

PROCEEDINGS



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
- Universitas Sanata Dharma, Yogyakarta, Indonesia

In cooperation with



Ateneo de Manila University,
the Philippines

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The 4th Literary Studies Conference

“Children’s Literature in Southeast Asia”

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with an Introduction by
Assoc. Prof. Amporn Sa-ngiamwibool, Ph.D.
(Shinawatra University)

Editors

Elisabeth Oseanita Pukan
Harris Hermansyah Setiajid

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Editors
Elisabeth Oseanita Pukan
Harris Hermansyah Setiajid

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Dina Febriyani

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Contents

Title	i
Copyright.....	ii
Contents	iii
A Welcoming Address, Rector of Universitas Sanata Dharma	v
A Welcoming Note from the Conference Chair	vi
Introduction	
<i>Amporn Sa-ngiamwibool</i>	1
Indonesian Children’s Literature - A Journey of Discovery for Researchers	
<i>Murti Bunanta</i>	4
The #WeNeedDiverseBooks Movement: What it is and why it Matters	
<i>Linda Parsons</i>	8
The Role of Young-Adults Fiction in Maintaining the Notion of Romantic Love and Sex	
<i>Jeremy Christian Sombowadile</i>	15
Native Americans Identity: N. Scott Momaday’s Political Strategy of ‘Orality and Literacy’	
<i>Ade Maria Partiani and Lestari Manggong</i>	18
Anticipating the Nation: National Narratives of Change in the Fiction of Pramoedya Anata Toer and Rene O. Villanueva	
<i>Amado Anthony G. Mendoza III</i>	22
Young Adult Heroism in the Buru Quartet	
<i>Amalia Ayu Wardhany</i>	28
Analisis Teknik, Metode dan Ideologi pada Penerjemahan Cerpen Anak	
<i>Arini Noor Izzati</i>	33
Dr. Seuss, Theater and Alternative Literacy	
<i>Armelia Safira, Ni Luh Putu Sriwardani, Ari J. Adipurwawidjana, Lestari Manggong, Sandya Maulana</i>	43
Promoting Children Literature to Foster Language Awareness	
<i>Atikah Ruslianti and Rahayu Purbasari</i>	47
Feminist Perspective in Barbara G. Walker’s Feminist Fairy Tales	
<i>Bitha Cahya Romansha</i>	50
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	
<i>Bunga Astya Syafitri</i>	53
Close Reading of Selected Titles about Indigenous Children	
<i>China Pearl Patria M. De Vera</i>	59
The Study of Adjective Clause to Assist Children’s Imagination in Reading Antoine de Saint-Exupery’s The Little Prince	
<i>Chindy Christine and Franssica Xaveria</i>	66
Finding the Lost Child: Toward an Alternative Historization and Value of Children’s Literature	
<i>Christian Jil R. Benitez</i>	73

From Playground to the Battleground: A Comparative Analysis of Battle of Surabaya and Kangkong 1896 <i>Christian Lemuel M. Magaling</i>	82
Student's Perception on Power Relation in Simple Plan's Song Entitled Perfect (A Critical Discourse Analysis) <i>Christianti Tri Hapsari, Femy Seniwegiasari, and Nur Alviyanti Fauzi</i>	90
An Analysis of the Biography for Young Readers as Literary History through the Great Lives Series by Tahanan Books <i>Francis Eduard L. Ang</i>	95
How Dominican Girls Lost Their Freedom in Julia Alvarez's Before We were Free and How the Garcia Girls Lost Their Accents <i>Fitri Novianti</i>	108
The Child, Power, and Reimagination in Gremer Chan Reyes' Short Fiction <i>Hannah Marie R. Aranas</i>	111
Social Agenda in Children's Stories in the Bisaya 1982-1984 <i>Hope Sabanpan-Yu</i>	117
Literacy on Health and Environment in Eight Novels Written by Indonesian Children <i>Ida Farida Sachmadi</i>	126
Rewriting Folktales: Children Literature Context, Adaptation, and Pedagogical Aspects: European and Madura Tales <i>Imron W. Harits</i>	130
Learning From Their Own Book <i>Heronimus Adityo, Hilaria Kurniati Meot and Ferdinandus Heryanto Dala</i>	135
Sowing Seeds: Phyto-criticism and the Botanical Dimensions of Indonesian Literature for Children and Young Adults (LCYA) <i>John Charles Ryan</i>	140
Naturalness Issue in a Series of Indonesian Islamic Children Literature Translation <i>Laily Martin</i>	147
Students' Perspective on Ecological Issues in Krishan's "A Voice of Tree" <i>Mia Fitria Agustina, Tribuana Sari, Dian Adiarti</i>	154
Retelling Oral Literature by and for Indigenous Groups: The Case of the Blaan, Tagakaolo, and Tboli <i>M.J. Cagumbay Tumamac (Xi Zuq)</i>	158
"We Can Do It! -or Can We?": Subjectivity in Indonesian Films for Children <i>Nia Nafisah</i>	163
Significant Roles of Adult Readers in Deconstructing the Ideology in Eddy Supangkat's "Seri Petualangan Kancil" <i>Pramesthi Dewi Kusumaningrum and Palupi Sulistyomurni</i>	173
Cinderellas in Indonesia: Story Variants of Indonesian Folktales with the Theme of 'Kind and Unkind Girls' <i>Qanitah Masykuroh</i>	176
Teenage Dream: Fantasy as a Tool for Writing Diversity in Literature for Young Adults <i>Rayjinar Salcedo</i>	180

