The 4th Literary Studies Conference
CHILDREN'S LITERATURE IN SOUTHEAST ASIA
19 - 20 October 2016

Hosted by:
- English Letters Department
- Graduate Program in English Language Studies

Ateneo de Manila University, the Philippines
The 4th Literary Studies Conference

“Children’s Literature in Southeast Asia”

Conference Book

- Department of English Letters
- Graduate Program in English Language Studies
  Universitas Sanata Dharma

in cooperation with

Ateneo de Manila University, the Philippines

Yogyakarta, 19-20 October 2016
Contents

1 Title Page
2 Table of Contents
3 Rector’s Address
4 A Welcome Note from the Chair
5 Schedules
13 Abstracts
61 Board of Committee
Rector’s Address

I, the Rector of Sanata Dharma University, feel honored to welcome all speakers and participants of this conference to Sanata Dharma University (SDU). I also would like to extend my warmest regards to all of you. Let us ask for God’s blessings upon this encounter so it can be an effective means to strengthen our roles as literature lecturers or researchers. I do hope that the conference facilitates a fruitful sharing and exchange of ideas to respond to the challenges of children’s literature education in today’s more connected world.

This year SDU is celebrating its 61th anniversary. Responding to the challenges of the unavoidable emergence of our informational society, SDU raises a theme for its anniversary focusing on how to live smart, while conserving and enhancing humanistic values. The theme was selected as SDU is fully aware of the huge potential of the growing informational society for education. On the other hand, however, we are fully wary of its possible threats to humanity itself.

Such an informational society provides some new tools, approaches, theories, and paradigms on how to learn, socialize, work, do business and actualize ourselves. It also creates flexibility for it allows us to enjoy more relaxing time and freedom of spatial constraints. It continually changes and expands our worldviews that the world is just like our village where everyone knows what is going on in its corners. Therefore, in general it changes how our children, who are native of this society, learn and master knowledge. Their capability to seek, search, filter, and put meanings on their literature is almost unlimited.

SDU appreciates and supports this conference especially when it takes its theme on children’s literature in Southeast Asia for at least two reasons. First, the emergence of informational society brings imminent threats, in the form of swallow understanding as opposed to a deeper one. Thorough reading, which requires high discipline, is considered as not relevant any longer for most knowledge, which is visually represented. Second, stopping the influence of informational society is almost impossible. It requires our creativity and willingness to search the more contextual approaches and paradigms in promoting literature as an essential endeavor for shaping our children up.

Finally, I do hope the conference become a good event not only to promote how important research on children’s literature is, but also to facilitate a fruitful dialogue in which sharing knowledge, values and awareness on the role of literature takes place with joy and respect to each other. It is through such an orientation that we can proactively contribute to shape up our informational society better. As communication is a key to better understanding others, literature is a key to a better connected world. May the conference be successful and enjoyable, for God Almighty always blesses all our good efforts. Thank you.

Johanes Eka Priyatma, Ph.D.
Rector of Sanata Dharma University
A Welcome Note from the Chair

Dear All,

This year our conference, The 4th Literary Studies Conference (LSC), brings children’s literature as the focus to discuss. Like the previous conferences, we regionally pay attention to Asia, more specific to Southeast Asia, since it aims to build network among universities and scholars in the region as well. In fact this topic leads all of us into the awareness and reflection that the role and the position of children in our civilization are absolutely significant. The era of children is critical due to the future our civilization; therefore, to provide a special arena for them means that we prove our big concern for the future of our own lives. Certainly, by this perspective we do not split the two different worlds and create a distinctive gap between the children world and the mature-people world. The paradigm is that the children world is an important step to define the next world which identifies the qualities of human civilization in the next decade. Now the time is here, and we all are invited to contribute to our bright future since it is in our own hands.

Thanks to God and to all of you, the presenters and participants. There are many responses coming from various places, such as the Philippines, Myanmar, South Korea, United States of America, and also Indonesia, to suggest good notions for the sake of our future civilization. Many papers, covering articles and researches, complete these proceedings, and all are highly qualified to present any notions and ideas dealing with our respect to the children’s significance against our context of living. We are really happy that there are so many problems and interesting issues that could be uplifted due to the condition of the literatures for children and young adults (LCYA). Not only are the academicians here, in this conference, but also those practitioners are present to discuss. We are certain that this conference would give new insights for all of us, especially in conducting our ideal paradigm that literature for children and young adults is prominent to build a good myth for human civilization.

As for your information, next year our conference’s topic will be about the existence of migrants in coloring our world of literature. Thank you and enjoy the conference.

Gabriel Fajar Sasmita Aji
Conference Chair
## Literary Studies Conference 2016 Schedule

