is used to answer the research questions. The researcher focuses on describing the form of moral value of responsibility and the sense of responsibility portrayed by the character in *The Christmas Pig*. To provide more explanations, this research uses the resources of moral value of responsibility from Linda and Eyre (1994).

B. Data Source

The data source is a printed novel entitled *The Christmas Pig* written by J.K. Rowling. The novel consists of 218 pages with 58 chapters which were first published in Great Britain in 2021 by Hodder & Stoughton. The data of the research are presented as quotes, which include words, phrases, sentences, paragraphs, and conversations.

C. Data Collection

In order to analyze the data, the researcher uses several steps. The first step is reading the novel and paying attention to the story and the meaning J.K. Rowling wants to convey. The second step is rereading the novel and highlighting key parts that are relevant to the research. The third is going to take notes by underlining the data related to the research topic. Fourth, the researcher analyzes the data from the novel by using the concept which is suitable to supporting the data. Finally, the researcher describes the data into several parts to answer the following problems and provide conclusions.

D. Data Analysis

The collected data is analyzed based on the type of moral value found. There are several processes to examine the data. Among them is identifying the data found after the reading process is finished. Analyzing, interpreting, and elaborating the data which is related with moral values. Analyzing the characters that develop the responsibility. And the last is classifying the data and draw a conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the analysis and answer to the research problem through findings and discussion. The findings and discussion classifies into two parts, first is what kinds of responsibility is portrayed in the novel, and the second is the character's Sense of development responsibility.

A. Kinds of Responsibility that Portrayed in the Novel

The responsibilities discussed in this sub point focus on responsibility to parents, responsibility to society, and responsibility to self. The concept used is the value of responsibility from Linda and Eyre (1994) which divided every responsibility into three sub points. The depiction of responsibility is supported by intrinsic elements consisting of character characterization, plot, setting, and theme. To begin with, the theme in *The Christmas Pig* was about caring for and cherishing what we have. When something is valuable, then the responsibility for it correspondingly rises.

1. Responsibility to Parents

Responsibility to parents' deals with responsibility for children, which is divided into three, namely responsibility for obedience, responsibility for things, and responsibility for work (Linda & Eyre, 1994). But in this novel, the researcher only found two kinds of it, they are responsibility for obedience, responsibility for things. As a children's literature, the major character portrayed in the novel is

children. So, responsibility to parents in the novel is described by children's responsibility to their parents.

a.) Responsibility for Obedience

The first lesson about responsibility begins with responsibility for obedience. The obedience that Linda and Eyre (1994) means is the responsibility of the child to cover their behavior in the family laws. The first character to demonstrate responsibility for obedience is Jack.

Throughout the novel, Jack is characterized as a soft-hearted and caring child who is deeply connected to his family. The responsibility for obedience is explained in the exposition plot of the story; specifically describe the introduction of Jack and his family. His mum and dad always accompanied Jack to play when he was baby and made Jack grow into a soft-hearted and loving child. Jack loves his parents, even though they are divorced. He never contradicts what his mum and dad says and always obeys their rules. This was proven when Mum asked Jack to move houses and schools. She explained to Jack that his parents could no longer live together, and he had to move closer to his Grandma and Grandpa's house so someone could take care of him while Mum was working. Jack was very sad and did not want to leave his house full of memories.

Although at first he does not agree to moving, because he does not want to be separated from his friends at school, like Freddie, and also Jack is comfortable living in his house. But in the end he took Mum's advice. Datum 1 shows that Jack has finally moved house with Mum and left his old school and friends.

Datum 1:

'A few weeks after Mum had told Jack about the new house, Jack said goodbye to his teacher and Freddie. The next day the removal men came and took away everything that made the old house look like home and Mum drove Jack and DP a hundred miles in their car.' (Rowling, 2021, p.15)

Datum 1 below illustrated how Jack and his mother left their old home and moved to a new one. After moving house, Jack still often communicates with his father who works abroad and their relationship is still very close. Jack likes his new home which is surprisingly nice. There he can frequently meet Grandpa and Grandma also Toby, the dog.

After moving in the new house, Jack's mother, Judy, decided to remarry her friend named Brendan. Brendan is the father of Jack's upperclassman named Holly who is also divorced from his wife. When they married, Judy asks Jack to help out at the wedding as a ring bearer for her mother.

Datum 2:

"Mum and Brendan got married in a registry office in late summer. Jack had to wear a suit, because he was the ring bearer. Holly was a bridesmaid and wore a blue dress, with cornflowers in her long hair." (Rowling, 2021, p.25)

The datum below shows how Jack happily helps his mother's wedding. He never denied what Judy asked for or even got angry with his mother. Jack tries to like Brendan and accepts Brendan's presence in his life. He doesn't mind having a new father in his life, as long as his mother is happy. Jack did this because he really respected and obeyed his mother.

b.) Responsibility for Things

Responsibility for things dealing with how the children have the sense of ownership of their things (Linda & Eyre, 1994). When a child has a sense of responsibility for his things, he will take care of it. The first subject Jack learns to be responsible for is his first toy, a piggy doll named Dur Pig (DP). His mother gave the doll to baby Jack and always accompanied Jack. Since childhood, Jack likes to engage DP to adventure by hiding. He likes to hide DP in a place that only he knows. But Jack never lost DP. For Jack, DP is not just a doll, but a real friend. When Jack was in fourth year, he accidentally buried DP in the beach sand and forgot which is shown in datum 3. He was so panicked that he didn't want to go home before DP was found.