Local Wisdom in Literature Activities for Children <i>Rini Lindawati</i>	185
The Use of Puppet Performances in Delivering Positive Values to Young Children: A Case Study of Alden Puppet Ministry, GPdI Kopo Permai Bandung <i>Rizki Theodorus Johan and Darell Reinhard</i>	188
Higher Order Thinking (Hot) in Storytelling: An Innovative Learning Model to Improve Speaking Skill of Grade Seventh Students in Bandung <i>Sri Setyarini</i>	196
Returning to the Past, Correcting the Past, and Rewriting the Past in Young Adult Novels Prada and Prejudice and Roro Mendut in Love <i>Tri Pramesti and Adeline Grace M.</i>	199
The Effect of Disney Movie in Creating Children Stereotype as Reflected in the Little Mermaid (1989) Movie <i>Uswatun Hasanah and Cindy Kurnia Octaviyanti</i>	204
The Importance of Rewriting Papua's Folktales for Children <i>Wigati Yektingtyas-Modouw and Precilia Rafra</i>	208
Gambaran Pemahaman Mahasiswa terhadap Topik-topik Diskusi Sastra Anak dalam Pembelajaran di Kelas Sastra <i>Yan Ardian Subhan</i>	213
Developing Character Building Model for Children Based on Local Wisdom Using Applications of Digital Fairy Tale <i>Yeni Probowati</i>	221
Character Building and English Language Learning through Ivilo Edugame (Indonesian Visual Folklore Educational Game) to Increase Nation's Competitiveness <i>Yoga Adityatama and Mohamad Ikhwan Rosyidi</i>	224
The Presence of Adult Characters in Enid Blyton's The Six Bad Boys <i>Zidnie Ilma</i>	230
Robinson Crusoe and the Modernization of Nineteenth-Century Sundanese Young People <i>Ari J. Adipurwawidjana and Indra Sarathan</i>	235
Languaging Child Empowerment in Stories of Departure: A Multimodal Discourse Analysis of Selected Palanca-Winning Short Stories for Children In English <i>Cheeno Marlo M. Sayuno</i>	243
Of People and Nature: Eco Education in Young Adult Literature from Asia <i>Novita Dewi</i>	254
(Re)Seeing Shadows: Eyes, Mirrors, and Education in Three Work of Ray Bradbury <i>Irfan Reza Hardiansyah and Sandya Maulana</i>	260
Teaching Reading through Children's Literature: The Impact and Process of Save the Children's Literacy Boost Program <i>Sierra Mae Paraan</i>	268
Myth to Build Imagination: Short Remarks on Children's Literature <i>Gabriel Fajar S. A.</i>	227
Rene O. Villanueva, the Father of Modern Children's Literature in the Philippines <i>Eliezar L. Inigo</i>	281

A Welcoming Address

Rector of Universitas Sanata Dharma

I feel honored to welcome all speakers and participants of this conference to Universitas Sanata Dharma (USD). 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 USD is celebrating its 61th anniversary. Responding to the challenges of the unavoidable emergence of our informational society, USD raises a theme for its anniversary focusing on how to live smart, while conserving and enhancing humanistic values. The theme was selected as USD 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.

USD 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 shallow 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 that the conference becomes 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.

A Welcoming Note from the Conference 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.

Dr. Gabriel Fajar Sasmita Aji, M.Hum.

Introduction

Literature for children and young adults (LCYA) is not the main focus in literary studies in Southeast Asia, including Indonesia, but LCYA is of great importance to us because children and young adults are our future.

The contributions of LCYA are multifold. Here are some of the contributions. Above all, literature is the source of knowledge on various subjects. Developing the habit of reading literature regularly from an early age will enable children to cope with the rigors of academic education later on more efficiently because everything that they learn at this age will stay in their mind for a long run.

In addition, reading literature regularly accelerates their ability to new words, expand the scope of their vocabulary learning and foster ways of using the words that they already know. All these enhance ways of learning and enable them to learn faster and better at school. Regular reading of LCYA helps them become better language learners.

Moreover, reading LCYA regularly stimulates children's natural curiosity, the engine of intellectual achievement. Reading stories drives children to keep learning, keep trying, keep pushing forward - it's the basis of lifelong learning. Curiosity is a potent motivator to imagination. By reading the stories, children quickly learn to visualize the scenarios in the stories and impel them to move forward until they find the information that will fill in the gap in their imagination.

As LCYA offers insights into different lifestyles, the insights are the engines of soft skills which will develop them to be perfect adults who can solve life problems by relating the incidents in the stories to real events in their lives. Most importantly, the insights help accelerate their emotional development in the long run.

Last but not least, LCYA nurtures the mind. Literature creates empathy toward other people because it values humanity and celebrates human spirit and potential, offers insight into different but specific lifestyles while recognizing universality. It helps develop children to become perfect humans. LCYA is, therefore, vital for human development.

Considering the contributions of LCYA, this 4th Literary Studies Conference (LSC) on the theme of *Children Literature in Southeast Asia* is a flagship of a true success which aims for human perfection. The theme includes all areas that are vital for children's intellectual and emotional development in the long run, including: diversity in LCYA, language in LCYA, LCYA and language teaching, LCYA and translation, LCYA and oral tradition, LCYA and performance studies, the questions of authorship and readership in literature for children and young adults, LCYA and post-colonial imagination, LCYA and ecology, LCYA and psychology, and peace education through LCYA.

With regard to intellectual development, numerous studies deal with a wide variety of academic disciplines that involve around local, universal, individual and collective topics. On local wisdom, oral tradition, folktales and cultural heritage and values are the topics in these studies: "Local Wisdom in Literature Activities for Children," "Indonesian Folktales for Thematic Teaching at Elementary School in Indonesia: A Literature Review," "Rewriting Folktales: Children Literature Context, Adaptation, and Pedagogical," "Unmasking the Real Villain: Philippine National Identity as Represented in the Superhero Graphic Literature Captain Barbell," "Learning From Their Own Book," "Cinderellas in Indonesia: Story Variants of Indonesian Folktales with the Theme of 'Kind and Unkind Girls'," and "Values in Indonesian Children's Literature."

On universal wisdom, an increased interest in ecological questions across many academic disciplines has given rise to ecocriticism, a thriving and contentious academic field within literary studies. The studies that were devoted to this global issue includes the following: "Of Place and Nature: Eco Literacy in Young Adult Literature from Asia," "Diving into Children's Literature: A comparative analysis of children's literature from Indonesia, Philippines, and Malaysia and their representation of marine biodiversity issue," "Students' Perspective on Ecological Issues In Krishan's 'A Voice Of Tree,'" "Naturalness Issue in a Series of Indonesian Islamic Children Literature," "Literacy on Health and Environment in Eight Novels Written by Indonesian Children)."

On individual issues, the studies deal with issues such as psychology (e.g. "Dr. Seuss, Theatre, and Alternative Literacy," "Children's Autonomy in Enid Blyton's The Naughtiest Girl Again," and "The Death of Witches: Dark Humor in British Contemporary Children's Literary Works"), religion (e.g. "Catholic's Views on Evil as Seen in Tolkien's Trilogy The Lord of The Rings") and society and cultures (e.g. "Social Agenda in Children's Stories," "Contemporary Theater of Cruelty: British Plays for Young People" and "Children's Literature for Children in Multicultural Society").