### Day 1: Wednesday, 19 October 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker</th>
<th>Topic</th>
<th>Room</th>
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<tbody>
<tr>
<td>07.30-08.00</td>
<td>Registration</td>
<td></td>
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<td>4&lt;sup&gt;th&lt;/sup&gt; Floor</td>
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<td>08.00-08.30</td>
<td>Opening Ceremony</td>
<td>Dr. Murti Bunanta&lt;br&gt;<strong>Moderator:</strong> Dr. G. Fajar Sasmita Aji</td>
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<td>Koendjono (4&lt;sup&gt;th&lt;/sup&gt; Floor)</td>
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<td>08.30-10.00</td>
<td>Plenary 1</td>
<td>Nicke Yunita Moeharam and Rd. Della N. Kartika Sari A. (Universitas Pendidikan Indonesia)</td>
<td>“It’s too short and simple!”: Critical Reading of Children’s Literature in Teacher Education</td>
<td>Koendjono (4&lt;sup&gt;th&lt;/sup&gt; Floor)</td>
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<td>10.00-10.30</td>
<td>Coffee Break</td>
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<td>4&lt;sup&gt;th&lt;/sup&gt; Floor</td>
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<td>10.30-12.30</td>
<td>Parallel 1A&lt;br&gt;<strong>Moderator:</strong> M. Dirgantara Essa Valentino</td>
<td>Yoga Adityatama and Mohamad Ikhwan Rosyidi (Semarang State University)</td>
<td>Character Building and English Language Learning through Ivilo Edugame (Indonesian Visual Folklore Educational Game) to Increase Nation’s Competitiveness</td>
<td>Koendjono (4&lt;sup&gt;th&lt;/sup&gt; Floor)</td>
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<td>Yeni Probowati (Wijaya Putra University)</td>
<td>Developing Character Building Model for Children Based on Local Wisdom Using Applications of Digital Fairy Tale</td>
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<td>B.B.Dwijatmoko (Sanata Dharma University)</td>
<td>Life and Death in Anderson’s “Grandmother”</td>
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<td>10.30-12.30</td>
<td>Parallel 1B</td>
<td>Ade Maria Partiani and Lestari Manggong (Universitas Padjadjaran)</td>
<td>Native Americans Identity: N. Scott Momaday’s Political Strategy of ‘Orality and Literacy’</td>
<td>Kadarman (4th Floor)</td>
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<td>Moderator:</td>
<td>Ma. Ailil B. Alvarez (University of Santo Tomas)</td>
<td>Sanctifying the Secular: Appropriating young adult fantasy as Catholic allegory in Karren Renz Seña’s <em>The Lost Chronicles of Eden: Champions</em></td>
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<td>Felicia</td>
<td>Wigati Yektiningtyas-Modouw and Precilia Rafra (Universitas Cendrawasih)</td>
<td>The Importance of Rewriting Papua’s Folktales for Children</td>
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<td>Rinaldi</td>
<td>Sri Mulyani (Universitas Sanata Dharma)</td>
<td>Respeaking Class and Gender in Indonesian Folktales for Children</td>
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<td>10.30-12.30</td>
<td>Parallel 1C</td>
<td>Cheeno Marlo M. Sayuno (University of the Philippines Los Banos)</td>
<td>Languaging Child Empowerment in Stories of Departure: A Multimodal Discourse Analysis of Selected Palanca-Winning Philippine Short Stories for Children in English</td>
<td>Seminar Timur (LPPM)</td>
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<td></td>
<td>Devi</td>
<td>Armelia Safira (Universitas Padjadjaran)</td>
<td>Dr. Seuss, Theatre, and Alternative Literacy</td>
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<td>Wijayanti</td>
<td>Zidnie Ilma (Yogyakarta State University)</td>
<td>Children’s Autonomy in Enid Blyton’s <em>The Naughtiest Girl Again</em></td>
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<td>10.30-12.30</td>
<td>Parallel 1D&lt;br&gt;Moderator: Sandra Ariany</td>
<td>Bitha Cahya Romansha (Universitas Padjadjaran)&lt;br&gt;Mateus Rudi Supsiadjji and Linusia Marsih (University of 17 Agustus 1945 Surabaya)&lt;br&gt;Amado Anthony G. Mendoza III (University of the Philippines Diliman)&lt;br&gt;Jinhyoung Lee (Konkuk University)</td>
<td>Feminist Perspective in Barbara G. Walker’s Feminist Fairy Tales&lt;br&gt;Rationalism in Prastari’s Misteri Delman Merah Jambu&lt;br&gt;Anticipating the Nation: National Narratives of Change in the Fiction of Pramoedya Ananta Toer and Rene O. Villanueva&lt;br&gt;Trust, Filial Piety, and Another Morality</td>
<td>Seminar Barat (LPPM)</td>
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<td>12.30-13.15</td>
<td>Lunch Break</td>
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<td>4th Floor</td>
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<td>13.15-15.15</td>
<td>Parallel 2A&lt;br&gt;Moderator: Muhammad Alfisyahrin Azis</td>
<td>Rini Lindawat (Universitas Islam Majapahit)&lt;br&gt;Chindy Christine and Fransisca Xaveria (Universitas Sanata Dharma)&lt;br&gt;Sri Setyarini and Fitria Akhmeri Primasita (Sebelas Maret University)&lt;br&gt;Imron W. Harits (Universitas Trunojoyo Madura)</td>
<td>Local Wisdom in Literature Activities for Children&lt;br&gt;The Study of Adjective Clauses to Assist Children’s Imagination in Reading Antoinne de Saint-Exupery’s The Little Prince&lt;br&gt;Higher Order Thinking (HOT) in Storytelling: An Innovative Learning Model to Improve Speaking Skill of Grade Seventh Students in Bandung&lt;br&gt;Rewriting Folktales: Children Literature Context, Adaptation, and Pedagogical</td>
<td>Koendjono (4th Floor)</td>
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<td>Parallel 2C</td>
<td>Qanitah Masykuroh (Universitas Muhammadiyah Surakarta)</td>
<td>Cinderellas in Indonesia: Story Variants of Indonesian Folktales With the Theme of ‘Kind and Unkind Girls’</td>
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<td>13.15-15.15</td>
<td>Parallel 2C</td>
<td>Francis Eduard L. Ang (University of the Philippines, Diliman)</td>
<td>An Analysis of the Biography for Young Reader as Literary History through the Great Lives Series by Tahanan Books</td>
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<td>13.15-15.15</td>
<td>Parallel 2C</td>
<td>Eliezar L. Inigo (Ateneo de Manila University)</td>
<td>Rene O. Villanueva, the Father of Modern Children's Literature in the Philippines</td>
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<tr>
<td>13.15-15.15</td>
<td>Parallel 2D</td>
<td>Henny Indarwaty (Universitas Brawijaya)</td>
<td>Children's Literature for Children in Multicultural Society</td>
<td>Seminar Timur (LPPM)</td>
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<tr>
<td>13.15-15.15</td>
<td>Parallel 2D</td>
<td>Heronimus Heru Adityo (Wahana Visi Indonesia)</td>
<td>Learning From Their Own Book</td>
<td></td>
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<tr>
<td>13.15-15.15</td>
<td>Parallel 2D</td>
<td>Elisabeth Oseanita Pukan (Universitas Sanata Dharma)</td>
<td>Reconstruction of Traditional Gender Roles through the Recreation of Classic Tales in Politically Correct Bedtime Stories by Garner James Finn</td>
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<td>15.15-15.45</td>
<td>Coffee Break</td>
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<td>4th Floor</td>
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<tr>
<td>15.45-17.15</td>
<td>Plenary 2</td>
<td>Sellyn Nayotama and Selda Nathania</td>
<td>Koendjono (4th Floor)</td>
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<td>Moderator: Scolastica Wedhowerti, S.Pd., M.Hum.</td>
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<td>08.00-09.30</td>
<td>Plenary 3</td>
<td>Linda Parsons, Ph.D.</td>
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<td>Koendjono (4th Floor)</td>
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<td><strong>Moderator:</strong> Th. Enny Anggraini, Ph.D.</td>
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<td>Coffee Break</td>
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<td>4th Floor</td>
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<tr>
<td>10.00-11.30</td>
<td>Parallel 3A</td>
<td>Amalia Ayu Wardhani (Independent Researcher)</td>
<td>Young Adult Heroism in The Buru Quartet</td>
<td>Koendjono (4th Floor)</td>
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<td>Muhammad Alfisyahrin Azis</td>
<td>Jeremy Christian Sombowadile (Universitas Sanata Dharma)</td>
<td>The Role of Young-Adults Fiction in Maintaining the Notion of Romantic Love and Sex</td>
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<td>Nia Nafisah (Universitas Pendidikan Indonesia)</td>
<td>&quot;We Can Do It! - or Can We?&quot; Subjectivity in Indonesian Films for Children</td>
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<td>Jared Richard Uy (Ateneo de Manila University)</td>
<td>The Myers-Briggs Personality Type Indicator as a Bridge to understand Children's Literature in the Philippines</td>
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<tr>
<td>10.00-11.30</td>
<td>Parallel 3B</td>
<td>Eny Winarti (Universitas Sanata Dharma)</td>
<td>Indonesian Folktales for Thematic Teaching at Elementary School in Indonesia: A Literature Review</td>
<td>Kadarman (4th Floor)</td>
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<td>M. Dirgantara</td>
<td>Arini Noor Izzati (Universitas Terbuka, FKIP)</td>
<td>Analisis Teknik, Metode dan Ideologi pada Penerjemahan Cerpen Anak</td>
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<td>10.00-12.00</td>
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<td>Tri Pramesti and Adeline Grace M. (University of 17 Agustus 1945 Surabaya)</td>
<td>Returning to the Past, Correcting the Past and Rewriting the Past in Young Adult Novels Prada and Prejudice and Roro Mendut in Love</td>
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<td>Rayjinar Anne Marie G. Salcedo (University of The Philippines)</td>
<td>Teenage Dream: The Fantastic as a Tool for Writing Diversity In Literature for Children And Young Adults</td>
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<td>10.00-12.00</td>
<td>Parallel 3C</td>
<td>Irfan Reza Seeing &amp; Hardiansyah and Sandya Maulana (Universitas Padjadjaran)</td>
<td>Educating through Mirrors in Three Works of Ray Bradbury</td>
<td>Seminar Barat (LPPM)</td>
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<td>Moderator: Felicia</td>
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<td>Adapting Indonesian Local Value in Literature for Children and Young Adult (LCYA) as A Form of Peace Education To Prevent Violence and Bullying Among Children and Youth</td>
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<td>Rinaldi</td>
<td>Bunga Astya Syafitri (University of Indonesia)</td>
<td>The Liberating Role of Imagination in Rabindranath Tagore’s The Post Office and Atoine de Saint Exupery’s The Little Prince</td>
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<td>Hope Sabanpan-Yu (University of San Carlos)</td>
<td>Social Agenda in Children's Stories</td>
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<td>Ida Farida Sachmad (Universitas Padjadjaran)</td>
<td>Literacy on Health and Environment in Eight Novels Written by Indonesian Children</td>
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<td>Parallel 3D</td>
<td>Fr. B. Alip (Universitas Sanata Dharma)</td>
<td>The Language of Children’s Literature</td>
<td>Seminar Timur (LPPM)</td>
</tr>
<tr>
<td>10.00-12.00</td>
<td>Moderator: Devi</td>
<td>Christiani Tri Hapsari, Femy Seniweglasari and Nur Alviyanti Fauzi (Universitas Sebelas Maret)</td>
<td>Student's Perception on Power Relation in Simple Plan's Song Entitled Perfect(A Critical Discourse Analysis)</td>
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<td>Wijayanti</td>
<td>Aileen C. Ani (De La Salle University)</td>
<td>Women's Space in Children's Literature</td>
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<tr>
<td>12.00-12.45</td>
<td>Lunch Break</td>
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<td>4th Floor</td>
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10
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker</th>
<th>Topic</th>
<th>Room</th>
</tr>
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<tbody>
<tr>
<td>12.45-</td>
<td>Parallel 4A</td>
<td>Atikah Ruslianti and Rahayu Purbasari (Universitas Negeri Jakarta)</td>
<td>Promoting Children Literature to Foster Language Awareness</td>
<td>Koendjono (4th Floor)</td>
</tr>
<tr>
<td>14.45</td>
<td>Moderator: Hepie</td>
<td>Sierra Mae C. Paraan (Save the Children Philippines)</td>
<td>Teaching Reading through Children's Literature: The Impact and Process of Save the Children's Literacy Boost Program</td>
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<td>Pionery</td>
<td>Yan Ardian Subhan (Universitas Pamulang)</td>
<td>Gambaran Pemahaman Mahasiswa Terhadap Topik-topik Diskusi Sastra Anak dalam Pembelajaran di Kelas Sastra</td>
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<td>Rizki Theodorus Johan (Universitas Pamulang)</td>
<td>The Use of Puppet Performances in Delivering Positive Values to Young Children: A Case Study of Alden Puppet Ministry</td>
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<td>Ari J. Adipurwawidjana and Indra Sarathan (Universitas Padjadjaran)</td>
<td>Robinson Crusoe and the Modernization of Nineteenth-Century Sundanese Young People</td>
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<tr>
<td>12.45-</td>
<td>Parallel 4B</td>
<td>Joyce L. Arriola (University of Santo Tomas)</td>
<td>The Child-Themed Family Drama in Selected 1950s Filipino Komiks-to-Film Adaptations</td>
<td>Kadarman (4th Floor)</td>
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<td></td>
<td>Ariany</td>
<td>China Pearl Patria M. De Vera (University of the Philippines)</td>
<td>Representation of Indigenous Children in Selected Titles of Philippine Children's Story</td>
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<td>Hannah Marie R. Aranas (University of San Carlos)</td>
<td>The Child, Power, and Reimagination in Gremer Chan Reyes’ Short Fiction</td>
<td>Seminar Barat (LPPM)</td>
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<td>Gema Charmaine G. Gonzales (University of the Philippines Diliman)</td>
<td>Unmasking the Real Villain: Philippine National Identity as Represented in the Superhero Graphic Literature Captain Barbell</td>
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<td>Novita Dewi (Universitas Sanata Dharma)</td>
<td>Of Place and Nature: Eco Literacy in Young Adult Literature from Asia</td>
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<td>12.45-14.45</td>
<td>Parallel 4D</td>
<td>Sharmaine V. Hernandez (Ateneo de Manila University)</td>
<td>The Calling of the Sea: An Ecofeminist Analysis of Contemporary Themes in Young Adult Novels in the Philippines</td>
<td>Seminar Timur (LPPM)</td>
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<td>Moderator:</td>
<td>Laily Martin (Andalas University)</td>
<td>Naturalness Issue in a Series of Indonesian Islamic Children Literature</td>
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<td>Muhammad Alfisyahrin</td>
<td>Mia Fitria Agustina, Tribuana Sari and Dian Ardiati (Jenderal Soedirman University)</td>
<td>Students Perspective On Ecological Issues In Krishan's &quot;A Voice Of Tree&quot;</td>
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<td>14.45-15.15</td>
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<td>Coffee Break</td>
<td>4th Floor</td>
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<tr>
<td>15.15-16.45</td>
<td>Plenary 3</td>
<td>Th. Enny Anggraini, Ph.D.</td>
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Indonesia Children’s Literature:  
A Journey of Discovery for Researchers

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My keynote addresses the fact even though the numbers of children’s books productions in Indonesia are growing offering translations and stories written by local authors, e.g. adult, teenagers, and even children, this situation, doesn’t correlate directly with the numbers of research of children’s literature that have been done so far. Books available in the market can become rich resources for research materials. Therefore this paper tries to inspire researchers and academicians.

The first part of this paper will look at which Indonesian publishers are in the children’s book business and what are their book productions. Websites and emails of the publishers will be included so that researcher can consult further for their files on authors, illustrators, titles, and themes of their research materials. The second part will discuss some cases, as example, using books from my private collections to see what elements and topics of research can be explored. This part will also question what is the function of researchers and the result of their researchs for the improvement of the quality of Indonesian children’s books.

The third part is a closing note questioning whether universities will take the function as Center for Indonesian Children’s Literature and also whether academicians want to come together in an association that can raise the position of Literature for Children and Young Adult Study in Indonesia. Researchers should have a strong opinion, otherwise the market will dictate what is the best for children to read and how it should be written based on business aspects and economical decisions.

Keywords: Indonesian Children’s Literature, book productions, research materials, discovery, researchers
We are all creatures of story. The stories we create and the stories we are given help us make sense of ourselves and of the world around us. Stories shape our understanding of the roles and aspirations that are available to us given our gender, our race, or our socioeconomic status. But what if the stories in the literature we read both in and out of school only reflect a culture that is not our own? What if that culture has marginalized, disenfranchised, and oppressed us? What if we are invisible in the literature sanctioned by our schools? What if, when we do see people like us in literature, we see only demeaning, comical, stereotypical, or inaccurate images? For people who belong to parallel cultures and who have been left out of literature, stories take on increased significance as a way to claim identity and voice (Bishop, 2003). The literary stories traditionally published in the United States, a White-dominated society, have presented the mainstream perspective as universal, erasing and silencing other experiences and other perspectives.
LCYA and the Adult Readership: 
Using Nonfiction LCYA to enhance ESL Learners’ English Proficiency

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Although mostly intended to be read by young readers, literature for children and young adults are not only read by the intended readers. Quite a number of adults are fans and avid readers of LCYA, especially young adult books.

When talking about literature in general or children’s and young adult literature, people usually refer to fiction or novels. However, literature does not only refer to fiction or novels. Biography and autobiography, letters, and the like are also literature which are created from facts. Thus, nonfiction is also called literature of facts (Kristo and Bamford, 2004). These books are the results of the author’s research on certain topics and presented in different ways depending on the topics and the purpose of the books.

In non-English speaking countries, where a lot of students and scholars are struggling to learn English to be part of wider academic society, LCYA books (both fiction and nonfiction) can be used to bridge and boost the learning of English for students of non-English departments.