Datum 3:

“The very worst that ever happened to DP was when Jack was four, and lost him at the beach. Dad had already packed up the towels and Mum was helping Jack back into his sweatshirt when Jack suddenly remembered burying DP somewhere, though he couldn't quite remember where. They searched until the sun was setting and the beach was almost empty, and Dad got really cross, and Jack wailed and sobbed, but Mum kept telling him not to give up hope, and digging all round with her hands. Then, just as Dad was saying they'd have to leave without DP, Jack dug his bare foot into the sand and his toes hit something squashy Jack pulled DP out, sobbing with happiness, and Dad said that DP was never to come to the beach again, which Jack thought very unfair, because DP loved sand. Which was why Jack had buried him in the first place.” (Rowling, 2021,p.10-11)

As in the datum below, Jack, who at that time was only four years old, had learned to be responsible for his things. He has a sense of "ownership" for the things that belong to him, because he loves the things. Jack puts DP in any place but he always returns the DP to its place. Because of that, when CP disappeared

Jack panicked and looked for him. This is what Linda and Eyre (1994) meant about children being responsible for their things.

In another case, besides his stuffed toy, Jack also has a toilet paper angel toy that he made with his mum. The angel has always been at the Christmas tree since Jack went to playschool. But on Christmas Day with Holly, she accidentally knocked down a Christmas tree that had been put up by a tissue angel. And the angel was broken to shreds by Toby the dog.

Datum 4:

“But there was harm done. When all the baubles that weren’t broken were put back on the tree, they realized that the toilet roll angel was missing. Finally, Grandpa found a few wet bits of cardboard and wool: Toby-the dog torn the angel apart.

‘That blasted dog!’ said Grandpa.

Jack knew Mum would be really upset. She loved his angel. Nobody even told Holly off.” (Rowling, 2021, p.30-31)

As in datum 4, Jack’s Grandfather found a tissue angel that had been damaged. The tissue angel holds many memories from when Jack's parents were not yet divorced. Mum has always kept and cared for the tissue angel, just like with Jack. Jack’s dad always put the tissue angel on the top of the tree. Because of that, Jack felt sad when his tissue angel broke. Even when Holly broke it no one get angry Holly, neither grandpa nor grandma. Finally Grandpa took Holly and Jack to go to the toy store to buy new tissue angels.

Beside Jack's responsibility for things to his parents, there is also a value of responsibility for things that is portrayed by the other character when Jack is on his journey. In the novel *The Christmas Pig*, lost items end up in the lost land for

lost things called The Land of the Lost. When they are lost, the items are in one place and will be grouped. Items that are valuable and important to their owners certainly have a better place than items that are worn out and cheap. After knowing the missing items in the Land of Lost, the items are treated by managing the loss according to the value of the items. Items that were cheap and easy to stick to were sad, as their existence in the Land of the Lost would be long, just like the items that will be discussed in datum 4 below.

Datum 5:

“Come on now, friend, buck up, said the sheriff gently. ‘We cheap, old Things know how it is. Nobody’s heart broke when we disappeared. We’re easy to replace. But that doesn’t make us worthless, no, Sirre! continued Specs There’s still hope-lots of it! Why any of you might be found at any moment!’” (Rowling, 2021, p. 76)

The datum 5 above tells the story of the things that are in Disposable city. The Loss Adjusters who look after Disposable, Specs, tell out the things that they are all things that are cheap and worthless. Cheap items that are easy to remove and replace, meaning it is easy to buy back the items. The presence of easily replaceable items is not really appreciated by their owners. These cheap and less valuable items keep hoping their owner will go looking for them. They keep hoping to be found and can return to being stuff that serves humans.

The next problem is it is easy to buy things that do not impress the owners. In other words, it means less responsibility for the items that have been purchased. CP and Jack found many sad things, because their presence is easily replaced. Such as the case of the Green Lunch Box in datum 6 below.

Datum 6:

"Don't kid yourself. There's probably a nice new lunchbox waiting under the Christmas tree for your owner right now Pink, with unicorns on the lid, I'spect. You think she'll bother looking for an old tin like you, once she's got something nice and new and plastic?" (Rowling, 2021, p. 78)

Datum 6 describes the Green Lunch Box which kept crying and sad because it lost its owner, a cute little boy. Disposable Loss Adjusters, Specs, says the lunchbox will definitely be replaced with a newer and fancier pink unicorn lunch box. When Christmas comes, the mother of the small child will put the lunch under the Christmas tree as a gift. Specs break the spirit of the Lunch Box and say that the Lunch Box can be in Disposable forever. As a human being, buying a new item when the previous one has not been completely broken, or lost is not good at all. In order to live happily, it is necessary to simplify, organize and be responsible for things (Linda & Eyre, 1994)