Among all individual issues in this LCYA, gender study is a hot one. Several of the major methodologies adopted in gender studies were inspired by feminist criticism focusing on gender politics (e.g. "Feminist Perspective in Barbara G. Walker's Feminist Fairy Tales), identity and representation (e.g. "Gender

Representation as Cultural Identity in Indonesia Children Literature"), power of eroticism (e.g. "The Role of Young-Adults Fiction in Maintaining the Notion of Romantic Love and Sex") and ecofeminism (e.g. "The Calling of the Sea: An Ecofeminist Analysis of Contemporary Themes in Young Adult Novels in the Philippines"). On the other hand, several studies were specifically dedicated to the study of feminine identity through an interdisciplinary approach and the intersection of gender with other categories of identity. These categories include ideology (e.g. "Young Adult Heroism in The Buru Quartet"), ethnicity ("Javanese's Women Depiction in Deryn Mansell's Tiger Stone"), sexuality (e.g. "Homotextuality in the Rainbow Boys Trilogy by Alex Sanchez"), sexual abuse (e.g. "Reading Child Sexual Abuse Themes in American Young Adult Fiction to Explain How It Matters to Indonesians"), class (e.g. "Women's Space in Children's Literature"), nationality (e.g. "Anticipating the Nation: National Narratives of Change in the Fiction of Pramoedya Ananta Toer and Rene O. Villanueva") and religion (e.g. "Destabilizing the Alterity of the Muslim Woman/Girl through Islamic Feminist Reading of I am Malaka (2013)").

The most important contribution of the studies among individual issues in this LCYA might be that of language learning. Literature is the most effective source of language learning and skill development. Therefore, several studies were devoted to reading improvement (e.g. "Logotherapeutic Reading of Jane Eyre's Quest for Children's Freedom of Will," "Teaching Reading through Children's Literature: The Impact and Process of Save the Children's Literacy Boost Program," and "Reading through Complex Literature: Perspectives of Filipino and Indonesian Teachers in Reading Literature with Diverse and Sensitive Themes to Pre-School and Elementary Students"), writing skill practice and improvement (e.g. "Teenage Dream: The Fantastic as a Tool for Writing"), translation (e.g. "Translation Technique Analysis on Utterances Embodying Implicatures Found in the Subtitles of a Movie for Children and for Young Adults"), language awareness-raising (e.g. "Promoting Children Literature to Foster Language Awareness") and language empowerment (e.g. "Languaging Child Empowerment in Stories of Departure: A Multimodal Discourse Analysis of Selected Palanca-Winning Philippine Short Stories for Children in English").

With regard to emotional and mental development, the studies provide vital basis of life skills, thinking skills and soft skills. On life skills, some studies deal with a wide variety of experience to enrich children's experience (e.g. "Student's Perception on Power Relation in Simple Plan's Song Entitled Perfect," "The Child, Power, and Reimagination in Gremer Chan Reyes' Short Fiction Diversity" and "The Significant Role of Readers in Reconstructing the Ideology in Eddy Supangkat's 'Seri Petualangan Kancil'") and widen their restricted views (e.g. "Rene O. Villanueva, the Father of Modern Children's Literature in the Philippines, State of Young Adult Literature in the Philippines").

Other studies on life skills deal with thinking skills, some of which incorporated media literacy - the skills which are needed for life in the modern world. The studies regarding thinking skills include: "It's too short and simple!," "Critical Reading of Children's Literature in Teacher Education Classroom," "Higher Order Thinking (HOT) in Storytelling: An Innovative Learning Model to Improve Speaking Skill of Grade Seventh Students in Bandung," and "Using Visual Literature in Enhancing Children's Narrative Creativity and Measuring Caregiver's Communicative Competence," "Corpus Software Development for Students to Facilitate English Learning for Elementary Level," "Teaching Children Literature by Using Mobile Device as One of Their Favorites," "The Effect of Disney Movie in Creating Children Stereotype as Reflected in The Little Mermaid (1989) Movie," and "We Can Do It! - or Can We?" Subjectivity in Indonesian Films for Children."

A major concern in several studies focuses on soft skills which are an integral component for emotional and mental developments in the long run. Some studies were primarily devoted for attitude development (e.g. "Determining Factors influencing Grade Ten Students' Attitude towards Literature") and character building (e.g. "Character Building and English Language Learning Through Ivlo Edugame," "Indonesian Visual Folklore Educational Game," and "Developing Character Building Model for Children Based on Local Wisdom Using Applications of Digital Fairy Tale to Increase Nation's Competitiveness").

The majority of studies, which were devoted to soft skills, aimed at peace education with an intention to foster an understanding of how peace education for children can work as part of a broader conflict transformation process in the transformative approach. These studies involved around these sub-topics: peace and conflict resolution (e.g. "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), a cultivation of positive values (e.g. "The Use of Puppet Performances in Delivering Positive Values to Young Children: A Case Study of Alden Puppet Ministry") and regional peace (e.g. "South East Asian Story Telling & Early Childhood Education).

One of the strategies to educate peace to children is to give a life lesson of conflicts in the past. Studies on post-colonial literature here involve around the effects of colonialism on cultures and societies play a vital role in peace education, especially in the colonized regions. The studies included the following: "Negotiating Native Americans Identity: N. Scott Momaday's Political Strategy of 'Orality and Literacy,'"

"Three Works of Stephen King as Coming-of-Age Novel," "Sanctifying the Secular: Appropriating young adult fantasy as Catholic allegory in Karren Renz Sena's *The Lost Chronicles of Eden: Champions*," "The Periodization of Philippine History in selected children's stories in Filipino," "A Small Tragedy: A Review of Relationship Between War and the Family in Le Min Khue's Short Story," "From Playground to the Battleground: A Comparative Analysis of Battle of Surabaya and Kangkong 1896," "Robinson Crusoe and the Modernization of Nineteenth-Century Sundanese Young People," "A Comparative Analysis of Pramoedya Ananta Toer and Levy Bultos dela Cruz, " and "The Child-Themed Family Drama in Selected 1950s Filipino Komiks-to-Film Adaptations."

In details, there are subcategories of post-colonial literature. The lines among these subcategories are not clearly defined and overlapping to some extent. The studies include these issues: an initial awareness of the social, psychological, and cultural inferiority enforced by being in a colonized state (e.g. "Redefining the "Children" and Diversifying the Philippine Children's Literature: Birang, the Narrative of the Lumad Struggle," "Re-discovering Roots: Children's Literature and Post-Colonial Imagination," "Representation, Resistance and the "Other" in Filipino Children's Literature: The Case of Selected Stories from Severino Reyes' *Mga Kwento ni Lola Basyang*"), the struggle for ethnic, cultural, and political autonomy (e.g. "Finding the Lost Child: Towards an Alternative Historization and Value of Children's Literature," "Retelling Oral Literature by and for Indigenous Groups: The Case of the Blaan, Tagakaolo, and Tboli," and "The Importance of Rewriting Papua's Folktales for Children," "Returning to the Past, Correcting the Past and Rewriting the Past in Young Adult Novels *Prada and Prejudice* and *Roro Mendut in Love*") and a growing awareness of cultural overlap and hybridity (e.g. "Representation, Resistance and the "Other" in Filipino Children's Literature: The Case of Selected Stories from Severino Reyes' *Mga Kwento ni Lola Basyang*," "Representation of Indigenous Children in Selected Titles of Philippine Children's Story," "Trust, Filial Piety, and Another Morality," "The Myers-Briggs Personality Type Indicator as a Bridge to understand Children's Literature in the Philippines").