Depending on the level, LCYA books might have a simpler language compared to textbooks while might still discuss the idea found in the textbooks. Thus, this paper will present an idea of using LCYA books (focusing on nonfiction) for college students in non-English speaking countries or ESL students in order to be able to improve their English while studying particular subject in their area of study.
“It’s Too Short and Simple!”: Critical Reading of Children’s Literature in Teacher Education Classroom

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Compared to adult literature, children’s literature has arguably simpler language, shorter stories, fewer abstract ideas, less complicated themes, and offers just as wide a variety of stories. Thus, it is convenient to use children’s literature in an EFL adult classroom, since its features are actually encouraging, especially in boosting reading confidence among students. Moreover, reading children’s literature can be an initial step to developing students' literary competence, critical thinking, increasing knowledge, and multicultural understanding. Most importantly, using children’s literature in and EFL classroom offers benefit in that it exposes learners from developing countries to effective innovative educational methodology. This paper explores the potential of using children’s literature in teacher education classroom, framed by critical literary theory, that provided multiple reading stances and developed a sense of critical thinking and multicultural awareness. It also provides an example of a lesson plan that highlights the role of literary theory in understanding picture books for children.

Keywords: children’s literature, literary theory, critical reading and critical thinking, language education

Character Building and English Language Learning through Ivilo Edugame (Indonesian Visual Folklore Educational Game) to Increase Nation’s Competitiveness

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In 2016, Indonesia has officially become the member of ASEAN Economic Community. Somehow, Indonesia still faces problems regarding immoral acts of youngsters and low English proficiency. Therefore, the best solution to prepare Indonesia’s next generation to face AEC is required. This idea can be solved by the use of innovative technology proposed as Ivilo-Edugame (Indonesian Visual Folklore Educational Game). This paper is then aimed at describing the concepts of how Ivilo-Edugame become a media to educate language and morals to children. This research is a descriptive qualitative research. The written sources were taken from scientific journals, books, articles and theories relevant to the application of Ivilo-Edugame. Data analysis was performed using a qualitative descriptive method and potential strategy development as a medium for inserting Ivilo-Edugame moral values and the ability of English for primary school students. The result will be Ivilo-Edugame is a method of storytelling through media which refers to the concept of visual novels. The writers will adapt Indonesian folklore entitled Legend Malin Kundang as the implemented story. The reason for choosing Malin Kundang story in Ivilo-Edugame is it enables to instill four essential values, including, high-spirited, optimism, hardworking, politeness, patriotism, and culture. Otherwise, English can be familiarized through Ivilo-Edugame by cultivating dictionary reading habit for children. It can also become Indonesia’s best preparation for facing AEC. Lastly, the possible strategies to develop Ivilo-Edugame are graphics enhancements, completion of the platform, completion of the sound effect, and socialization.

Keywords: Ivilo-Edugame, Character Education, English Literacy, Folklore Story
Developing Character Building Model for Children Based on Local Wisdom Using Applications of Digital Fairy Tale

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Fairy tale, which is rich of moral value, (pronounced as local wisdom), here began to compete with cartoons, robot movies, comics and a variety of games on line is able to amaze the children to sit for hours without ignoring the others. Sacredness and romance of fairy tales as a primary source of valuable value that will be able to build the character of children to be pious, independent, courtesy and respect for others, as if it is faded along with the advances in technology and communications. Along with the digital era, where children begin to be familiar with gadgets and other electronic devices, people should also improve the refreshment of fairy tales with various modifications in characterization, structure and discussion as well as the visual appearance of the fairy tale itself. The transition from conventional to digitizing fairy tale could be an alternative solution that fairy tale will not be left behind by children because of his naiveness. Character building is not only the responsibility of formal education, but also informal education has a great role in realizing the ideals and dreams of the Proclaimers of this great nation.

This research uses descriptive quantitative method. Data was collected using a self-assessment and observation. Self-assessment is used to assess the effectiveness of the model of character building, while observation and checklist are to collect data from the process of developing character models. The objects of research are the principal, teachers, staff / school staff, parents and students. Quantitative data analysis techniques is using pre-experiment design single group pre-test and post-test.

Keywords: Character Building, Local Wisdom, Fairy Tale

Life and Death in Anderson's "Grandmother"

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Hans Christian Anderson's Grandmother is a story about a child's adoration of his or her late grandmother. The story shows how the child adores her and recalls his sweet moments with her.

This paper is a study of Grandmother using Halliday's Systemic Functional Grammar (SFG). The aim of the study is to discover the use of ideational, interpersonal, and textual metafunctions to support the ideology that the writer conveys in the story. It identifies the transitivity processes that the writer uses to construct the story and the reasons of the choice of the processes. It also discusses the Mood of the story, the choice of subjects, and the theme organization of the story.

The use of SFG to analyze the story reveals that life before death is very important as it sets the quality of life after death. Furthermore, the story also emphasizes that death is not the end of a person’s life as it will remain present in the family's life.
Native Americans Identity: N. Scott Momaday’s Political Strategy of ‘Orality and Literacy’

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N. Scott Momaday’s novels (House Made of Dawn (1968), The Ancient Child (1989), and The Way to Rainy Mountain (1998)) present narrative issues which will be analyzed by Ashcroft, Griffith, and Tiffin’s (2002) notion of language appropriation and Genette’s (1983) narratology. Both concepts represent the importance of serving oral culture for Native Americans, particularly Jemez Pueblo, Kiowa, and Navajo in constructing Native Americans identity. Native Americans which are portrayed as living between Native Americans and Euro American worlds will be linked with what Bhabha (1985) understands as “unhomely”. The notion of language as a means of constructing identity will be discussed by using Belsey’s (1985) writing, while the notion of language in recalling memory in storytelling and chanting will be discussed by using Ong’s (2002) writing. This research presents how Native Americans identity is portrayed by using language in oral culture that could construct Native Americans identity through a means of myth, ceremony, storytelling, and chanting.

Keywords: negotiation, identity, orality, storytelling, language appropriation

Sanctifying the Secular: Appropriating Young Adult Fantasy as Catholic Allegory in Karren Renz Seña’s The Lost Chronicles of Eden: Champions

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In the young adult (YA) Catholic novel The Lost Chronicles of Eden: Champions (Shepherd’s Voice Publications, 2014), author Karren Renz Seña consciously reworks mythology, folklore, popular culture references and theology in order to create a new “myth” of her own, and the result is her own version of a Catholic allegory using conventions of popular YA fantasy. By integrating the sacred with the secular, the novel embarks on a modified mythopoeic project, one where the appropriation of the elements and conventions of YA fantasy to further the didactic thrust suited the Catholic imagination. This paper examines and explicates the effectiveness of such an allegorical narrative strategy through a dissection of the Catholic elements alluded to in the narrative, including how the image of the stereotyped Christian is rehabilitated, how the narrative functions as a symbolic catechism of Church teaching and dogma, how a path to a holy life is prescribed, and how, through appropriation as a narrative strategy, issues of teenage Catholics regarding prayer life are addressed. It finds that the usefulness of emulation works best in this kind of work because identification is key for the teenage reading audience. It also includes a preliminary discourse on what constitutes a Catholic YA novel, and highlights its existence as a response to a perceived need in the spiritual formation of teen audiences through literature in today’s postmodern society.
The Importance of Rewriting Papua’s Folktales for Children

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Papua is rich with folktales: legends, myths, fables, and fairy tales that spread in the north coast, south coast, and mountain areas of Papua. In the past, folktales were passed down from one generation to another generation in local languages. Folktales usually were used by the elders to teach mythology, cosmology, philosophy, local wisdom and knowledge, as well as social values.

Unfortunately, these cultural heritages are not recognized by Papuan children anymore. On the one end, Papuan children are more familiar with gadget, TV and computer that make them allienated from their socio-cultural background. On the other end, they need socio-cultural teachings that help them to become young generation who are rooted in their culture and are able to love and respect others.

This paper is an initial research as a preservative documentation to avoid folktales from extinction and aims at collecting and rewriting those folktales in friendly and easy language for children. The folktales are representatives from some tribes: Sebyar and Sumuri (West Papua), Sentani (North Coast), Lanny (Mountain Area). Those folktales are written in three languages: local, Indonesian and English.

Hopefully from this rewriting, Papuan children are motivated to (1) have reading-writing habit, (2) have communication enthusiasm (3) learn their ancestors’ socio-cultural values, (4) sharpen their social sensibility and empathy to others, (5) develop their character and personality, and (6) learn/relearn their local languages. The rewriting of Papuan children folktales in three languages - Indonesian, local language and English aims at introducing them not only to Papuan children but also to other children in other parts of Indonesia and abroad.

Keywords: folktales, children folktales, cultural heritages

Respeaking Class and Gender in Indonesian Folktales for Children

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This article consists of four keywords that present complex critical terms. The notions of class, gender, folktale, and children (and childhood) are indeed changing, dynamic, and contextual. Moreover, when folktale (for children in particular) is believed to be able to function to validate particular culture and to transmit the culture’s morals and values, it undoubtedly poses a further question and problem of which class, gender, or particular group and culture that it attempts to serve and transmit amidst the diverse multiregional and multicultural societies. Therefore, this article aims to investigate the representation of class and gender in some selected Indonesian folktales for children, particularly in the narratives of Timun Mas, Bawang Merah Bawang Putih, Legenda Danau Toba, Legenda Telaga Warna, Si Ande-Ande Lumut, and Kisah Si Kelingking. In doing so, it would also enable to unveil the social cultural and power relationships contained in those narratives and its relevance to today’s Indonesian society.
Languaging Child Empowerment in Stories of Departure: A Multimodal Discourse Analysis of Selected Palanca-Winning Short Stories for Children in English

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This study explored various discursive features on the languaging of child empowerment in short stories for children in English. Specifically, five short stories winning in the Carlos Palanca Memorial Awards for Literature from 2010 to 2014 were analyzed. While these stories are reflective of situations where one is left behind, has left behind a piece of himself, or has been invaded only to leave behind the identity of a nation, the study looked into the speech community in which the child characters communicate, the power relations involved as they communicate with other adult and child characters, and the forms of empowerment and disempowerment present in the short stories.

Anchored upon Foucault’s concept of discourse and power, the study uses Celce-Murcia and Larsen-Freeman’s Dimensions of Language as the short stories were analyzed through a multimethod approach: Hymes’ Ethnography of Communication, Fairclough’s Critical Discourse Analysis, and Labov’s Variation Analysis.

Research findings show that child empowerment can be languaged through the use of speech units to show relationships between source and receiver of information; the interpretation of meaning behind participants’ constraints and forms of information present in talk; and the formation of child empowerment in the presence of disempowerment.


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One of the ways for children learning things is by literary work. Parent usually improve the children knowledge about life by literary work. Most parents choose the entertaining one such as cartoon movie. One of the most children’s favorite cartoon movie is The Little Mermaid (1989) by Walt Disney. It tells the life of a mermaid who wants to be normal human. Unfortunately, the thing that people should realize is that not all Disney movies bring more good than harm. This paper is going to analyze two effects deal with children stereotype. First about beauty stereotype and second the ideas of life stereotype. In conclusion not all things describe in The Little Mermaid are suitable for children’s real life. The Little Mermaid has become the representative of all Disney movie by the story. It is harm for children because it influences the process of children’s character building.

Keywords: children’s stereotype, cartoon movie, building character
Dr. Seuss, Theater and Alternative Literacy

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Literacy—since early modern times conventionally understood to conform a particular written language—has posed a problem for it often disregards other forms of learning and knowing rooted in local cultures. It thus has incited resistance to itself, undermining its own function in the education. From aesthetic endeavors in exploring new ways of knowing and expressing in postcolonial writing, and especially, theater exploring alternative ways of “reading” based on Boal’s proposal in Theatre of the Oppressed (2008 [1979]), since 2014 a series of projects has been exploring new avenues in promoting literacy using well-known literary works for children particularly by Dr. Seuss. In both projects, The Lorax—translated into Si Owa—serves as the text used. The initial project involved collaboration of academics and young literacy activists in Reading Volunteer Scouts (Pramuka Buku Hidup/PRABUHI) taking advantage of principles in theater practice and the legacy of local Indonesian culture particularly wayang in conjunction with promoting awareness of environmental issues and literacy among children and young people. For further project, tactile books are developed in introducing literacy to early-age learners. In addition to sharing our exploration in alternative literacy for children and young adults in West Java, this paper would also like to propose that exploration of the new forms of theater should help conceive and formulate new framework in promoting literacy even broadly in Indonesia, taking as well issues in cultural diversity and gender sensitivity into consideration.