2. Responsibility to Society

The responsibility for society emphasized by Linda and Eyre (1994) aims to make children feel responsible to the surrounding community for their actions, talents or attitudes, which then makes this responsibility for society. Responsibility to society is divided into three; responsibility for action, responsibility for talents and gifts, and responsibility for peaceful and attitude.

a.) Responsibility for Action

Responsibility to society for actions is exemplified by the character Jack and Holly. Children will become responsible to themselves only as they love and fear themselves - fear their power to hurt others and fear missing their

opportunities and potential (Linda & Eyre, 1994). As described in the characters and characterization of Holly, she is a child who is angry and selfish in Jack's family. Holly misbehaves with everyone in the house, because she doesn't like being there – more precisely, she doesn't like her father's marriage with Jack's mother. It was Holly who made Jack finally go to the Land of the Lost to find DP.

For her behavior towards Jack, Holly had to apologize for what she had done to make her feel enough responsibility for her actions. After Jack returns from the Land of the Lost, Holly apologizes and deeply regrets what she did to Jack in the past. Datum 7 describes Holly who guiltily apologizes to Jack after Jack returns from the Land of the Lost.

Datum 7:

'I believe you were in the Land of the Lost,' said Holly in a hoarse voice. 'I do Jack. And I'm glad you saw DP and that he's happy. And I'm sorry – so, so sorry – I threw him out of the window.' (Rowling, 2021, p. 207)

Holly manages to let her ego down to apologize to Jack and admit her mistake. She is brave enough to take responsibility for her actions toward Jack. And after that night, Holly changed into a good girl who loved Jack like a step sister, and did good attitude to Jack's entire family.

Besides Holly, Jack's character also depicts responsibility to action towards the replacement toy, CP. When the DP disappears, Jack gets a new toy from Holly, namely the Christmas Pig or CP. Jack did not like the new doll because he felt that nothing could replace DP in the world. For that, Jack hit it

against the wall, slammed it, and even pulled the doll until it would break as seen in datum 8.

Datum 8:

"I've been through trouble, too," said The Christmas Pig. "In case you've forgotten, he tried to pull my head off. And I'm offering to help him – on certain conditions, of course." (Rowling, 2021, p.43)

Jack was shocked when he saw the new Piggy doll can talk as well as humans. He protested to Jack because he had been treated so badly. However, the doll still wants to help Jack find DP, with the condition that he will hand it over to Holly, the person who bought it first, if Jack can find DP. As the form of responsibility that Jack did, he apologized to CP towards his action.

Datum 9:

"No," said the Christmas Pig. "I forgot there's something about me that makes you want to pull off my head."

"I told you I was sorry about that," said Jack.

"No, you didn't," said the Christmas Pig. "All right, well, I am sorry about it," said Jack. (Rowling, 2021, p.59)

As Linda and Eyre (1994), one way to make children's responsibility to society for their actions is through apologizing, making restitution, and promising not to do it again. As done by Jack, he apologized to CP not to repeat his mistake again.

b.) Responsibility for Talents and Gifts

Holly is characterized as a very talented child. She is described as a gymnastic athlete who often appears on television. She has a tall body with long black hair. She is also described as being older than Jack because she became

Jack's upperclassman. Holly has many fans at the school because she often wins competitions and appears on television.

Holly as a gymnastic athlete had to do exercises very hard for the match. She will be very sad if she loses. Holly is under pressure from her mother, Nathalia, who wants Holly to continue winning games as shown in datum 9. She could not accept to lose and wanted herself to be appreciated by many people. Even when his father remarried, Jack and his mother were not allowed to watch Holly exercise, and they were only allowed to ask questions about her games.

Datum 10:

'..Holly told Jack how she had to win and keep winning. Even getting second place wasn't good enough. She couldn't afford to lose, if she was get to the Olympics.' (Rowling, 2021, p. 20)

This pressure made Holly grow into a selfish and ambitious child. She only cares about herself and her Olympics and does not care about the surroundings. Holly feels that she is the most important person and should come first in the house. She would not budge on Jack, or the rest of the family. She does not seem as happy as a child of her age who can play happily, while she just trains all day. Holly was given big responsibility for her Olympics.

On the other hand, the pressure made Holly become a child who characterized reliable Olympic gymnasts. She is an ingenious child. In addition to gymnastics, she is also talented in many other things. Until one day, she gathered the courage to tell her father that she no longer had an interest in gymnastics and wanted to switch to music training, as she said in the following datum 11 below.

Datum 11:

"I always thought I wanted to go to the Olympics," said Holly, looking into the fire, but I really don't any more. I'd rather see my friends at weekends, instead of practicing, practicing all the time."