To some extent, all post-colonial literature and studies dealing with the notion of "home," whether considered as material dwelling places, geographical locations, socio-psychic identities, or other real and imagined categories of belonging is another fascinating theme. Diaspora literature is, therefore, fascinating in its creative engagement with the opacity of cultures as shown in "Problematic Dominican Diaspora in America in Julia Alvarez's *Three Novels*." Again, like LCYA, diaspora literature might not the main focus in literary studies in Southeast Asia now but will surely be of more importance in the future. The sense of "home" has always been and will be fascinating as no other place is like "home."

See you next year under the theme of diaspora.

Assoc. Prof. Amporn Sa-ngiamwibool, Ph.D.

Advisory Board Member of The 4th Literary Studies Conference

Gambaran Pemahaman Mahasiswa Terhadap Topik-topik Diskusi Sastra Anak dalam Pembelajaran di Kelas Sastra

Yan Ardian Subhan

Prodi Bahasa & Sastra Inggris, Universitas Pamulang
dosen00184@unpam.ac.id

Abstract

Children literature is one of literary works which can be in category of fiction or non-fiction with all of its kinds. Writing children literature in beginning is actually aimed for kids and adolescent readers but nowadays adult readers are also interested in reading it. Many experts and educators believed the importance of learning and understanding, it is as important as learning and understanding other types of literature or perhaps even more. Therefore, understanding children literature is also very important to be a research for educators and researchers. Some results of research indicate that students like and understand studying children literature, but this statement needs to be proved by conducting a specific research. This paper discusses the result of teaching and learning of Children Literature subject given in 5th Semester, Language & Literature Department, Faculty of Letters, in one of private universities in south Tangerang, Banten. The goal of the research was intended to getting the description regarding students' understanding as a result of studying literature through topics discussion of children literature conducted in class. The topics covered: folk literature, fantasy literature, realistic fiction, children poetry, and books with pictures. The data source taken were from questionnaires which collect their understanding related to the topics discussions as a result of their participation in the class. Researcher utilized qualitative disciplines in collecting the data and the method used in analyzing the data was descriptive qualitative.

Keywords: *Learning literature, children literature subject, students discussion, children literature topics*

Abstrak

Sastra anak adalah salah satu segmen dari sastra secara umum baik berupa fiksi ataupun non-fiksi dalam berbagai bentuknya. Dalam penulisannya, sastra anak pada awalnya ditujukan bagi pembaca anak sampai remaja, meskipun pada akhirnya tidak menutup kemungkinan pembaca dewasa juga ikut membacanya. Telah banyak para ahli yang menyatakan bahwa pendidikan dan pembelajaran sastra anak tidak kalah pentingnya dengan pembelajaran sastra untuk segmen lainnya, bahkan mungkin lebih penting. Oleh karena itu, pemahaman akan sastra anak ini juga dirasa penting untuk menjadi bahan kajian bagi para pengajar dan peneliti. Beberapa penelitian yang telah dilakukan pada umumnya menyatakan bahwa mahasiswa menyukai dan memahami isi pembelajaran sastra anak, namun hal ini sebaiknya dibuktikan dengan melakukan suatu penelitian. Makalah ini membahas sebuah hasil dari pembelajaran mata kuliah sastra anak yang diberikan pada semester lima pada program studi Bahasa dan Sastra Inggris, Fakultas Sastra dari sebuah Universitas di Pamulang, Tangerang Selatan, Banten. Tujuan dari penelitian ini adalah untuk mendapatkan gambaran mengenai pemahaman mahasiswa sebagai hasil dari pembelajaran mata kuliah sastra anak. Pemahaman ini diperoleh oleh mahasiswa melalui serangkaian topik-topik diskusi sastra anak yang dilakukan di kelas. Topik-topik diskusi sastra anak tersebut mencakup: *Folk Literature*, *Fantasy Literature*, *Realistic Fiction*, *Children Poetry* dan *Books with Pictures*. Data diperoleh dari isian angket yang menjangkau pemahaman mahasiswa semester lima mengenai topik-topik tersebut setelah mengikuti serangkaian diskusi di kelas. Peneliti menggunakan disiplin kualitatif dalam mengumpulkan data, yaitu lewat pengumpulan angket hasil pembelajaran dan akan menganalisis dan menjabarkan temuan dari data tersebut dalam bentuk deskriptif.

Keywords: *Pembelajaran Sastra, Mata Kuliah Sastra Anak, Diskusi Mahasiswa, Topik-topik Sastra Anak*

Pengantar

Sastra anak secara umum bermakna karya sastra yang ditujukan untuk anak, baik yang klasik maupun populer. Sastra anak berbeda dengan sastra dewasa atau sastra lain pada umumnya dalam hal tingkat kerumitan dalam beberapa aspek narasinya. Namun demikian, sastra anak juga memahami pentingnya usaha untuk menghormati, memahami, dan menyajikan karya sastra dengan manfaat yang tinggi bagi pembaca mudanya. Menurut Lukens, sastra anak juga harus mendapatkan semua keuntungan yang diharapkan didapatkan dari sastra dewasa atau sastra lain pada umumnya.

Berbicara mengenai sastra anak tidak cukup hanya berbicara mengenai produk berupa buku saja, akan tetapi melibatkan juga struktur yang rumit mengenai pemilihan kata, ide, aspek psikologis, sosiologis, sampai kepada nilai estetis dan pendidikan yang terkandung di dalamnya. Marshall berpendapat bahwa sastra anak dipengaruhi oleh lokasi geografis, bahasa, politik, agama, ekonomi, komunikasi, dan pola kehidupan

sosial. Sastra anak juga terkait dengan tingkah laku dan nilai yang dibawa oleh orang dewasa yang melibatkan diri dengan dunia anak (Marshall, p.7).