Keywords: literature for children and young adults, orality, literacy, Dr. Seuss, cultural diversity

The Presence of Adult Characters in Enid Blyton’s The Six Bad Boys

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The nature of children’s literature makes child characters become the leading attention in the children’s literary works. However, children’s literature does not mean that all characters in the stories are children. There will be several adult characters appearing in the stories to make them complementary. The frequency of adult characters’ presence is varied from one story to another. There are stories showing less-visible or more-visible presence of the adults. One of the prominent authors well-known for less-visible presence of adults is Enid Blyton. Her works in The Famous Five series show that children are independent and free enough to explore anything with the lack of adult characters’ visible presence. However, there is one novel of hers showing more-visible presence of adult characters entitled The Six Bad Boys. Their presence is quite visible that it affects child characters’ performance.

Seeing the phenomenon, through this study, the researcher aims to examine the more-visible presence of adult characters in Enid Blyton’s The Six Bad Boys. Theories on children’s literature and psychology are used to facilitate the objective of the research. The findings of the research show that the presence of adult characters in the novel being studied appears in verbal and physical forms. The biggest effect on the child characters is upon their psychological condition that leads to the way they take actions as their response.

Keywords: adult characters, children’s literature, Enid Blyton, The Six Bad Boys
Feminist Perspective in Barbara G. Walker’s Feminist Fairy Tales

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This research intends to present the critic of the patriarchal culture in Barbara G. Walker’s "Feminist Fairy Tales." The images of female characters in classical fairy tales are often described as beautiful and submissive. But in this tale, those stereotypes are reconstructed. Besides the modification of stereotypes, the illustrations are also spoken up about the critic. There are also Bakhtin’s concept about the grotesque body. The hypothesis shows that there are the differences between female with beauty and without beauty. Female with beauty is automatically have a prosper life and a happily ever after. But female with no beauty is automatically have no luck, love, and a happily ever after. However, Walker breaks that rule. Female without beauty could also have a prosper life and a happy ending.

Keywords: Barbara G. Walker, Fairy Tales, Feminist Fairy Tales, Patriarchal Culture, Female Character

Anticipating the Nation: National Narratives of Change in the Fiction of Pramoedya Ananta Toer and Rene O. Villanueva

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Many of the most celebrated literary texts were written during times of strife and change. This truism even manifests itself in what many presume as the most innocent and apolitical literary genre—children’s literature. Evidence of this political turn is suggested in the studies made and anthologies compiled by the renowned critic Jack Zipes. Though often known for his more politically-charged works such as the Buru Quartet, Pramoedya Ananta Toer’s (1925-2006) early collection of fiction Cerita Dari Blora (1952) features stories with children as protagonist or chief witnesses to social unrest, political violence, and the ravages of war during the final stages of the Dutch colonial period. This trait of Toer’s writing is most evident in the short story “Kemudian Lahirlah Dia.” Likewise can be said for Rene O. Villanueva (1954-2007), one of the pioneering figures of children’s literature in the Philippines. His children’s story “Bertday ni Guido” (Guido’s Birthday) remains as one of the most astute description of events during the 1986 EDSA People Power Revolution. Focusing on the two stories’ deployment of children as chief protagonists and witnesses to great political and social upheavals, the study will attempt to uncover national narratives of change that emerged from the embers of colonial and authoritarian regimes.

Keywords: LCYA, political turn, national narratives, Rene Villanueva, Pramoedya Ananta Toer

Rationalism in Prastari’s Misteri Delman Merah Jambu

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This article explores rationalism in Prastari’s Misteri Delman Merah Jambu. Rationalism covers the idea that human beings can arrive at truth by using reason, rather than relying on past authority, religious institutions, or on intuition. In Prastari’s Misteri Delman Merah Jambu, rationalism is presented through the character Alva. In his reaction towards the prohibition for children under 15 to stay at home before 7 at the evening, Alva tries to discover the reason behind this prohibition. He does not believe in what other children believe that there is a supernatural power represented by Delman Merah Jambu (pink horse cart) rode by a beautiful lady in white clothes. The writer applied the qualitative confirmatory method in conducting the research.

Keywords: rationalism, supernatural power, reason
Trust, Filial Piety, and Another Morality

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In this paper, I tried to understand the fiction “On trust” authored by Kim Nam-cheon, through the consideration of the ideological conditions in the Late Colonial Era and the structural features of the work.

In “On trust”, Kim Nam-cheon dealt with the issue of morality by putting emphasis on the moral value of the trust, and by degrading the absolute authority of filial piety (fidelity). In the colonial period, the filial piety (fidelity) was the virtue which was required to construct the non-personal duty-relationship based on the heteronomy, and the virtue which was educated as a valuable topic in the classroom in the colonial period. On the other hand, the trust was the virtue which was needed to construct the personal trust-relationship based on the autonomy of individual, and could be justified only by the individual’s internal conviction. So, the emphasis on the moral value of the trust was not only the degradation of the absolute authority of filial piety (fidelity), but also the objection to the effort of making the Japanese Emperor centered order.

Kim Nam-cheon thought of the morality in the late colonial period, focusing on the issue of trust. However, he did not represent the trust as an alternative to the filial piety (fidelity), but just eroded it. In the Late Colonial Era, the value of trust was used as an ideology to persuade Korean people to join the Japanese Army in winning “New Order” construction war (the Pacific War). But, when Kim Nam-cheon emphasized the moral value of the trust, he wanted to focus on the individual’s autonomy and expose the fact that “New order” was not based on the autonomy. In addition, the work “On trust” showed that the important thing is to search “another morality” which could overcome both the trust and the filial piety (fidelity).

Local Wisdom in Literature Activities for Children

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Both education and culture must support each other. In cultural paradigm, education should include pluralism and multiculturalism. Teaching English for Young Learners (TEYL) will be impossible without teaching the culture. Therefore, the practice of TEYL by inserting local values is unavoidable. Teachers should provide activities that can improve students’ language ability. They can provide with literature activities. This paper mainly discusses about what teachers can do related to the activities that can be used in teaching English for young learners. This paper is divided into three parts: (1) the importance of children’s literature, (2) the current condition of children’s literature among Indonesian English teacher, and (3) the literature activities that can be used for teaching English for young learners related to local wisdom. Hopefully, this paper can provide information that inserting local wisdom in children’s literature is important and can be done with various kinds of activities. Moreover, this idea can be applied as one consideration for the curriculum designer of Teaching English for Young Learners.

Keywords: education, TEYL, local wisdom, children’s literature, literature activities
The Study of Adjective Clause to Assist Children’s Imagination in Reading Antoinne de Saint-Exupery’s The Little Prince

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Children literature is one of the literary works that is mostly discussed nowadays. There are a lot of perspectives in children literature that gives contribution in literary field. In the early of its coming out, children literature was purposed as media of entertainment. However, as the linguistics study for children develops, the function of children literature is also advanced, which is to assist the children’s imagination and their understanding about the sentence. This paper analyzes the structure of the sentence clauses in Antoine de Saint-Exupery’s The Little Prince. The main sentence structure inside the novel is the complex sentence in which it contains one independent clause and one dependent clause. The type of clause that become the concern of this paper are the adjective clauses. The purpose of the adjective clause used in this story is to help the children create better imaginary about the story. The main objective of this study is to find out the contribution of the adjective clauses that are used by the writer in The Little Prince to find out the impact of the choices of clauses form in the novel. By understanding its impact, this paper shows how the contribution of the clauses assists children to improve their understanding about the sentence structure and create better imagination in reading the story.

Keywords: children literature, syntax, and adjective clauses

Higher Order Thinking (Hot) in Storytelling: An Innovative Learning Model to Improve Speaking Skill of Grade Seventh Students in Bandung

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Integrating higher order thinking (HOT) in teaching English to young learners has become an interesting issue nowadays since it is believed that the earlier English taught to young students, the better the skill gained (Puchta, 2012). Therefore, this research paper aims to: (1) investigate how is higher order thinking in storytelling taught to grade 7th students to improve their speaking; (2) identify what difficulties faced by the teacher; and (3) find strategies taken to overcome the difficulties. Classroom Action research was occupied within two cycles including: planning, acting, reflecting and evaluating. The subject of this study is grade seventh students of one secondary school in Northern Bandung. Data were collected through classroom observations, interview with the students, and documents in the form of the students’ stories. Data from classroom observation and students’ stories were analyzed and interpreted based on grading higher order thinking according to theory of Bloom Taxonomy (as cited in Halili, 2015) whereas analysis of data from the interview with the students was based on the theory related to students’ response and attitude toward higher order thinking based classroom (Thomas and Thorne 2009). The findings reveal that higher order thinking in storytelling may improve the students’ speaking ability through giving open-ended questions such as: why, how, how about, how if, etc. Such types of questions relatively guided the students to express their opinion and arguments by referring their prior knowledge and experience related to the story. Moreover, the students’ speaking improvement was likely seen from their active participation either in pairs or in group discussions. However, the teacher faced some difficulties in the implementation regarding to developing higher order thinking materials and learning activity in storytelling. Therefore, the teacher chose stories which were familiar to the students’ world. By doing so, they were enthusiastic and motivated to present their ideas, comments and arguments about the stories.

Keywords: Higher Order Thinking (HOT), storytelling, speaking skill, English Young Learners
Rewriting Folktales: Children Literature Context, Adaptation, and Pedagogical Aspects: European and Madura Tales

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Writing as well as translating the fiction stories is not merely literary notion, it involves the cultural context and pedagogical aspect. In the context of children literature, the pedagogical are the profound subject due to the aim of the children literature itself. Writing stories for children should consider the readers thus the children works author explore the psychological views of the children and also the cultural situation where the works are written. This study observes several factors that influence the writing process of children literature such as children literature context (social and culture), adaptation (How do the legendary epics give the influence to the children literature works) and the pedagogical aspects in the children literature (could the children literature educate the readers). The theory of comparative children literature from Emer o'Sullivan is the used to compare the children literature across nation from three different views (context, adaptation, pedagogy). To get the depth understanding the ethnography research is applied, because the research compare between European context and Asian context, particularly Madura Island in Indonesia.

Keywords: Children Literature Context, Comparative Children literature, Adaptation, Pedagogy

How Dominican Girls Lost Their Freedom in Julia Alvarez’s Before We were Free and How the Garcia Girls Lost Their Accents

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This article presents the issue about silence and freedom that is caused by the Trujillo’s dictatorship in Julia Alvarez’s Before We were Free and How the Garcia Girls Lost Their Accents. This research aims to show the main characters, Anita and the Garcia Girls, who suffer from Trujillo’s dictatorship. They lost their family, home, country, freedom, and identity. Anita lost her freedom to speak and to know everything she wants to know, while the Garcia girls lost their homeland and identities. The lack of freedom to speak that is undergone by Anita affects Anita’s voice in the novel because the narrative structure in the novel changes into diary structure. The narrative issue is analyzed using Genette theory about focalization and voice. Besides, the issue about the Garcia girls’ identities is analyzed using Zou’s mind about language identity. The analysis finds the impact of Trujillo’s dictatorship that is experienced by Anita and the Garcia girls, and how it affects Anita’s voice in the novel Before We were Free.