"I'd like to learn the guitar," said Holly." (Rowling, 2021, p. 208)

In datum 11, Holly said that she wanted to practice music instead of learning gymnastics for the Olympics. Holly becomes brave enough to confess her desires to her father, Brendan, that she no longer likes gymnastics but music. As stated in Linda and Eyre (1994), children must feel free for what is gifted to them, as the talents are. Holly realized that if she did something without coercion and pressure, everything would go well. She also does not become a tempered child, selfish and blames others for her defeats. In contrast to Nathalie, Brendan always supports talent and whatever Holly wants as long as it makes Holly grow.

c.) Responsibility for Peaceful and Attitude

One of the things that must be done in living in society is to create peace, maintain an attitude, and not make noise (Linda & Eyre, 1994). Responsibility for peaceful in this case focuses on talking about Holly making noise over her society. Holly stayed a while in Jack's house, close to Grandpa's and Grandma's. When both their parents worked, it was their grandparents who cared for Jack and Holly. They all try to keep Holly's feelings in check so she doesn't get angry. But it is very difficult to know her mood.

Datum 12:

'Jack tried his best not to annoy Holly when she came to spend the weekend, but it was hard to know what would set her off. When Jack had a cold, she

shouted at him for sniffing during her favorite TV programme...' (Rowling, 2021, p. 27)

Datum 12 shows how Jack tries not to bother Holly so she does not get mad. Jack always succumbs to it. Holly takes her anger out on Jack, as Jack is the only child in the house. Holly never wants to apologize to Jack until one day Jack disappears from the room when Holly throws DP away. Holly is really sorry for what she did and through what happened to Jack, she became a thoughtful child. She turned into a child who was friendly to everyone, especially to Jack as seen in datum 13.

Datum 13:

"So Jack and Holly climbed the stairs and said a friendly goodnight to each other on the landing. Then Holly disappeared into the spare room and Mum came into Jack's room to kiss him goodnight." (Rowling, 2021, p. 208-209)

Holly needs someone to vent her feelings on. She did not have a place to talk about her problems, unlike Jack whose mother always wanted to listen to Jack's problems. Holly needs to learn to take her responsibility towards her attitudes for Jack, or both the people in the house. When children have inner peace, they become teachable, calm, and far more responsible, in general, than they are or can be without it (Linda & Eyre, 1994).

3. Responsibility to Self

After being responsible to parents, and to society, next is responsibility to self. Responsibility to self is the most important responsibility, because everything starts from us. If we can be responsible with ourselves, it will be easy to be responsible to our parents or the things around us. Linda and Eyre (1994) divide

responsibility to self into three namely responsibility for choices, for characters, and for potential. But in this novel, the researcher only found two kinds of it, they are responsibility for choices, and responsibility for characters.

a.) Responsibility for Choices

In life, children must learn to make big choices, whether it's a choice to choose a friend, what they decide to experiment with, whom they look and idolize, or other choices (Linda and Eyre, 1994). Jack makes the big choice of his life to go to the Land of the Lost looking for DP. The land of Lost Things is a magical realm where the 'Things' that were lost in the real world are sent to wait till they are either found or forgotten forever. The names of the cities are also sorted based on how things up there disappeared, such as Misland, Disposable; Botherit's-Gone, and The Wastes of the Unlamented, The City of Missed, and The Island of Beloved. When entering the Land of the Lost, all inanimate objects will live and can speak, but that place is not for humans.

Datum 14:

"I've got to rescue DP said Jack at once "How do I get to this Land of the Lost?"

"You can't or at least not alone," said the Christmas Pig. "You're human, and it's a land of Things. That's how it usually works, anyway But Christmas Eve is a night for miracles and lost causes. If you love DP enough to risk your life, then I'm ready to take you with me into the Land of the Lost, and we'll see whether we can bring him home again.

*"I do love him enough," said Jack at once. 'I love him enough for anything.'"
(Rowling, 2021, p.45)*

In choosing to save DP, Jack has put his life in danger. He considers the consequences if he enters the Land of the Lost, is caught by the guards or eaten by

The Loser. Jack only has time on Christmas Eve before Christmas arrives, and when Christmas arrives he will not be able to return to the human world. But with his efforts and courage, Jack was finally able to defeat The Loser and return to the world safely with CP. Ultimately, being responsible for choices requires self-awareness, a willingness to learn and develop, and the courage to accept the results of our choices.

b.) Responsibility for Character

As stated in Linda & Eyre (1994), children develop their character when they realize that they have a responsibility towards it. In the novel, Jack is characterized as a compassionate, courageous, persistent, and kind hearted protagonist child. As a kind hearted boy, Jack likes to help those around him. This is the form of Jack's responsibility towards his character. Like when Jack met a toy, a blue bun that was very dirty because its owner had thrown it in the mud.

Datum 15:

"Perhaps you'll be found by somebody else." Jack told the blue bunny Through the swirling snow he could see patches of darkness where no stars shone, which he was sure were openings onto the Land of the Living

'No, I won't, sighed Blue Bunny. My body's still in the garden, covered in mud, barely visible. The family's gone away for Christmas. There's nobody to find me now. I belong to the Loser, but Broken Angel and I have agreed to face the end together, and that's some comfort.

Jack felt very sorry and wished he could take the little blue bunny home to his own bedroom, but he were starting to learn the laws of the Land of the Lost and was sure this wouldn't be allowed". (Rowling, 2021, p. 120-121)

Datum 15 shows that Jack is not only courageous and soft–hearted child, but also characterized as a kind and compassionate child. Jack really wants to help the Blue Bunny toy but he cannot do it. Jack doesn't think Blue Bunny is an ugly

toy, and he believes that his Blue Bun will definitely be found by someone. Jack's willingness to put others first and show compassion towards those in need highlights his positive character traits and makes him a likable and relatable protagonist character. Children can do remarkably mature things when we take the time to help them understand how much their actions affect others, and how important it is for them to be responsible to themselves for their own character (Linda and Eyre, 1994).