Informasi mengenai umur anak merupakan salah satu indikator bagi orang dewasa untuk menyajikan karya sastra anak di dalam kelas. Ketika memilih dan menyeleksi karya sastra yang tepat untuk disajikan di dalam kelas, akan menjadi sebuah keuntungan besar apabila dapat memilih topik-topik yang menarik bagi mereka dan sesuai dengan minat pembaca individu ataupun kelompok, tentu saja dengan juga memperhatikan kemampuan bahasa, kognitif, dan perkembangan sosial mereka. Orang dewasa juga harus mengetahui bahwa minat sastra anak berubah seiring dengan pengalaman, pengetahuan, dan perasaan mereka. Orang tua dan pendidik yang bijak akan mengenalkan anak kepada berbagai jenis dan tipe karya sastra dengan topik yang menarik sesuai dengan perubahan dan perkembangan mereka.

Ketika anak memasuki kelas, mereka telah memiliki semacam "modal awal" lewat eksplorasi bahasa dan visual terhadap beragam topik sastra yang pernah terekspos kepada mereka. Dengan modal awal ini, mereka akan mampu mengantisipasi, memprediksi, bahkan memahami petunjuk-petunjuk naratif yang merupakan kunci untuk menggapai pemahaman terhadap sebuah karya sastra, meskipun mungkin terbatas dan tidak secanggih pembaca dewasa. Selanjutnya sesuai dengan harapan dan pengetahuan mereka, pembaca anak akan berusaha bereaksi, berinteraksi, dan pada akhirnya mengevaluasi sebuah karya sastra.

Ulasan Teori

Saat memilih topik sastra anak yang akan digunakan dalam kelas, pengajar harus mempertimbangkan kebutuhan, motivasi, minat, latar belakang dan tingkat kemampuan bahasa mahasiswa. Salah satu faktor utama untuk dipertimbangkan adalah teks tersebut mampu memunculkan "personal engagement" atau keterlibatan pribadi dengan membangkitkan minat pelajar untuk memunculkan reaksi yang kuat dan positif. Pada umumnya tujuan membaca sastra lebih cenderung memiliki efek jangka panjang dan pengalaman berharga. Memilih topik sastra yang relevan dengan pengalaman kehidupan nyata, emosi, atau impian dari para peserta didik adalah sangat penting. Namun demikian, kesulitan bahasa juga harus dipertimbangkan (Collie dan Slater, 1990).

Berbagai tradisi pendekatan pengajaran sastra telah banyak diterapkan dalam berbagai program pengembangan literasi di berbagai level pendidikan untuk mengetahui efeknya terhadap peningkatan kemampuan *literacy* dan *critical thinking* siswa. Dalam sebuah kelas sastra, respon mahasiswa sangat menentukan karena hal ini menunjukkan efektif atau tidaknya sebuah pengajaran (Agee, 1998). Menurut Marshall (2000), respon mahasiswa merupakan salah satu indikator keberhasilan sebuah pengajaran. Respon mahasiswa tidak akan terlihat sampai dipresentasikan melalui berbagai bentuk seperti berbicara (lewat lisan), menulis (lewat tulisan), menggambar (lewat visual), dan sebagainya.

Minat anak terhadap sastra dipengaruhi oleh berbagai faktor. Masing-masing memiliki karakteristik telah diidentifikasi oleh para ahli (Goforth, p.16-17). Secara umum, karakteristik ini terdiri dari:

1. Perkembangan bahasa. Seiring perkembangannya, anak semakin sadar akan pola bahasa yang terkekspos kepada mereka melalui orang-orang terdekatnya. Mereka memahami pentingnya mengemukakan keinginan dan perasaan mereka lewat bahasa verbal dan non-verbal. Seiring dengan pertemuan mereka dengan jenis sastra anak yang mereka temui, pada akhirnya anak pun akan memahami bahwa karya sastra juga merupakan salah satu media bahasa yang berisi ungkapan pengalaman dan perasaan.
2. Perkembangan kognitif. Seiring dengan pertemuan anak dengan berbagai jenis sastra anak yang ditemuinya, aspek kognitif anak juga akan mengalami perkembangan. Perkembangan ini didapat ketika anak merefleksikan unsur verbal dan visual yang mungkin ditemuinya dalam berbagai bentuk karya sastra anak seperti puisi anak, buku cerita bergambar, dan sebagainya. Dikarenakan selain sebagai media ungkapan pengalaman dan perasaan, sastra anak juga merupakan media yang penuh dengan informasi dan pengetahuan.
3. Perkembangan sosial. Ketika anak mengalami perkembangan bahasa dan kognitif, secara instingtif anak juga mematenkan kemampuan sosial mereka. Seiring dengan berkembangnya kemampuan bahasa sebagai alat komunikasi mereka, secara otomatis kemampuan sosial anak akan meningkat dikarenakan secara teoretis komunikasi berperan untuk menjembatani kemampuan interaksi sosial seseorang. Ketika akan memahami sebuah karya sastra, anak akan meresapi contoh perilaku, tokoh, tema, dan unsur-unsur sastra lainnya yang berperan penting sebagai contoh perilaku sosial yang sesuai dengan standar perilaku sosial setempat (atau yang sesuai dengan latar belakang sebuah cerita).

Metode Penelitian

Untuk memperoleh data, penelitian ini menggunakan kuesioner sebagai alat pengumpul data utama. Descombe dalam bukunya *The Good Research Guide* tahun 1998 menyatakan bahwa pendekatan survey dilakukan karena memiliki keuntungan dalam hal:

1. Data empiris; pendekatan ini menghasilkan data yang berdasarkan observasi yang nyata
2. Cakupan yang luas; pendekatan ini bisa dilakukan untuk skala yang besar ataupun kecil

3. Hemat biaya dan waktu; pendekatan ini dapat memperoleh data dalam cakupan waktu dan biaya yang relatif singkat dan rendah.

Mengenai keuntungan penggunaan metode survey lewat angket/questioner, beberapa ahli juga menyatakan pendapat yang hampir serupa dalam bukunya. Sebagai contoh misalnya Sebranek and Meyer (tahun 2001), Rozakis (tahun 2004), atau Lester and Lester (tahun 2005). Secara umum mereka menyebutkan bahwa kelebihan penggunaan metode ini adalah sebagai berikut:

1. *It gathers large amounts of data*: mengumpulkan data yang relatif banyak dalam satu kesempatan
2. *Able to compare responses to particular questions*: mampu membandingkan respon terhadap pertanyaan tertentu
3. *Data can be expressed statistically*: data dapat juga dinyatakan secara statistik
4. *Enable overall statements*: memungkinkan untuk mengambil pernyataan / mengambil kesimpulan secara umum

Dalam penelitian ini, data diperoleh dari sebuah kelas sastra di program studi sastra Inggris, fakultas sastra di sebuah universitas swasta di daerah Tangerang Selatan, Banten. Kelas ini tengah berada di semester lima dengan kode kelas 05SIGEA dan terdiri dari 39 mahasiswa.