Keywords: silence, freedom, Trujillo’s dictatorship, lack of freedom, diary, identity
Finding the Lost Child: Toward an Alternative Historization and Value of Children’s Literature

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In the contemporary landscape of children’s literature studies in the Philippines, majority of attempts on historization plots its beginning during American colonialism, notable for the formalization of the educational system in the country. As entry point, children’s literature is then commonly historicized intimately to its perceived value as an ideological apparatus: texts for the formation of particularly intended values. Such historization and valuing, however, despite the emphasis on production, distribution, and consumption, do not allow much space for the nuance of children’s literature; it only reiterates the ideological bases used to read Literature (i.e., literature that is assumed “not for children”), ultimately rendering the naming of children’s literature as it is to be futile, its uniqueness lost. The present study then attempts to address this loss: seeking a different mode of valuing children’s literature, it critiques the common notion of the “child” and theorizes an alternative, conceptualized not in accordance to the imagined audience that is marketed as the “child,” but from a possibility of orientation towards literature itself. Rooting the discourse from the notions of larô (play/game) and its embodiment kunwa-kunwarian (make-believe), the study proposes the concept of the child and children’s literature found in and through suspension of disbelief and imagination.

Keywords: historization of LYCA, concept of the child and childhood, readership, alternative historization, discourse of play and make-believe

Myth To Build Imagination: Short Remarks on Children’s Literature

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Children’s Literature is a distinctive genre in the world of literature, and even nowadays has a very specific position there. On the other hand, it denotes the complicated problem dealing with authorship and readership in the context of its relationship with literatures for mature readers. It is certainly because of the canonical paradigm applied to children’s literature due for the mature readers’ sake. Therefore, a gap happens between the two genres, more focusing on the perspective of maturity since children’s literature should be the tool for educating children. By this paradigm the era of being children is the chance or opportunity to learn and exercise to walk on the good and true tracks in anticipating to become the constructed mature people. Interestingly, Omeros, an epic from Caribbean, has criticized this phenomenon by delivering it through the story of a child who lost the relationship with the parent or ancestor but willingly tried to rebuild again despite being in vain. The depiction is just actually a cut from the whole narrative stories of the epic. Obviously, Omeros seems to provide a challenge dealing with the significant role of child in the frame of human developing civilization, as uplifted by the epic. The missing relation which provides a certain miserable consequence for a child in facing the future gradually prepares an option for the child in building the imagination for the next steps of development. This fact suggests the reality that the existence of child is prominent for an epic which as a matter of fact is considered as myth to build human civilization of society.

Keywords: child, identity, ancestor, epic, Caribbean
From Playground to the Battleground:
A Comparative Analysis of Battle of Surabaya and Kangkong 1896

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A revolution is a negation of existing contradictions in the historical context in the sense of becoming, from reaffirming the collective consciousness alongside the redefinition of economic as well as political conditions as part of nation building. The revolution’s main stakeholders are not the revolutionaries themselves but the succeeding generations who will inherit the fruits of the revolution. However, since in a revolution no stones are left unturned, even the quotidian and the innocent daily life of those that are defended by the revolutionaries are included as victims. Both the Battle in Surabaya written by M. Suyanto (2015) and Kangkong 1896 (1997) by Ceres S.C. Alabado respectively, exemplified transitions from adolescence to adulthood brought about by the reshaping of society seen through the eyes of children and their role beyond the capacity of their small and fragile hands.

This paper aims to map the discourses affecting the changes brought about by the revolution beyond the transitions to a nation as a collective but also in the reshaping and arming of consciousness of children who were caught in the complexities of political turmoil and social upheaval. Ergo, this paper reaffirms the role of these stakeholders not as victims but subjects in the creation of history. Furthermore, this paper will affirm the dialectical connection of war and play in Debordian terms of using the urban landscape as a battle field of ideology and resistance.

Keywords: M. Suyanto, Ceres Alabado, Katipunan 1896, Battle of Surabaya, War and Play, Guy Debord

Significant Roles of Adult Readers in Deconstructing the Ideology in Eddy Supangkat’s “Seri Petualangan Kancil”

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“Seri Petualangan Kancil” by Eddy Supangkat is a short-story serial representing a well-known fable in Indonesian: Kancil, si cerdik (the clever hornless deer). The story of Kancil, si cerdik among Indonesians is inherited from generation to generation without any certain point to track its origin. However, the stories keep being alive among Indonesian and becoming a part of its oral tradition. Moreover, due to its uncertain origin, various versions of Kancil, si cerdik story are printed. Nonetheless, the various versions of Kancil, si cerdik agree on highlighting how clever Kancil is. This research draws its focus on the underlying ideology of Kancil, si cerdik based on Supangkat’s “Seri Petualangan Kancil”. The word “cerdik”(clever) labeled to Kancil is founded to be problematic as it overlaps with “licik”(cunning). The way Kancil misuses his cleverness to fool others and get what he wants highlights how cunning he is. Since the story of Kancil, si cerdik has rooted and become a part of Indonesian literary wealth, it is not wise to merely label it as a “bad” children literature, for the “corrupted” moral value it conveys as its ideology. Therefore, this research shares an alternative to revisit and deconstruct the underlying ideology in Supangkat’s “Seri Petualangan Kancil” through the role of its readers.

Keywords: kancil, ideology, adult readers, deconstructing
Cinderellas in Indonesia: Story Variants of Indonesian Folktales with the Theme of ‘Kind And Unkind Girls’

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This paper explores the story variants of Indonesian folktales retold in children’s books with the theme of ‘kind and unkind girls’. Content analysis and narrative analysis are deployed to reveal the similarities of the stories and the variation of the narrative elements. The analysis shows that there are fifteen story titles which construe the theme and depict the plot of girls’ rivalry. From those titles, there are four kinds of relationship between the heroine and the female villains in which the heroines are a stepdaughter, a niece, the youngest daughter or princess. Further, although the types of ending show the general pattern of the stories with the theme of ‘kind and unkind girl’, there are various ending of the stories, indicated by a reward for the heroine and punishment for the villain. The kind girl is rewarded by a marriage with a handsome young man/a prince (and) a crown, by treasure, or by a transformation into a bird. In addition, the types of punishment for the villain are 1.) getting bitten by snakes; 2.) getting lost in the woods; 3.) being ashamed 4.) being killed or 5.) losing mind. It is significant to note that the punishment for the villain can be omitted with the provision of apologizing and forgiveness. Moreover, the reward for the heroine might be in the form of death as a way to escape from suffering.

Keywords: story variants, Indonesian folktales, kind and unkind girls

An Analysis of the Biography for Young Reader as Literary History through the Great Lives Series by Tahanan Books

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In our post-colonial situation, how do we go about teaching our national history and the lives of important historical figures to young readers? More importantly, what version of these narratives do we teach them? Considering that the biography is a form of literary history that focuses on the individual rather than the collective, the biography written for young adults is a form that has the unique challenge of selecting the most appropriate narrative for young readers and presenting it in a way that will engage them and encourage them more to study more technical historical texts.

Through this study, I analyzed the Great Lives Series, published by Tahanan Books, which is a series of twelve books, each one focused on telling the story of an important figure in Philippine history with the intended audience being children between the ages of eight and twelve. Through this study, I looked at the literary value, the historical value, and the literary historical value of these texts in order to determine how they dispensed and distilled these historical and biographical narratives in such a way that they could be made palatable for the young reader.

Overall, my study found that there is sufficient evidence to say that this particular series of books had a certain degree of censorship, and it used the version of the truth that was in line with making these reader good citizens. More importantly, these books used common literary devices in order to capture the interest of these young readers.
Rene O. Villanueva, the Father of Modern Children's Literature in the Philippines

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Rene O. Villanueva (1954-2007) was a Filipino multi-awarded writer (children's story writer, playwright, essayist) and regarded by some Philippine scholars as “The Father of Modern Children's Literature in the Philippines”. He was one of the first writers of the Aklat Adarna series of then Children's Communication Center, founded in the late 1970's. He also became known then as the head writer of the popular children's television program in the Philippines titled Batibot in the 1980-1990's. In his three decades of writing for children, he often writes or tackles about myths, legends, lives of heroes and historical events, etc. as his topics. Because of his dedication in the field of Children’s Literature, he was nominated in the Hans Christian Andersen Award in 2002.

Villanueva has written more or less than a hundred storybooks, children's poems and young adult novels in the span of thirty years. Almost a decade after his death, his extant works have not given any attention to be collected/archived for safekeeping and further studies. Copies of his works are scattered in different university libraries in Manila and some are in the possession of his family.

In this paper, author wishes to introduce Rene O. Villanueva as writer and a legend the field of children's literature in the Philippines and give a preview of his works in the said field. A sample of his works compared to some Indonesian folktales and children's stories will also be featured to show parallelism and some common themes between literature for children written in the Philippines and Indonesia.

This study attempts to contribute to the field of children's literature in the Philippines and Southeast Asia as well.

Keywords: Rene O. Villanueva, children's literature, Philippines

Children's Literature for Children in Multicultural Society

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Children in the age before 9 believe that what is written in the book is always right and they define themselves with what they read in the book, because they are in the stage of moral realism in which children believe that rules come from the authority that cannot be negotiated. Therefore it will not be beneficial to provide them with strongly patronizing stories like those with strict protagonist and antagonist characters which are available in many Indonesian Foklore such as Ande-Ande Lumut, Bawang Merah-Bawang Putih, Kancil dan Kura-Kura. Those stories has formulaic narratives about a good person as a defeatist who will be granted happiness in the end of the stories. Those stories also perpetuate many stereotyping towards others.

Children in moral realism stage need more stories which arouse their critical thinking to move to the next stage, that is moral relativism in which children can see things from several points of view so that they become more tolerant toward others. The stories which might arouse children’s appreciation toward different opinions are those about the identification of individual feeling, the empathy towards others, and those which offer discussion and dialog to open their mind about multiculturalism. Such stories are crucial to share with children in their formation age, especially those who live in a society with various cultures like Indonesia. Children need more reflective stories to grow up as more open minded individuals.

Keywords: children’s literature, moral development, moral reasoning, critical thinking
Learning From Their Own Book

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Sport, singing and dancing are most popular activities than reading and writing in children group St. Antonius Padua-Manggarai District, NTT. Lack of facilities, limited opportunity and poor attention for writing and reading from the communities became some of the challenges for the children group. Working with the issue, children through their group have created plan to increase their peer interest for reading and writing. The plan got supported from Church, SMPN 3 Cibal, communities and Wahana Visi Indonesia in form of stimulations. The stimulations were library with its books, networking with literary children book club, reading and writing workshops and training, event of celebrating Nasional language day, publishing a book consisted compilation of children’s short stories, book reading and reflection and presenting their transformation to the audience in a conference. The stimulation contributed the increasing number of children who interested in reading and writing in the children group. Using their own writings, children learnt to create better language and writing skills. Their transformation was not just for literacy but more for their well-being.

Keywords: reading, writing, child group, community, stimulation, motivation, opportunity

The Death of Witches: Dark Humor in British Contemporary Children’s Literary Works

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Death has been bleak and grim topic narrated carefully in children’s literature. Adults like parents, teachers, and librarian as those who control what children read need to assure that the content of the books is suitable for their ages. Death caused by murder is one of the topics that usually put in adults literature, instead of children’s literature moreover when the killing is brutal or sadistic. However, to end a life of someone or something undesirable like the villain or the enemy is something expected.