Apart from that, in the Land of the Lost, Jack also meets various characters who disappeared in the City of the Missed. Among the characters that disappeared were strength, ambition, optimism, memory, beauty, skill, happiness, hope and principles.

The good characteristics can disappear, just like items. The Land of the Lost is not only a place where things disappear, but also human nature and behavior, whether good or bad as illustrated in datum 14 below.

Datum 16:

"How were you lost?" he asked shyly. Through carelessness, sighed Happiness. My owner is an actress. She's charming and talented, but she wasn't as kind as she should have been to the people she cared about, nor as hardworking as she might have been, even though she loved her job. Her gifts once brought her friends and success, but through laziness and selfishness they slipped away and now, sadly, she has lost me, too" (Rowling, 2021, p.144)

The first case is losing happiness. As in the datum 16, happiness disappears from an artist. The artist is stunning and very talented. However, she is lazy and selfish. The artist is complacent with his position, until in the end he cannot live happily and loses happiness. The artist is not responsible for herself,

and as an artist dealing with many people. Then, happiness continues that the owner will be hard-pressed to have her back because the owner does not want to admit the mistakes she has.

After happiness, the next good nature to disappear and meet CP and Jack is principle. Principles guide humans to act or think. A principle is a fundamental statement or general or individual truth that forms the basis of a person or group in doing something. However, principles can also be lost due to events experienced by humans as in the datum 15 below. The principles, which is a businessman, lost principles because greedy for treasure.

Datum 17:

The Principles seemed to have heard him, because they answered together, 'We are the Things that make humans behave with honesty and decency. Alas, our owner – a businessman – lost us one by one in pursuit of riches. He is now a wealthy crook. He likes the money, yet he is unhappy, because he knows he was better-loved and respected while he still had us. Unfortunately, lost Principles are among the hardest Things to Find, so we expect to live here forever. We have therefore taken on a new one to keep the king on the path of righteousness.'` (Rowling, 2021, p.157)

Datum 17 illustrates the characteristics lost because the owner is not responsible for himself. As told in the novel, a person who is very rich loses his principles in life because of his own bad behavior. When he no longer has principles, he lives unhappy and disrespected. Principles that have disappeared will be difficult to find. The principles are explained in the form of six blue men. The principles number six because their old owner had six principles in his life. As happiness, the principal also thinks they will stay in the City of Missed forever.

Not all of the good characters who disappeared tell stories about his past and why he disappeared to CP and Jack. Some of them are simply introducing themselves. So therefore, after the good characteristics disappear, the next are the bad traits. Traits that can be lost are not only good traits, but also bad traits or a bad character. Datum 18 below shows a collection of bad traits that meet CP and Jack.

Datum 18:

“What are they?” asked Jack, very frightened. There seemed to be quite a number of the Things: the fiery red dots looked like eyes and he could hear crackling and growling.

“I told you: Bad ‘Abits!” said Compass. (Rowling, 2021, p.122)

Bad habits such as children who like to chew their nails, like to ridicule their friends, are arrogant, like to eavesdrop on other people's conversations, and other bad things also exist in the Land of Los. They look like red dots that can speak ill of their owner. These bad habits that are described in datum 18 are in The Wastes of the Unlamented, because their owners have learned to be better and throw away their bad habits. This disappearing bad trait certainly makes its owner better, the opposite of a good trait that disappears because it makes its owner worse.

Another bad trait that disappeared is ambition. Ambition makes humans excited to achieve something. However, ambition also makes humans anxious, unable to enjoy something, because we are too passionate. As in datum 19, the ambition that brought Jack and CP to the palace in the Land of the Lost is a wicked ambition.

Datum 19:

'... A tall, thin woman, she looked down at them as she said, 'My name is Ambition. How does someone lose their ambition?' wondered Jack out loud

By being a fool," said Ambition coldly. My mistress and I achieved great things together. She's a politician- or rather, she was. She suffered a small setback-lost a trifling vote - but that oughtn't to have mattered! cried Ambition, coming to a sudden halt, so that Jack nearly walked into her. Her eyes emitted sparks, and for a moment. Jack found her rather Lightning. We could have recovered from that setback and climbed together to even greater heights! But no she lost me, the weak-willed fool shouted Ambition, shaking her fist at the finding hole in the ceiling' (Rowling, 2021, p. 154)

Datum 19 above explains how Ambition lost her owner. Ambition took the shape of an old woman with a purple-black aura. The woman used to be a politician who was very ambitious in her position. However, as time went on, she lost her voice in society little by little, until she finally dropped out of his political career. Ambition then disappeared and entered the Land of the Lost. Life without ambition will feel empty, because it is flat and there is nothing we want to achieve.

The bad trait that disappears next to Ambition is power. The power becomes bad traits because those who have it are selfish and cruel. In the Land of the Lost, the Power becomes a king. They tell Jack how they were lost and what the owner has done as shown in datum 20 below.