Tabel 1
Mahasiswa semester 5 kelas 05SIGEA

N	Program Studi		SASTRA INGGRIS		
	Dosen/NIDOS		YAN ARDIAN SUBHAN		
	Kelas		05SIGEA		
	Mata Kuliah		CHILDREN LITERATURE		
	NAMA MAHASISWA	NIM	KODE SEMESTER	KODE MATA KULIAH	KODE KELAS
1	AHMAD RIDLO	2014060154	20152	SIGD06	05SIGEA
2	ALAENA ULFA	2013060139	20152	SIGD06	05SIGEA
3	AMIROTUL HOFIFAH	2014060039	20152	SIGD06	05SIGEA
4	AULIA ARIZTYAWAN	2014060171	20152	SIGD06	05SIGEA
5	BENNY SAPUTRA	2014060005	20152	SIGD06	05SIGEA
6	CAHYANINGTIYAS SN	2013060872	20152	SIGD06	05SIGEA
7	DEDE SARIPUDIN	2014060120	20152	SIGD06	05SIGEA
8	DEVI ASYIAHUL FATONAH	2013060545	20152	SIGD06	05SIGEA
9	DIANA PRILIANI	2014060059	20152	SIGD06	05SIGEA
10	DWI ARI RAFIYANTI	2014060180	20152	SIGD06	05SIGEA
11	EFA YUNITA	2014060095	20152	SIGD06	05SIGEA
12	EKI NURBAETI	2014060184	20152	SIGD06	05SIGEA
13	EKO ADRIAN JUNAIDY	2014060053	20152	SIGD06	05SIGEA
14	EVA AGUSTIANINGSIH	2014060203	20152	SIGD06	05SIGEA
15	EVA LUSIANA	2014060114	20152	SIGD06	05SIGEA
16	FADLI NURAHMAD	2014060036	20152	SIGD06	05SIGEA
17	FATIAH NUR	2014060115	20152	SIGD06	05SIGEA
18	FERI PRANATA	2014060077	20152	SIGD06	05SIGEA
19	GRACE NANDA NATASYA	2014060206	20152	SIGD06	05SIGEA
20	HARIS NADIANSYAH	2014060204	20152	SIGD06	05SIGEA
21	HENI FITRIYANI	2014060034	20152	SIGD06	05SIGEA
22	INDRA KURNIA	2014060043	20152	SIGD06	05SIGEA
23	IROH ROHAYATI	2014060035	20152	SIGD06	05SIGEA
24	MELANYA DHIKA MAYANGSARI	2014060172	20152	SIGD06	05SIGEA

25	MOHAMAD FADLI	2014060116	20152	SIGD06	05SIGEA
26	NOFI NUR INDAH SARI	2014060072	20152	SIGD06	05SIGEA
27	NOVIANITA TUNJUNG SARI	2014060088	20152	SIGD06	05SIGEA
28	NURUL APRILIANI EKA PUTRI	2014060136	20152	SIGD06	05SIGEA
29	PARNO	2012060324	20152	SIGD06	05SIGEA
30	PRASETYO HADI MARTONO	2014060198	20152	SIGD06	05SIGEA
31	PUTRI OCTAVI SYAHNURI	2014060051	20152	SIGD06	05SIGEA
32	RAIHAN MEDINAH RANGKUTI	2014060002	20152	SIGD06	05SIGEA
33	RATNA NOVIANA	2014060208	20152	SIGD06	05SIGEA
34	RISKA AYU LESTARI	2014060091	20152	SIGD06	05SIGEA
35	ROSDILMA SIMAMORA	2013060686	20152	SIGD06	05SIGEA
36	RYAN APRIAN PUTRA	2014060225	20152	SIGD06	05SIGEA
39	SAHMINI	2014060079	20152	SIGD06	05SIGEA

Topik diskusi sastra anak yang ditawarkan untuk mata kuliah Children Literature di kelas ini secara berurutan adalah: Folk Literature, Fantasy Literature, Realistic Fiction, Children Poetry, dan topik urutan terakhir adalah Books with Pictures. Panduan pemilihan topik-topik ini secara umum diambil dari buku Literature & The Learner karangan Goforth tahun 1998.

Setelah menyelesaikan mata kuliah, angket sederhana disebar untuk memperoleh gambaran pemahaman mengenai topik-topik diskusi yang telah diberikan tersebut. Pertanyaan yang diberikan dalam angket mencakup tiga pertanyaan:

1. *What is a topic discussion of children literature that you comprehend most?*
2. (Apa topik diskusi sastra anak yang paling anda pahami?)
3. *What is the topic about?* (Mengenai apakah topik tersebut?)
4. *What do you think about the topic?* (Apakah pendapat anda terhadap topik tersebut?)

Jawaban pertanyaan no.1 memberikan indikasi langsung mengenai topik mana yang paling banyak ditanggap pemahamannya oleh mahasiswa. Pertanyaan no.2 memberikan informasi pemahaman terhadap konten atau isi dari topik yang telah dipelajari, dan pertanyaan no.3 memberikan tambahan informasi berupa pendapat mahasiswa terhadap topik yang telah dibahas. Dari 39 angket yang telah diberikan, hanya 27 siswa yang mengembalikan isian angket. Dari 27 anak tersebut, jawaban terhadap pertanyaan di atas akan dibahas di bagian berikutnya dan disajikan dalam bentuk tabel.

Pembahasan

Pembahasan akan diurutkan berdasarkan jawaban dari pertanyaan yang diajukan dalam angket. Pembahasan pertama merupakan jawaban dari pertanyaan mengenai topik diskusi sastra anak terbanyak yang paling dipahami oleh mahasiswa yaitu data dalam tabel 2. Pembahasan berikutnya merupakan jawaban terhadap dua berikutnya yaitu pertanyaan no.2 dan no.3 dan dibahas secara berurutan dalam tabel 3-7.

Tabel 2
Jumlah siswa yang mengisi topik yang paling dipahami

Topik diskusi sastra anak	Jumlah siswa yang memilih topik
<i>Folk literature</i>	8
<i>Fantasy literature</i>	6
<i>Realistic fiction</i>	6
<i>Children poetry</i>	6
<i>Books with pictures</i>	1
TOTAL	27

Data yang disajikan dalam tabel 2 memperlihatkan urutan topik yang dibahas dikelas children literature dan jumlah mahasiswa yang memilih topik tersebut. Dari tabel diatas dapat dilihat bahwa topik folk literature memperoleh urutan pertama dengan jumlah pemilih 8 orang, fantasy literature, realistic fiction, dan poetry memperoleh urutan kedua dengan sama-sama memiliki pemilih berjumlah 6 orang, dan topik books with pictures hanya dipilih oleh 1 orang saja.