The Witches by Roald Dahl and Demon Dentist by David Walliams are children’s novels which the death of the villain is not only anticipated, but also create laughter. Thus, this research concentrates on the implication of the use of dark humor in picturing the death of witches found in both British contemporary children’s literary works. To help analyzing these novels, the researcher uses Sigmund Freud’s theory on humor written in his book Jokes and Their Relation to the Unconscious. Jokes are mental process that stimulates pleasure but in the same time have the ability to transform hostility into satisfactory laughter.

Although these novels depict different era, dark humor as a way to narrate the death of the witches portrays several similarities in perceiving very old devilish women. First, while in the history of Europe inquisitors own the right to prosecute witches, witches killing is something feasible to be done by small young boys. Second, the death of powerful wicked women relieves the anxiety, but by belittling the enemy into small, inferior, despicable or comic gives the readers as the outsider a pleasure even though they do not kill them. Finally, witches serve perfectly as the opposite of the main character, children which are supposed to fulfill the ideal: self-mastery of self, others, and the world, control of mind, and willingness to work with others.

Keywords: witches, dark humor, pleasure, hostility, Dahl, Walliams
Reconstruction of Traditional Gender Roles through the Recreation of Classic Tales in Politically Correct Bedtime Stories by Garner James Finn

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People are generally exposed to literary works since they were very young. Parents usually sing their babies nursery rhymes to put them to sleep; and as their little children grow older they read them stories to delight and educate them. In older times, when children book has not been invented, stories are circulated among people orally. These stories of oral tradition take several forms, i.e. folktales, fairytales, fables, and others. These were stories consumed by people, including children in older times. However, despite of the current development and modernization, some folktales, fairytales, and fables are still being reproduced in children books and even in movies. The examples of these timeless stories are “Little Red Riding Hood”, “Cinderella”, “Rapunzel”, “Snow White”, and “The Frog Prince”. Modern parents and nursery teachers still read these stories to present-day children. Whether these stories are still appropriate for the modern context is the question, remembering that as society grows, values embraced by them is also changing. Garner James Finn attempted to recreate these timeless short stories, believing that the classic version is originally created to entrench patriarchy and is insensitive to women issues, minority culture, and the environment (Finn, 2004). Among several classic stories recreated by Garner James Finn in his Politically Correct Bedtime Stories, the writer selected tales with women and little girls as the major characters. The stories chosen to be analyzed are “Little Red Riding Hood”, “Cinderella”, “Rapunzel”, “Snow White”, and “The Frog Prince”. Feminist criticism is employed in this study as it attempts to unveil how traditional gender roles are being deconstructed by the author through the new version of the stories; and it also attempts to figure out the new ideology that the author wants to share to the readers of this book.

Keywords: children literature, classic tales, gender roles, feminism, ideology

Young Adult Heroism in the Buru Quartet

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Pramoedya Ananta Toer was a firm believer in the young generation’s salient role in not only forging the nation, but also in recoursing its fate. Such advocacy is apparent in his four-installation works, the Buru Quartet. This paper aims to explore the narration of young adult heroism as reflected in the life journey of a pioneer journalist, Raden Mas Minke, the protagonist of the quartet. The narration frames an important phase of Minke’s life, his maturing process and search of identity, which serves as a rite of passage. For both Minke and Pramoedya, writing is a weapon to fight against oppressions. Through writing, Minke explored the world of native people and subsequently face ordeals that are meant to help him achieve a sense of self. To unfold this concept, this paper reflects on Joseph Campbell’s (2008) discussion on the rite of passage of a hero. The conclusion suggests that narration of heroism in the quartet gives resonance to the youth’s salience in the process of forging the nation.

Keywords: heroism, young adult, rite of passage
The Role of Young-Adults Fiction in Maintaining the Notion of Romantic Love and Sex

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It is taken for granted today that the ideal concept of love is that of romantic love—one based on spontaneous attraction, passion, and unconditional acceptance. Thinkers like Alain de Botton have polemicized this impulse of romantic love which originated from Romanticism as source of conflicts in many relationships exactly because the industrial world which feeds this impulse provides inadequate space to actually cultivate it; that it is more founded upon fantasy than grounded in reality. Among the medium in which this fantasy has multiplied itself into reality is literature; more specifically, young-adults fiction. Young-adults have served the ideal market target and audience for this notion of romantic love, as proven by the many film adaptations of young-adults titles. However, this romantic impulse often carries along with it the notion of romantic sex, viewed by Romanticism as the ultimate celebration of love through passion; its ultimate climax. This article follows through the critical framework provided by contemporary thinkers like de Botton in order to scrutinize this notion of romantic sex in young-adults fiction, as industrial multiplication has enabled it to penetrate many cultural layers where sex had previously been a marginal topic of discussion. The ultimate goal is not to identify young-adults fiction as overtly romance or sex-ridden, but to argue of the significant role of young-adults fiction in feeding this long surviving romanticist impulse and ideal of love and sex which has characterized the modern.

Keywords: young-adults fiction, romantic love, romantic sex, romanticism

“We Can Do It! -or Can We?”: Subjectivity in Indonesian Films for Children

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This paper examines how children characters in four Indonesian films for children attempt to resist adult’s power. Four films -Laskar Pelangi (2008), Serdadu Kumbang (2011), Lima Elang (2011) and Langit Biru (2012) portray different ways of dealing with adults to gain the children’s wish and aspirations. This seems to be in line with what Trites (1997) and Nikolajeva (2011) assert that children’s literature should empower children in imagination and fiction although they are unlikely to do so in reality as they are under adult’s control. Using formal system analysis (Bordwell and Thompson, 2008) to explore the visual and narrative elements of the films, the study generates two findings. First, in terms of narrative, the attempts of resistance occur when the children characters disobey and/or outwit adults’ authority. This suggests the space for children’s subjectivity and agency. Second, unfortunately, the visual elements are not significantly explored to enhance these acts of disobedience and/or intelligence. The findings imply that films for children, although potentially empowering, visually are not taken seriously both for their functions of entertainment and pedagogy. Consequently, the production of Indonesia films for children maintains the perspective of children as object instead of subject of its own.

Keywords: film for children, subjectivity, adults’ power, empowering, resistance, formal analysis
The Myers-Briggs Personality Type Indicator
as a Bridge to understand Children’s Literature in the Philippines

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There are hundreds and thousands of children and young adult literature that have already been of use in schools and other universities as a jumpstart to early learning of criticality in each student’s literary studies. However, many have not realised the different personality types created by the authors themselves are mainly reflections of them, the country and the ideal character they are trying to create in order to prove their didactic.

This research focuses on the effects of Carl Jung's Myers-Briggs Personality Indicator psychological test to the literary devices used in children and young adults’ literature. The project discusses certain points about the MBTI types of certain children's literature authors, their lives and the way they write (writing style) and how the readership of a particular audience, specifically in the Philippine setting. It also discusses theories on why MBTI of the craftsman and the readers have caused many of the topics to be linear and didactic.

The paper also focuses on the main themes used in the different children’s stories and the possible MBTI type of each character to be discussed. As the research progresses, the paper analyses the future and availability of this particular literature based on the possible personality types of the future readers.

This research will also tackle relevant information about how the children’s literature, most specifically in the Philippine setting can change the worldview of its readers in the future, given that there is a particular MBTI type to be used as a fixed in the Philippines as collective.

The children and young adult literature most specifically in South East Asia would benefit from this study as it gives a different perspective on how personality type indicators create stereotypes and hegemony.

Indonesian Folktales for Thematic Teaching
at Elementary School in Indonesia: A Literature Review

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One of the teaching principles recommended by the Ministry of National Education is the use of fun, joyful thematic ways to teach the students. It is also suggested that the teaching and learning processes should include the scientific approach. Getting involved in elementary school teachers training, the researcher encountered challenges for teachers to implement such an approach to Indonesian students. The researcher assumed that this challenge appeared due to the Indonesian history, which is known to hold oral traditions. This apparent drawback has the potential to become an opportunity for an innovative approach to character building and subject education. One of the possible positive outcomes to this oral tradition is the teaching through storytelling. It has been reviewed that storytelling has the potential to attract the students’ attention and to teach moral values to kids. Being observed deeply, in almost any folktale, there is also a scientific explanation that can be explored. These potentials provide a strategic springboard for elementary school teachers in Indonesia to teach students about a variety of subjects including sciences. For this reason, this article is intended to review the possibilities of Indonesian folktales as a learning media for thematic teaching based on Curriculum 2013 and the steps to use it in the classroom.
Techniques, Methods and Ideology in Children’s Short Stories Translation

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The purpose of this study was to describe the techniques, methods and ideology on translation of short stories contained in the book Children set Fairytale Bilingual (English-Indonesian) published by English Literature Study Program Field of Interest Translating FISIP Open University. Bilingual children’s book collection is the result of Community Services with the title “Fairytale IBM Program as a Means of Generating Mental Revolution in Putra Bangsa Sawangan Elementary School,” was held in 2015. The story is examined there are 2 stories namely Two Good Friends Had A Quarrel One Day (In One Day Two People Friendly Fighting), and the story of the Monkey and the Dolphin (Monkey and Dolphin). The research design used is descriptive qualitative research design. Based on the analysis and findings of this study can be summarized translation techniques on both the story is dominated by established equivalent and particulation, besides the method of translation used is the translation methods of adaptation to the ideology of the translation is domestication.

Keywords: techniques, methods, ideology translation, children’s short stories

Returning to the Past, Correcting the Past and Rewriting the Past in Young Adult Novels Prada and Prejudice and Roro Mendut in Love

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There are many similarities between Hubbard’s Prada and Prejudice and Dianita Mie’s Roro Mendut in Love. Both stories revolve around returning to the past, correcting the past and rewriting the past. Both stories are coming-of-age stories as well-stories in which children are transformed into young adults, stories in which protagonists move into greater self-understanding and self-awareness through the course of the narrative. In each of the novels, self-identity is connected to returning to the past. Having a sense of the past, these novels seem to say, is prerequisite to having a sense of self. Both authors show how these stories invite us to think of the “author” as a mere reading hypothesis: rather than an intertextuality of Pride and prejudice and Roro Mendut. Both authors through these texts are correctors of the past. They suggest that it is necessary to reconstruct the scene to be adjusted to the current situation in order to be read by young adult readers.

Keywords: young adult novels, returning to the past, reconstructing the past, rewriting the past, intertextuality

Teenage Dream: Fantasy as a Tool for Writing Diversity in Literature for Young Adults

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Given the numerous cultures within the many nations of Southeast Asia and within the Philippines itself, differences must be addressed to youths as much as similarities. This paper aims to discuss how a writer can utilize fantasy for this goal by analyzing the structure, definition, and techniques on what makes the genre, since it is, by nature, subversive. Fantasy literature can be a form of counter-narrative to represent and empower the marginalized.

Keywords: fantasy, young adult, diversity, representation
(Re)Seeing Shadows: Eyes, Mirrors, and Education in Three Work of Ray Bradbury

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This paper will initially describe mirrors through the eyes of main characters argued by Genette (1988) and Bal (2008) in three works of Ray Bradbury—Fahrenheit 451 (1953), The Martian Chronicles (1950), and S is for Space (1966). The eyes and mirrors which the characters used to examine self and others are argued by using McGiveron (2008), Mellard (1991), and Jackson (1981) who reread Lacan’s mirror stage which is compared to Benito, Manzanas, & Simal (2009). Connor (2008) which links Plato’s Allegory of the Cave and Fahrenheit 451 will be used to indicate the need of main character seeking knowledge and leaving his conformist society which is later argued by using Gilbert and Gubar (2000). Those ideas will be connected to the issues of America in 1950s—Cold War, witch hunt, atomic bomb, and rising of televisions—by using Booker (2001), Zipes (2008), and Hoskinston (1995). The education reflected in the works will be compared to history of America in 1950s described by Patai (2013) and McDonald (2007). Therefore, this paper will not only describe the projection of 1950s American that was conformist, apathetic, and anti-intellectual but also (re)see and define the role of science-fiction as a genre of children and young adult literature in our society.