Datum 20:

"My owner," said Power, beginning to pace up and down, 'lost me by failing to stamp down hard enough, he smacked one huge fist into the other hand, on his ENEMIES.

Together, we ruled an entire COUNTRY. To keep me, my master kept the PEOPLE as Power bawled this word, he screwed up his face in disgust and hatred, in their proper places, which is to say, ON THEIR KNEES! he thundered, a mad look in his bright red eyes 'But THEN, he hellowed a boy like YOU dared CHALLENGE my master in PUBLIC And THAT CHILD, shouted Power, gave the PEOPLE courage toREVOLT.

Power's voice rose to a scream. AND I WAS SUCKED DOWN HERE TO THE LAND OF THE LOST!' (Rowling, 2021, p.162)

This power takes the shape of a big and tall man and emits a very bright red aura. Power resides in a ruler in a country. Power has the authority to rule, but he does not use it well. Power oppressed the common people at that time. Until there is a child who has the enthusiasm to rise up and give that enthusiasm to other people to fight against power. Finally, the ruler was removed from his position so that he had no more power. Power has a grudge against a child like Jack, until he disappears from his owner, the grudge is still there.

B. The Development of the Character's Sense of Responsibility

The character development of responsibility involves the growth and maturation of an individual's ability to be accountable for their actions, choices, and obligations. It encompasses taking ownership, fulfilling commitments, and recognizing the consequences of one's behavior. The characters that bring the characterization of development are Jack and Holly. The character's sense of development of responsibility is explained by flow, namely exposition, rising action, climax, falling action, and resolution.

A. Jack

Jack is the main character of this story because he has an ideal role and he follows the rules of the story. Jack is described as a seven years old child, because when the journey began, he started elementary school. His parents divorced when he started school. The character development of responsibility from Jack is

portrayed through his action toward CP. CP is a replacement doll Holly bought her because DP was missing and thrown out the car window.

At the first, Jack has no affection for CP. This was proven when he hit CP and pulled his ear until it almost fell off. Jack's feelings for CP were only as *friend to friend*, only having empathy and sympathy as a friend, not like Jack's feelings for DP, who felt he had to be responsible for what happened to DP. So that through the journey in the Land of the Lost, a growing sense of affection for CP.

The beginning of the story started when Jack was just starting his journey with CP, he repeatedly told CP that he and DP looked nothing alike. Even when CP says they were made in the same toy shop and DP is his twin, Jack doesn't believe it. As in the datum 21, at the beginning of Jack's journey, he often fussed over small things with CP. Jack didn't know yet that actually what DP felt was also felt by CP.

Datum 21:

"Oh, don't worry about that," said Jack. "You don't look anything like DP. He's a different colour. His eyes have fallen out and he's got buttons instead. His cars are wonky and he smells better."

Their wicker donkey creaked and swayed. The battery whimpered as she slid sideways off her pony yet again and the shoelaces gripped her even more tightly

"What d'you mean, he smells better??" asked the Christmas Pig.

"I don't know he smells like DP, that's all." And how do I smell?' asked the Christmas Pig.

"Of toy shop and carpet," said Jack "It's a nothing-smell."

"Thanks very much", said the Christmas Pig. (Rowling, 2021. p.71)

Nothing could ever replace DP for Jack. CP has a distinct whiff of his journey with Jack. It was faded and one eye had been removed and Jack's mother had it sewn up. DP is so special for Jack and cannot be replaced by other toys, including CP. Jack's motivation for going to the Land of the Lost at that time was only to find DP. Jack doesn't care about anything else, including CP. He is selfish and even wants to go alone without CP.

Jack and CP go through various obstacles together. They pass through dangerous places in the Land of the Lost, and try to survive from the loss adjusters. But fortunately CP is a clever toy. He has many strategies to get through these cities and even saves Jack many times. From that, Jack wanted to have a special nickname for CP as in datum below.

Datum 22:

"The Christmas Pig", said Jack. It's too long. I wouldn't have called you that if I'd kept you. It isn't an everyday name.

"What would you have called me, then?" asked the Christmas Pig.

Jack thought for a while.

Maybe "CP"," he said. "Which stands for "Christmas Pig" "CP" said the Christmas Pig. "I like that." (Rowling, 2021, p.131)

Asike DP, now CP also gets a special name from Jack as explained in the datum. This name was used by Jack so he could call The Christmas Pig briefly like when he called DP. Here is the rising action introduced. CP is no longer an ordinary doll for Jack. They have gone through the hurdles that make CP smell like DP.

After passing through various cities in the Land of the Lost, Jack found DP in the Island of his beloved. The Island of the Beloved is on an island separated from the Land of the Lost. Items in The Island of the Beloved have a strong attachment to their owner, so they are loved even when they are gone. Jack thought his journey was over because he had reached his destination.

Jack wanted to thank CP for helping him, but unfortunately he could not find CP there. The climax comes up when Jack finally understood that CP had actually sacrificed for him all this time. As long as his discussion with DP, Jack realized that at this point meeting DP was not exactly what he wanted. Jack could not take the two toys away, and had to choose between them. Finally, along with DP, Jack returns to The Loser's place to save The Christmas Pig or CP as described in.