Tabel 3
Jawaban mahasiswa terhadap topik folk literature

<i>Students</i>	<i>What is the topic about?</i>	<i>What do you think about the topic?</i>
1	"...is about developing of folk literature and evolving through the years, theory of transmission, linguistic origin, subgenre, and how the way adult help children respond to old tales, songs, and verses..."	"...the topic is interesting because it described about what is folk literature about. In addition we get some knowledge about its beginning, theory, subgenre, and ways of children respond..."
2	"...is talking about what is folk literature and its difference with folklore. It is also talking about developing & evolving process of folk literature through the years..."	"The topic is really interesting. We could get a lot of knowledge about folk literature. We could know types of tales (and) also songs and rhymes like mother goose..."
3	"...discussed about the meaning of folk literature and its differences with folklore...how (it) evolved and develop through the years..."	"...the topic is interesting to learn so we can know about the differences of folklore and folk literature..."
4	"...is about a literary category within broader classification of folklore..."	"...it is transmitted by word as does written literature of both prose and verse narrative, poems and songs, ...and the like"
5	"The topic explains (that) the development of folk literature through stages compatible with human understanding and maturity..."	"...is interesting to learn because we become know what (it is), the origin, and the development during the years..."
6	"Folk literature is the literary category within the broader classification of folklore..."	"I think folk literature (is) created to entertain people and present morals, beliefs, traditions..."
7	"The topic explain(s) about what is (it), the beginning, genres, and last is examples..."	"...the topic is interesting to be learned because we learn knowledge about folk literature, the genres, and everything related..."
8	"...about what it is and the difference with folklore; how it develop and evolve; the subgenre, and example..."	"...this topic is also interesting for adults to choose suitable literature for children..."

Mahasiswa yang memilih topik folk literature memperlihatkan jawaban terhadap pertanyaan dengan cukup lengkap. Ini terlihat dari jawaban terhadap pertanyaan no.2 mengenai pemahaman topik yang diperoleh lewat pertanyaan *what is the topic about?* Delapan responden mahasiswa memperlihatkan jawaban mengenai hal-hal yang dibahas dalam diskusi kelas yaitu:

- ✓ Mampu menjelaskan definisi topik yang bersangkutan (responden no.3-4, 6-8),
- ✓ Memberikan perbedaan dengan konsep yang terkait, dalam hal ini folklore (responden no. 2-6, dan 8)
- ✓ Menjelaskan teori asal-usul dan perkembangan (responden no.1, 2, 3, 5, 7, dan 8)
- ✓ Menyebutkan jenis dan contoh (responden no.1, dan 7-8)

Sementara dalam memberikan jawaban lewat pertanyaan *what do you think about the topic?* Mahasiswa tambahan informasi dari pendapat mereka dengan komentar yang berisi:

- ✓ Memperlihatkan ketertarikan terhadap topik yang dibahas (responden 1-3, 5, 7-8)
- ✓ Menunjukan tambahan informasi untuk melengkapi formulasi definisi di jawaban sebelumnya (responden 4 dan 6)

Berdasarkan pemaparan hasil data diatas, terlihat bahwa folk literature menjadi topik terbanyak yang dipahami oleh mahasiswa. Pemaparan jawaban juga cukup lengkap terkait kepada apa saja yang telah dibahas di kelas terkait definisi, perbedaan konsep, asal usul dan perkembangan. Mayoritas mahasiswa juga menunjukan ketertarikannya terhadap topik ini.

Tabel 4
Jawaban mahasiswa terhadap topik *fantasy literature*

<i>Students</i>	<i>What is the topic about?</i>	<i>What do you think about the topic?</i>
1	"... <i>fantasy literature as a story that is imaginary and not possible...</i> "	"I think fantasy literature is a story about people's imagination that is created in secondary world..."
2	"... <i>is a genre of fiction that uses magic or other supernatural elements as a main plot, theme or setting...</i> "	"...the topic (is) interesting because it is simple yet able to leave a compelling message..."
3	"... <i>is about what (it) is, how to analyze, what is its genre...</i> "	"...I think the topic is interesting..."
4	"... <i>is the body of written works employed in fantasy genre...</i> "	"...I think fantasy may give writers more freedom to express themselves..."
5	"It's about the narrative story created by someone's imagination..."	"I think it is a genre of fiction created by imagination..."
6	"... <i>is genre of fiction that uses magic or other supernatural elements...</i> "	"...I think fantasy isn't bound by modern convention, social norms, to the law of physics..."

Topik kedua yang terbanyak dipilih terdiri dari tiga topik. Yang akan dibahas pertama (sesuai dengan urutan topik) adalah *fantasy literature*. Dari pertanyaan no.2, jawaban responden 1-2, dan 4-5 memperlihatkan mereka mampu memformulasikan definisi mengenai topik yang telah dibahas di kelas, hanya satu orang responden menambahkan tentang genre dan cara analisis (responden 3). Sementara dari jawaban terhadap pertanyaan no.3, beberapa responden memberikan tambahan informasi terhadap definisi topik yang telah diberikan (responden 1, 4-6) dan dua responden menyatakan ketertarikan terhadap topik ini (responden 2 & 3).

Tabel 5
Jawaban mahasiswa terhadap topik *realistic fiction*

<i>Students</i>	<i>What is the topic about?</i>	<i>What do you think about the topic?</i>
1	"... <i>is about what it is, (its) characteristics, and genres...</i> "	"...is a story about yesterday, today, or tomorrow memories. I think realistic fiction imaged the characters and situation in real life..."
2	"... <i>explains about what is, characteristics, genres...</i> "	"... <i>(is) authentic stories...portray real feeling, experiences, of characters who might have lived in that time & place...</i> "
3	"... <i>is about genre of children literature which (has) authentic story that reflect human life. The place, characters & setting could be real and happened that reader could face in everyday life...</i> "	"...this topic is very interesting...capable to encourage children..."
4	"... <i>could be real and happened that readers could face in everyday life...</i> "	"...is very interesting stories (created) from real human or animal life (that) we can learn the experiences..."
5	"... <i>tells authentic stories about feelings, experiences, desires, and concern of characters who are important to the reader...</i> "	"...exposes young people to attitudes, beliefs, and rituals of different countries, regions, cultures, or (other) group..."
6	"... <i>depicts situations that could happen, but are not necessarily documented...</i> "	"...we will know about fiction that can be applied for children, (its) categorizations, and (its) characteristics..."