Keywords: eyes, mirrors, education, science-fiction

Adapting Indonesian Local Value in Literature for Children and Young Adult (LCYA) as a Form of Peace Education to Prevent Violence and Bullying Among Children and Youth

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For the latest few years, we have faced and are surprised with conflicts among the youth. Some students from a school went out to attack the students of other’s school (in Indonesia called ‘tawuran’) and making each other so much in danger. Also, bullying can be easily found at elementary school until university, at someone’s social media, even appears in so many bad television programs. Moreover, Indonesia is in the ‘bullying alert’ stage now. If it goes being uncontrolled, it can be more severe and deliver a new generation who tends to preserve radicalism. This paper examines the crisis of good personality and social value among children and teenagers which make them easily trapped by social conflict (including related factors). As the country which is consisted of the great number of tribe and naturally has got into diversity, there are so many local value that quite good to be adapted to literature in the purpose to educate children and teenagers. So, as the solution of this case, I am offering a possible way to educate them through LCYA combined with local value as the educational content. This step is based on the effort to get the children and teenagers more tolerance and resilient enough in social life so that they could reduce conflicts and appreciate brotherhood.

Keywords: children literature, adolescent, local value, local wisdom, educational content
The Liberating Role of Imagination in Rabindranath Tagore’s *The Post Office* and Antoine de Saint-Exupéry’s *The Little Prince*

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Two critically acclaimed literary works for children and young adults, Rabindranath Tagore’s play *The Post Office* and Exupéry's *The Little Prince*, juxtapose the dull and imagination-lacking life of adults with the vibrant and imagination-fuelled life of children. However, the two works see the untimely death of their adventure-loving child protagonists. Amal in *The Post Office*, confined in his room due to his incurable illness, spends his last moments talking to passers-by from his window. Yet, with his imagination he travels across the rivers and the mountains, and he invigorates the life of the people he encounters. Written in 1912 after the death of Tagore’s own young son and daughter, the play celebrates liberation from captivity, something that seems to resonate in its performance by Jewish children of an orphanage in Warsaw during the World War II. Exupéry's *The Little Prince* tells about the encounter between the book’s narrator, a pilot whose plane was shot down in a desert, and the Little Prince from Planet B612. The prince’s story holds the key to the pilot’s survival, although the prince himself in the end succumbs to the fatal poison of a yellow snake. This paper explores how the two works present imagination not only as a source of pleasure, but also as a source of survival, motivation, and power. In the figures of Amal and the Little Prince, imagination becomes more than just a jolt of life; rather, it becomes a life source. In addition, imagination enables the protagonists to cross borders, and in the end makes their crossing to the ultimate frontier, i.e. death, not as an end in their life in the living, but as a continuation, for the continue to live in the hearts and minds of the people whose lives they have touched.

Social Agenda in Children’s Stories in the *Bisaya* 1982-1984

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There is no consensus among scholars as to how to define the field of children’s literature. Is children’s literature written “by” children or “for” children? If it is literature written “for” children, is it still children’s literature if it is read by adults? What of “adult” literature read also by children - are these children’s literature?  
Whether or not we classify a text as children’s literature or as adult literature practically holds ideological outcomes. When surveying several popular genres such as the romance and the thriller, Thomas Beebee finds that genres serve a purpose. He gives the example of the popular romance as “a response to the fact that American women are not provided with nurturers the way men are. Men and children . . . develop different desires, and hence they enjoy different genres” (4). The thriller relies on unexpected events and actions so the reader does not have any inkling as to what will happen next. What Beebee appears to be positing is that readers and their needs decide the utility of a genre and that genres function as classified types of different reading experiences.
Literacy on Health and Environment in Eight Novels Written by Indonesian Children

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This paper studies how the issues of health and environment are discussed in eight novels written by children aged 10 to 14 years old, which are published by DAR! Mizan Publisher, Bandung. Since 2003, this publisher has given more attention to children’s literature by launching a program called ‘Kecil-kecil Punya Karya’ (KKPK), which accommodates children’s writing in the form of short stories and novels to be published. These children writers compose many themes in their books, but in this essay, I will only focus the research on the presentation of health and environment issues uncovered in KKPK novels, entitled Geng Penyelamat Alam, Happy Camp, Kebun Bunga Tammy, Stranded: Cerita dari Pulau tak Berpenghuni, Gadis Kecil di Ujung Pulau, Liburan di Fairy Land, Keajaiban Terindah, and Petualangan di Gua Ajaib. These novels are chosen because their theme or setting are about or around environment. This research is based on ecocriticism theory, developed by Laurence Buell. I observe the perception of the narrator and the main character toward the two issues mentioned above. The result of the research shows that there is a different understanding in the Indonesian children writers’ literacy, especially in KKPK books, toward health and environment.

Keywords: children’s literature, ecocriticism, health and environment literacy, KKPK

Student’s Perception on Power Relation in Simple Plan’s Song Entitled Perfect (A Critical Discourse Analysis)

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Teaching language is no longer merely about grammar. People learn a certain language in order to be able to communicate well. The term ‘critical’ in critical discourse analysis refers to an attempt to reveal, identify and explain implicit or explicit relation and association between language, power and ideology (Kristina, 30). Teachers are responsible to encourage their students to have a critical thinking by conducting critical pedagogy in the class. Crater and Nunan (200) define critical pedagogy as a way of teaching that strives not only to transmit linguistic knowledge and cultural information, but also to examine critically both the conditions under which the language is used, and the social, cultural and ideological purposes of its use. Therefore, the researchers believe that the study of critical discourse analysis using a song as the text is crucial for the students in the class. This study aims to reveal student’s perception on power relation in Simple Plan’s song entitled Perfect. Descriptive qualitative was used in this research. The research was conducted in a senior high school in one of the cities in Central Java. The samples were collected from 10 students of grade 11th by using purposive sampling. The researchers used observation and interview to collect the data. The data analysis used a critical discourse analysis purposed by Fairclough. The results show that students have strong perceptions toward power relations between parents and children reflected in the song ‘Perfect’.

Keywords: students’ perception, power relation, critical discourse analysis, song
The Language of Children’s Literature

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Children’s literature is defined as, among others, literature with children as the readership. However, many literary works targeting children as the readership are also read by adult readers. On the other hand, there are also works not targeting children readership but read by children. Children’s literature is also assumed to affect children’s intelligence, emotion and imagination. In order for children to enjoy the reading, it is necessary that the works are written in the language of their competence level. This presentation discusses the nature of children’s language development and the linguistic features of children’s literature. The features include the organization, orthography, grammar and words used in children’s literature.

Women’s Space in Children’s Literature

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Up until now, we can observe the innate challenge and struggle faced by women in finding her space in her society, institution, company and even in her own history. For self-proclaimed Feminists, it became difficult for them to continue their advocacy just relying on themselves in clearing women’s roles and treating women as an active leader-participant of her world. Actually, is it right to let them take the full responsibility in initiating the correct and debunking the misrepresentation of woman as an individual and a catalyst of change?

This paper aims to analyze children’s literature in particular to the 10 children’s short stories awarded by Don Carlos Palanca's Recognition, one of the most prestigious award-giving body in the Philippine Literature. By using content analysis and semiotics, the researcher deconstructs the text and images of the short stories which was all written by male writers. With this view, the research believes that it can assess the value of depth and extent of consciousness of Filipinos writer-educators on how they establish women’s space as a human and as a significant game-changer in our society.

Promoting Children Literature to Foster Language Awareness

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There are many ways to foster language awareness. One of the ways is by exposing students to authentic material such as children literature. This paper discusses the exposure of children literature to foster language awareness. Also this paper will explore how sixth graders respond to Hans Christian Andersen’s short stories, especially how they respond and appreciate the literary elements such as characters and setting of the stories. As an authentic materials that give knowledge and pleasure at the same time, children literature is still rarely used in language classroom. It is interesting to highlight the practice of promoting children literature in the classroom to foster students’ language awareness. To explore the issue mentioned above, reader response and reception aesthetics approach will be conducted to elaborate the responses of the readers, their appreciation towards literary elements and how this children literature dealt with students’ language awareness as well as their socio emotional engagement with the text. The results shows that responses towards characters’ physical and mental qualities contribute a lot to students’ language development especially in descriptive words. Also it is found out that the arrangement of the seat during the text presented contribute a lot to the socio emotional responses of the reader towards the text that lead to their enthusiasm on expressing their responses.
Teaching Reading through Children’s Literature: The Impact and Process of Save the Children’s Literacy Boost Program

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Access of children to children’s literature remains a major concern in the Philippines. According to the National Library of the Philippines, there are only 1,396 public libraries when there should be 43,000. Commercial book stores are also concentrated in Metro Manila, leaving other children across the archipelago with minimal access to children’s literature. To increase the access of children to quality children’s literature and help ensure that children learn to read by the end of 3rd Grade, Save the Children implements its Literacy Boost Program. Literacy Boost is an innovative and evidence-based program that ensures quality literacy education inside and outside formal school settings through children assessment, teacher training, and community action. In the program’s community action component, there are learner-centered activities that allow children to enhance their literacy skills in fun but educational ways. It uses best practices from existing research on how to teach children to read through local and developmentally appropriate children’s literature and play-based activities. The paper will present the integration of children’s literature and teaching reading skills in the context of Literacy Boost Program. It will outline how the program model contribute towards improvement of children’s literacy habits and practices, in school and household level where interventions are being implemented. It analyzes what factors are associated with greatest change in children’s literacy habits and practices, and correlate reading scores and school performance in the target communities. Further, the presentation will highlight context-specific similarities and differences in urban and rural settings.

Keywords: reading, literacy, Literacy Boost, Save the Children, literacy program, teaching reading

The Use of Puppet Performances in Delivering Positive Values to Young Children: A Case Study of Alden Puppet Ministry, GPdI Kopo Permai Bandung

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There are many ways used to convey meaning and purpose of a story, one of them is through performance, one of them is puppet performance. Puppets are commonly used to resemble a character, a virtue, and a story in order to convey certain message to its audiences. The puppets are used as a media to live on characters and their characteristics. Directed by its puppeteers, the puppets becomes an interesting object to watch, that is why many people, young and old, like to watch puppet performances, especially young children. This become an interesting way of delivering messages and ideas. A good combination of story, performance, and property make a puppet performance can be a best tool to teach young children about certain message or norms. This study is trying to study how a puppet performance can be a useful media of teaching young children about life and positive values. Besides that this study also wants to analyze how the performers or the puppeteers try to use their performances as a media of teaching and sharing their ideas and goals. This study is going to do research, observation and interview to a group of puppeteers in Bandung, which is known for their performances for young children.