Datum 23:

All along. Jack had thought that if only he found DP, he'd be happy again, but he didn't feel happy at all. Now, when it was too late, he realized he'd come to love CP-not instead of DP, but quite separately for his brave and good self. In that moment, Jack truly understood what it felt like to be Alivened, because he understood what he was meant to do.

'DP... I've got to rescue CP. (Rowling, 2021, p.179)

Considering that all this time CP could also feel what DP was feeling, Jack finally decided to leave DP on the Island of Beloved. DP admits that he is very comfortable on this island, because he will forever feel loved by Jack. He now realizes that he has fulfilled his responsibility to DP or his beloved Piggy toy before, which is to take very good care of the toy. DP is in the most beautiful

place in the Land of the Lost. Now, Jack's responsibility is for CP, his best friend, who has accompanied him on his journey so far.

The falling action happens when Jack goes to The Loser's hideout to save CP. This is the bravest choice taken by Jack. He will continue to feel guilty if he doesn't save CP. Because he had done things that hurt CP's heart while they were on the journey.

Datum 24:

"And what," said the Loser, moving closer, his gigantic head bigger than Jack's entire body, his searchlight eyes so bright that Jack could barely look at him, makes a filthy, cheap pig worth loving?"

He's the best and bravest pig in the world, that's what.' said Jack fiercely.

You-you love me?' whispered the Christmas Pig

Jack gripped his trotter more tightly than ever as he said, 'Yes, I do!'" (Rowling, 2021, p.199).

Through a long journey, finally Jack's affection for CP emerges. There is a sacrifice Jack made to save CP in return. At the time, Jack was sure that he would return home with CP safely. Jack has always believed that there is always hope and he never stops hoping. Jack then happily accepted CP's presence in his life.

Not long after, Jack felt his body fall and he returned to his house. His size was normal and he was right under the Christmas tree. His Mum and Dad were happy to see Jack again because they thought Jack had gone to the main road looking for DP. Then, Jack told all his experiences in the Land of the Lost with CP, his new toy, to his Mum and Dad. That night, Jack slept wakeless with CP by

his side. This is considering as a reolution of Jack's sense of development journey towards CP. CP is not a new doll anymore.

Datum 25:

Jack lay cuddled up in bed breathing in CP's smell, which was of canal water and smoke, with a tiny trace of Mum's perfume. He'd have to go in the washing machine soon, but Jack knew he'd eventually come to smell of home, and of the warm cave under Jack's blankets.

"Goodnight, CP," whispered Jack. "Merry Christmas. Exhausted from his adventures, Jack fell asleep almost at once. (Rowling. 2021, p.209)

Now, The Christmas Pig is no longer just a replacement toy, but Jack's best friend who will replace DP to accompany Jack on his journey. Jack's sacrifice on CP paid off in full and Jack is now happy with his choice.

B. Holly

The other character is an upperclassman who becomes Jack's step sister, Holly. Her father married Jack's mother. Holly is characterized as a very talented child. She is described as a gymnastic athlete who often appears on television. She has a tall body with long black hair. She is also described as being older than Jack because she became Jack's upperclassman. Holly has many fans at the school. Holly's characterization in the novel *The Christmas Pig* portrayed a child who is irresponsible for her action through selfishness, disobedience, and impulsivity the child becomes responsible for her society, to her parents, and herself.

The changes in Holly's character began when her father married Jack's mother. Holly, who could not accept this, takes out his hatred on Jack, his mother, and Jack's family. Holly is a child who excels in gymnastic competitions but is

under pressure from her mother to always win in competitions. Parental pressure is the psychological stress that parents frequently impose on their children, and it's frequently connected to matters such as academic achievement, cultural and social expectations, and other matters (Miller, 2017). Parental pressure results in the mental and emotional growth of children. As with Holly, she will become temperamental if she loses a race and gets angry at the people around her like in datum 26.

Datum 26:

“When Holly was in a good mood, she'd play video games with Jack, and football in the back garden. At other times especially if she'd lost Competition-she could be really horrible. Once, she called him a stupid baby when she saw him cuddling DP. Jack felt ashamed, and after that, he hid DP whenever Holly was coming to stay.”

“From then on, Holly spent alternate weekends at their house. Jack never knew whether she was going to be kind Holly or mean Holly. He and Mum were never allowed to watch Holly do her gymnastics. They were barely allowed to ask her how competitions went” (Rowling, 2021, p.27)

As seen in datum 26 Holly takes out her disappointment on Jack and the whole house when she loses the race. When it's the weekend and Holly goes to Jack's house, she does whatever she pleases, disrespecting Judy, Grandpa or Grandma. He often makes fun of Jack and his favorite toy, DP. Jack tries to understand Holly's behavior. At the time, he thinks that Holly is a teenager who is experiencing significant emotional growth.

Everyone in Jack's house is also trying to understand Holly. Grandpa and Grandma never scolded Holly when she did something wrong, like when she broke Jack's favorite tissue paper angel.