Topik kedua terbanyak berikutnya yaitu *realistic fiction*. Enam orang mahasiswa sebagai responden yang memilih topik ini juga mampu memberikan formulasi ulang definisi sebagai jawaban atas pertanyaan no.2. Sementara untuk jawaban pertanyaan berikutnya, responden 1-2, dan 4-6 masih menambahkan pendapat mengenai formulasi definisi topik yang telah dibahas dan hanya satu responden yang berpendapat bahwa topik ini menarik yaitu responden 3.

Tabel 6
Jawaban mahasiswa terhadap topic *poetry*

<i>Students</i>	<i>What is the topic about?</i>	<i>What do you think about the topic?</i>
1	"...is about how poetry formed, how to analyze it, what is juvenile poetry..."	"I'm really interested to this topic...(it) uses diction to make the stanzas beautiful, ...there is feeling in it..."
2	"...is the poet subjective responses to his/her world...describes feelings then has many elements..."	"...Interesting topic, I don't have the knowledge about it before. Poetry has types, forms, organizations..."
3	"...it describe memories and feelings, presents ideas and truths imaginatively..."	"I think poetry is very unique and I'm interest(ed) to learn it..."
4	"...is a form of literature; (it has) types, elements, contents, ..."	"...the short(est) literary work than others..."
5	"...talks about the poets subjective response to his or her world..."	"I think the topic is interesting because (it is) kind of literature that the shortest but (has) deep meaning..."
6	"...is distinguished from prose by the use of poetic elements, types, & forms such as rhythm, sound, word choice..."	"I think poetry is an art where some people express feeling using short literary..."

Sementara itu untuk jawaban topik urutan kedua terbanyak yang terakhir yaitu *poetry*, jawaban responden terhadap topik ini sekilas terlihat cukup bervariasi. Untuk jawaban terhadap pertanyaan no.2, beberapa responden mampu mengingat formulasi definisi topik yang dibahas (responden 1-3, 5) dan beberapa mengingat tipe dan unsur-unsur dalam puisi (responden 4 dan 6). Sementara dalam menjawab pertanyaan no.3, mayoritas responden menyatakan ketertarikan terhadap topik ini (responden 1-3 dan 5) dan satu orang menambahkan informasi tambahan mengenai formulasi definisi (responden 6), dan satu orang (responden 4) memberikan komentar singkat terhadap topik ini.

Tabel 7
Jawaban mahasiswa terhadap topik *books with pictures*

<i>Students</i>	<i>What is the topic about?</i>	<i>What do you think about the topic?</i>
1	"...explains about books with pictures, types, genres... children will be helped into the process of understanding and enrich the experience of the story..."	"...usually aimed at children for primary school children with low grade (where) the image plays an important role in the process of learning to read & write..."

Topik yang paling sedikit dipilih pemahamannya oleh mahasiswa adalah topik terakhir yang berjudul *books with pictures*. Hanya satu mahasiswa saja yang memilih mengisi topik ini dalam angketnya. Namun demikian, dalam menjawab pertanyaan no.2, responden ini memperlihatkan pemahaman yang cukup lengkap mengenai apa yang dibahas termasuk tipe dan genre. Sementara untuk jawaban untuk pertanyaan no.3, jawaban responden membahas fungsi buku bergambar yang ditujukan untuk anak.

Kesimpulan

Kesimpulan terhadap penelitian ini akan dirumuskan dalam beberapa poin.

1. Menjawab pertanyaan topik diskusi sastra anak mana yang paling dipahami, hasil angket menunjukkan topik sastra anak yang paling dipahami oleh mahasiswa adalah *folk literature*, kedua terbanyak adalah *fantasy literature*, *realistic fiction*, dan *poetry*, dan yang paling tidak dipahami adalah topik *books with pictures*. Terdapat pemahaman yang berimbang diantara tiga topik yang diberikan di pertengahan, namun demikian antara topik pertama dan terakhir, jumlah responden memilih berbeda cukup jauh.
2. Menjawab pertanyaan mengenai isi dari topik yang dibahas dikelas, mayoritas responden menjawab dalam bentuk definisi. Mereka mampu memformulasikan ulang definisi dari topik yang dibahas di kelas. Beberapa dari responden ini juga mampu memahami tipe, genre, asal-usul dan perkembangan, dan sedikit mampu memahami contoh dan analisis.
3. Menjawab pertanyaan mengenai pendapat mereka mengenai topik yang paling dipahami, didominasi oleh komentar yang menyatakan ketertarikan akan topik tersebut. Namun demikian, cukup banyak

pula pendapat yang isinya berupa tambahan informasi yang melengkapi penjabaran formulasi definisi topik yang telah dijawab untuk pertanyaan sebelumnya.

Perihal kenapa topik diskusi sastra anak yang satu sangat kontras dengan yang akhir, bisa dikarenakan beberapa faktor dan alasan.

Urutan topik. Urutan bisa menjadi alasan topik yang satu dan lainnya berpengaruh terhadap pemahaman mahasiswa. Sebagai contoh, dikarenakan topik folk literature menjadi topik pembuka dan pembahasan yang paling awal di sesi-sesi awal perkuliahan, mahasiswa dapat menangkap dengan relatif baik dan lengkap. Sementara itu topik books with pictures yang menjadi penutup rangkaian diskusi topik sastra anak mendapatkan perhatian yang lebih sedikit dikarenakan dibahas di sesi-sesi akhir. Sementara topik-topik yang diberikan di sesi-sesi pertengahan mendapatkan pemahaman dengan relative lebih merata.

Topik yang lebih familiar. Diantara topik-topik diskusi yang ditawarkan di kelas sastra anak, contoh jenis-jenis cerita seperti *tale* (dongeng), *legend* (legenda), *myth* (mitos), dan tipe-tipe sejenisnya kemungkinan besar lebih familiar daripada topik seperti books with pictures yang kemungkinan belum begitu familiar bagi responden.

Kejenuhan semester. Rentang waktu belajar mahasiswa dalam satu semester mengharuskan mereka untuk bisa berkonsentrasi dan memahami berbagai mata kuliah; dan di dalam tiap mata kuliah tersebut terdapat banyak sub pembahasa/tema/topik yang harus diikuti. Pada awal perkuliahan mahasiswa mungkin masih semangat dan fresh dalam belajar, namun seiring dengan berjalannya waktu semangat dan kebugaran mahasiswa ini mungkin akan semakin berkurang.

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