Keywords: performance studies, puppet performance, children literature
Gambaran Pemahaman Mahasiswa Terhadap Topik-topik Diskusi Sastra Anak dalam Pembelajaran di Kelas Sastra

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Kata Kunci: Pembelajaran Sastra, Mata Kuliah Sastra Anak, Diskusi Mahasiswa, Topik-topik Sastra Anak

Robinson Crusoe and the Modernization of Nineteenth-Century Sundanese Young People

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The publication by Landsdrukkerij (the Dutch colonial government publishing house) of Kartawinata’s Carita Robinson Krusoe (CRK) in 1879—as a translation of presumably a Dutch adaptation of Daniel Defoe’s Robinson Crusoe (1719)—indicates the effort to offer the figure of Robinson Crusoe as model for the modern Sundanese man but retaining the specific characteristics of local cultural values held by members of the middle class and nobility of the Priangan region at the time. This text was translated into Sundanese and printed in the Cacarakan script to serve as reading material for local children in the context of the Ethical Policy. This paper intends to show the relationship between the colonial socio-political context in the Dutch-Indies and the transition of the Sundanese society into the liberal economy and its various modes of expression which rely on the modern publishing industry and print technology. By comparing Kartawinata’s text to Defoe’s original and other abridged versions of the novel, employing New Historicism and cultural materialist methods in the postcolonial framework, we would like to argue that CRK represents how the efforts to educate local young people through the promotion of literacy and literature attempt to negotiate 18th- and 19th-century liberal humanist views with local Sundanese values, the result of which is still apparent today in contemporary Sundanese ideals.

Keywords: Robinson Crusoe, Kartawinata, print, Landsdrukkerij, Sunda, modernization
The Child-Themed Family Drama in Selected 1950s Filipino Komiks-to-Film Adaptations

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This paper examines two extant komiks series from the 1950s and their film adaptations as part of a longer work to theorize on Filipino film adaptation. The said works of adaptation were Kerubin/Cherub (1952) and Munting Koronel/Little Colonel (1953) where the child serves as the emotional center of typical Filipino middle class families in the 1950s. The Filipino family in the 1950s was crucial in constructing a post-war generation, in building an industrializing economy, and in confronting a modernizing culture. The changes wrought by the Pacific War made their impact on the domestic scene, specifically (a) on marital affairs; (b) on relationships with in-laws and matters of inheritance; (c) on the finances of the family; and (d) the impact of the social milieu on home life. The representation of the child will be examined according to the form and tropes of Filipino family drama in the 1950s. Aside from unravelling the modes and techniques of komiks-to-film adaptation, the two sample texts will serve as springboard to examining (a) the bourgeois ethos represented in popular culture in the 1950s; (b) the centrality of the child in melodrama; and (c) the trans-generational relationships that are embedded in the form and themes of a typical family drama as it undergoes generic mediation.

Close reading of Selected Titles about Indigenous Children

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We must always position children as critically active, capable of being engaged and have the capacity to solve his or her own problem whether in literature or in society. Considering this, children deserve literature that responds to this given position. This assertion was put into the context of how children are being exposed to other culture. In Pat Pinsent’s *Children’s Literature and the Politics of Equality*, she said that what children need is an awareness of the different kinds of cultures; accepting the value of other people’s in no way means that we denigrate the qualities of our own... Books, which portray other languages and cultures as they are, without preaching or being patronizing, are likely to be effective in creating respect on both sides. In the Philippines, there is an existing diversity of culture since the country has 14 to 17 millions Indigenous Peoples (IPs) which belongs to 110 ethno-linguistic groups, each has their own entrench culture. This paper aims to analyze how the representation of Indigenous Children became limited based on the inventory of published children’s literature focused about them. This paper studies *Gustong Mag-aral ni Sula* (Sula Wants to Study), *May Kapatid na si Mungan* (Mungan has a sibling), *Bahay ng Maraming Masasayang Tining* (House of Joyful voices), *Ang Ibay ni Miana* (Miana's Friend) and *Ang Paaralan ni Fuwan* (The school of Fuwan) published in the year 2003 under the initiative of Adarna Publishing House in cooperation with UNICEF.

Keywords: Indigenous People, Filipino children, culture, education system, context
Retelling Oral Literature by and for Indigenous Groups: The Case of the Blaan, Tagakaolo, and Tboli

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More than a hundred indigenous/ethnolinguistic groups in the Philippines offer a rich source of oral stories for retelling for children. For most of these retellings, however, the reteller and the intended audience are usually from outside of the source indigenous culture. But what if the intended audience and the reteller are both from the source indigenous culture? This paper examines the attempt of a nongovernmental organisation to create picture books by selected Blaan, Tagakaolo, and Tboli writers for their children, using their indigenous oral literature as source.

Keywords: Blaan, indigenous people, oral literature, picture book, retelling, Tagakaolo, Tboli

The Child, Power, and Reimagination in Gremer Chan Reyes’ Short Fiction

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A substantial majority of narratives for children and young adults are produced by writers beyond the age range of their intended audience. This is one of the primary reasons why authorship and readership are key issues in studies on or relating to literature for the young. Along with questions of perspective—from what or whose point of view the story is told, the authenticity of the voice and storytelling, among others—in these works are problems of location and role of child characters in stories set in a world of adults. As the predominant notion being that society controlled by institutions run by grownups shapes children and their childhood, looking at how children affect people and events surrounding them recognizes agency in children. This recognition reveals the arbitrariness of power relations at work in the existing child-adult binary; hence challenging the said binary itself. In this paper, five of the short stories of Gremer Chan Reyes—“The Child, The Bird, The Man,” “At the Edge of Light and Dark”, “The Child and the Fearsome Crab,” “A Day in the Life of a Man in Tinagong Dagat,” and “A Shore on the Other Side of the Sea”—will be examined for different literary representations of the child, with the aim of highlighting agency and power in child characters in relation to the adult world where they move about. Reyes is one of the finest writers in the Cebuano language. Using perspectives from childhood studies and literary criticism, the study will also attempt to present how literature becomes an act of reimagination as it gives body to an already imagined identity of the child, which has been defined and constrained by the child-adult binary relations.

Keywords: childhood studies, power, Cebuano literature
Unmasking the Real Villain: Philippine National Identity as Represented in the Superhero Graphic Literature Captain Barbell

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How can Philippine national identity be defined if not through its long history of colonization? In his book “Culture and History” National Artist Nick Joaquin claims that Philippine identity is defined precisely by its search for its own identity. Indeed, the essence of a pure national identity, detached from that of its Spanish and American colonizers’, is a prevailing question in the Philippines. This paper incorporates analytical methods in new historicism and post-colonial theory in examining Philippine national identity through its representation in the graphic literature, known in filipino as komiks, Captain Barbell (1963 - 1964). Encompassing the study of an iconic superhero in the realm of children’s literature, this paper delineates Philippine nationhood while simultaneously illuminating the significant role of cultural texts in forming and reflecting the society’s discourse of national identity.

A close analysis reveals that the komiks Captain Barbell reifies the post-colonial specificities of Philippine national identity through representations of appropriation, hybridity and mimetism. Philippine national identity as depicted in the komiks can only exist if influenced by the Other. This dependence to the Other leads to disunity within the nation, so much so that the villains in the komiks are their own countrymen and the saviors are the colonizers. In sum, Captain Barbell depicts colonization as a positive deliverance from national discord. In addition to these notions of hybridized identity and positive colonization, this paper also provides a glimpse of the relevance of Philippine national identity in the current discourse of the globalization era.

Keywords: komiks, Captain Barbell, Philippines, national identity, nation, post-colonialism, new historicism, children’s literature

Of People and Nature: Eco Education in Young Adult Literature from Asia

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It is important to plant environmental awareness to children as early as possible through literature. Ecological issues appear in a variety of imaginative and creative writing intended for children but quite entertaining for adults as well. Written through the eyes of a child, many conservation stories not only empower the young minds, but they also help adults change their attitude to respect environment and, to echo Pope Francis, care for the world as our common home. This paper is to discuss such environmental stories as fables, folklores, short stories from Asia. The narrative strands found in 17 stories studied include (1) depleting earth and natural resources, (2) people’s greed, and (3) preservation of the traditional wisdom. While animal stories dominate the narratives, it is the specific and philosophic depiction of and engagement with place and nature of the indigenous, Asian setting that give the stories their “Asian-ness” when dealing with the shared campaign to save our planet. In the light of Ecocriticism, this paper concludes that the call for environmental protection can be done through young adult literature in a non-condescending fashion. Some texts however, are still anthropocentric, hence providing no space to explore fully the human-nature relationship in a balanced way.

Keywords: Ecocriticism, traditional wisdom, anthropocentric
The Calling of the Sea: An Ecofeminist Analysis of Contemporary Themes in Young Adult Novels in the Philippines

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Much of what has been covered in mainstream publications of novels in the Philippines shies away from tacking the stories of young Filipinos in the far-flung regions of the country. Likewise, rarely do we see literary texts—more so, literary analyses—that adjoin the issues of nature conservation and gender discrimination, especially in a country that is more concerned with addressing the everyday realities of poverty and corruption in the city. In the recent years, however, one of the biggest publication houses in the Philippines successively released a new series of novels that taps into the rising population of young adult readers in the country. And what is even more interesting is that the said novels are far from being traditional, with their focus on topics that include the illegal poaching of whale sharks, and the political displacement of the Badjaos, an ethnic group of sea gypsies in the Philippines.

As such, this paper aims to shed light into the issues of ecology and diversity, as represented in contemporary young adult novels in the Philippines. Through a comparative analysis of two of the recently best-selling novels, namely Anina ng mga Alon (Anina of the Waves) by Eugene Evasco, and Mga Tala sa Dagat (Stars in the Sea) by Annette Garcia, the study seeks to uncover the implications of ethnocultural norms and ecological distress on the formation of young adults in the Philippines. With ecofeminism as the primary theoretical framework of the study, fundamental relationships between man and nature will also be explored and examined in the perspective of the marginalized youth in the two novels.

Naturalness Issue in a Series of Indonesian Islamic Children Literature

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The study discusses the issue of translation naturalness in a series of Kalimat thoyyibah storybooks which introduce children earlier to some Islamic abstract concepts and simple rituals of using the thoyyib (good/noble) expressions. The discussion is mainly related to the appropriateness of the linguistic choices to children language development (McDevitt and Ormrod, 2002). There are five out of the ten storybooks have been chosen for the sample analysis. The results indicate a confusion on whose language the children communicate in the stories since most of the linguistic choices do not sound like children language. Some problems are found ranged from word to pragmatic levels Baker (2011). As compared to the Indonesian version, it seems that the problems are mostly caused by the tendency to faithful linguistic equivalence and lack of style reproduction. The translator maintains the source texts forms but makes the target texts sound alien due to the lack of the children linguistic style. The conclusion of the study may become an alarm for writers, translators, as well as applied linguists to study further and improve the translation of children literature.

Keywords: Indonesian Islamic children literature, translation naturalness, children language development
Students' Perspective on Ecological Issues in Krishan’s “A Voice of Tree”

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This paper is going to discuss how students in SMAN 5 Purwokerto respond on environmental issues in Krishan’s “A Voice of Tree”. “A Voice of Tree” is a poem which is mainly about tree; what it is for and what problems it faces. Through pre, while, and post teaching on the poem, the respond of the students are analyzed. The question needed to be answered here is if the students are aware enough that trees hold a very crucial thing in our planet. Then, it is necessary to be figured out how the students solve problems on environmental issue based on their age and their resources. Therefore, before the activity which is reading the poem, the students are given a questionnaire to detect how far the students’ knowledge on the issue. Then, the discussion is followed the questionnaire. In while activity, the students are also involved on some talk related both the tree and the environment. Through the dialogue, the reactions of the students are analyzed. Finally, post activity is going to strengthen the findings on students’ consciousness on environmental issues.

Keywords: students' respond, “A Voice of Tree”, and environmental issues
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