Datum 27:

“Holly could hardly refuse, seeing as it was her fault the angel had been eaten, but Jack could tell she really didn't want to go. She sat scowling on the sofa and texting her friends. When Jack went upstairs to put on his coat, he sneaked DP into his pocket. He felt the need for comfort just now.”
(Rowling, 2021, p.31)

Here is the rising action introduced. As a form of her responsibility, Grandpa invites Holly and Jack to go to a toy store to replace Jack's toys that he broke. Instead of apologizing, Holly plays on her cell phone and seems unhappy to go with Jack to buy a new angel. She also thinks that the angel from the tissue is ugly and makes no sense.

After from the toy store, Holly did something very fatal. This is the climax occurred. Due to his annoyance with Jack, he throws DP out the car window and unfortunately DP disappears. Jack screamed and cried loudly as seen in datum 28.

Datum 28:

“Jack yelled so loudly that Grandpa swerved dangerously”

“. She threw DP out of the window bellowed Jack. She threw DP out of the window!” (Rowling, 2021, p.36)

Holly throws Jack's beloved doll onto the highway and doesn't think about the risks of what she's doing. He didn't know how important the doll was to Jack, until finally Jack got angry and cried. Holly had never seen Jack look so angry, he had to apologize.

While in Wastes of Unlamented in the Land of the Lost, Jack meets the bad character of Holly who disappears. The Wastes of the Unlamented is the city that is a place for items that are not suitable for storage or are intentionally

removed. There, Jack meets the Bully Boss, who reveals Holly's negative feelings that have made her hate Jack and his family.

Datum 29:

Why does she need you?' asked Jack

Because, stupid,' said Bullyboss, I make her feel better. Her mum wants her to get to the Olympics. Trouble is, Holly doesn't like gymnastics any more. She wants to do music instead. She thinks her dad might understand, but he's been stolen by her new stepbrother. Well, I make that stepbrother pay, see? He's got everything, he has a nice mum. and Holly's dad, and nobody making him win medals and telling him off if he doesn't... He deserves punishing... that's why I threw his stupid toy pig out of the car window..."
(Rowling, 2021, p. 124)

As in datum 29, the falling action happens when Holly's missing character, Boss Bully, says everything that had caused Holly to be angry all along. Holly actually likes gymnastics over music. She also actually hates Jack because Jack is considered to steal his father, because Holly's father is the only person who understands Holly. Jack was also loved by her mother, which Holly didn't feel before, so Holly thought Jack should be punished. But in the end, Holly realized that her feelings and prejudice towards Jack were wrong.

After the incident where Holly threw out DP, she realized that what she had done to Jack was wrong and she had to apologize to Jack and change her behavior towards Jack and his family. Holly promises never to bully, or misbehave over Jack again.

Datum 30:

"I believe you were in the Land of the Lost,' said Holly in a horse voice. 'I do, Jack. And I'm glad you saw DP and that he's happy And I'm Sorry so, so sorry-I threw him out of the car window'" (Rowling, 2021, p.207)

The datum below show resolution of the character sense development of Holly. Holly believes that Jack has gone through a journey in the Land of the Lost. After that Holly has a happy Christmas with Jack, Judy, Brendan, Grandpa, and Grandma. She has also accepted Jack as her step-brother and Judy as her stepmother.

In concluding, Jack's character sense development of responsibility is demonstrated by his attitude towards The Christmas Pig. Jack, who at first didn't like CP, often slammed CP, in the end he was responsible because CP was a part of his life. As a form of his responsibility, Jack saves CP from the Loser. While Holly, character's sense of development is shown by her character towards Jack. Holly, who initially had a bad attitude, finally found her identity and became a good child.

BAB V

CONCLUSION AND SUGGESTION

This chapter includes conclusion and suggestion. The conclusion serves to answer the research questions, and will be based on the data and discussion from the previous section. The researcher will additionally provide suggestions in this chapter for the readers.

A. Conclusion

After analyzing the data of this research and finding out the answers of the two questions followed, there were two conclusions drawn from this research. First, from the four responsibilities, responsibility found in the novel is responsibility to parents, responsibility to society, and responsibility to self. The responsibility is described by the characters which are analyzed through intrinsic elements.

Second is the character development sense of responsibility that is portrayed. In answering this problem, the researcher focuses on two characters, namely Jack and Holly. Jack is the main character of the story which is characterized as a soft-hearted and caring child. The character development of responsibility from Jack is portrayed through his action toward CP. Jack, who initially likes to be rude to CP, becomes a responsible child and takes care of CP. The next character is Holly. Holly portrayed a child who is irresponsible for her

actions through selfishness, disobedience, and impulsivity the child becomes responsible for her society, to her parents, and herself.

B. Suggestion

Based on the results and conclusion obtained from this study, it is possible to examine other moral values in this novel. On the other hand, the research about intrinsic elements will make it easier for other researchers if they want to research using other theories or approaches. J.K. Rowling's *The Christmas Pig* is an interesting fantasy novel to read. Aside from this topic, there are several different topics that can be examined to bring more understanding regarding the novel's various aspects. For example, the topic of archetypal elements which focus on persona and shadow and also about imagery in the novel.

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