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Master's Thesis  
Academic Year 2018

Wikiba Literacy Sharing: An Educational  
Program for Novice Light Novel Authors in  
Indonesia

Graduate School of Media Design,  
Keio University

Adrio Kusmareza Adim

A Master's Thesis  
submitted to Graduate School of Media Design, Keio University  
in partial fulfillment of the requirements for the degree of  
MASTER of Media Design

Adrio Kusmareza Adim

Thesis Committee:

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Abstract of Master's Thesis of Academic Year 2018

# Wikiba Literacy Sharing: An Educational Program for Novice Light Novel Authors in Indonesia

Category: Action Research

## Summary

Unknown to most people, light novel is a style of novel originated from Japan that target teens and young adults. This type of literature bridge the gap between manga and general novel. Light novel is the source of the modern anime adaptation rivaling manga. In North America, light novel has a steady growth in publication in 2017, doubling the number in 2016. In Indonesia, most light novel is self-publish.

This research aims to help novice author in Indonesia that have an interest in light novel to learn about the craft. Light novel is relatively new outside of Japan, and that causes the limited material for learning light novel. A project named Wikiba Literacy Sharing propose to be a means of education in improving the knowledge and understanding of novice authors in Indonesia. There were several challenges in this enterprise; namely (1) syllabus creation, (2) knowledge sharing, and (3) output evaluation. All of the challenges are address in this research, resulting in that Wikiba Literacy Sharing program is an effective means of education in improving the knowledge of the novice light novel authors that give them solid knowledge and the motivation to hone their abilities and skills in writing a light novel. In enhancing the knowledge of light novel authors, this program provides a variety of things required by novice authors in term writing light novels ranging from the creative process to the production process.

## Keywords:

Literacy Sharing, Education, Light Novel

Graduate School of Media Design, Keio University

Adrio Kusmareza Adim

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The Kid from Bandung, Indonesia

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# Chapter 1

## Introduction

### 1.1 Research Background

Light novel is a type of literature works originated from Japan. Light novel is an established creative market in Japan that started around in the 1980s. Light novel was an evolution of Japanese pulp magazine. In order to attract readers' interest, the magazine added illustration in the story and enclosing article of film, anime and video games. In the last two-decade, light novel has received a good reception by fans both in Japan itself and the rest of the world, including in Indonesia. In 2016 alone, over 80 light novel volumes were published in English translation, a number that 2017 had already surpassed [12]

Light novel comes from an English word coined in Japanese, *raito noberu*. Light novel is a style of Japanese novel that primarily, but not exclusively, targeting middle-school, high-school students, and young adult demographic [8]. In Japan, this particular type of literature is called *ranobe* or in an English-speaking country, light novel. The length of light novel writing is ranging 40.000 to 50.000 words, roughly surpass 200 pages. Frequently, it is published in a dense schedule in *bunkobon* format. Most of light novel first published in chapters in a magazine before being published in a form of a book. The size of a light novel print is usually smaller than novels or literary works in general, i.e. A6 (10.5 cm x 14.8 cm) in *bunkobon* print format.

Light novel becomes an important Japanese pop culture since the 2000s after the initial appearance of it in the 1970s. One of the greatest works ever created is the *Haruhi Suzumiya* series written by Tanigawa Nagaru. Since then, light novel began to turn into a ceaseless epidemic in both inside Japan and outside Japan.

The history of light novel starts when a novel published by *Sonorama Bunko* from *Asahi Sonorama* in 1975 was considered as the symbolic beginning of light novel. The type of print itself was cheap a thin, similar to the light novel we know today. Following the creation, sci-fi and horror author. Kukuchi Hideyuki,

or Yumemakura Baku, began his career in such print.

In the 1980s, an epic novel by Tanaka Yoshiki titled *The Heroic Legend of Arslan* makes a sensation among Japanese adolescents. *Record of Lodoss War* novel by Ryo Mizuno also received a similar reception. All the works later were adapted into anime.

In the 1990s, the theme of adventure in Japanese literature began to undergo significant changes. The serious adventure story then combined with comedic elements for the first time in the *Slayers* series by Hajime Kanzaka. A few years later, Media Works build a pop literature printing called *Dengeki Bunko*, now known as the biggest light novel publisher in Japan. The *Boogiepop* series is the first major publication that was later adapted into an anime and has numerous appreciation by the audience and then attracts them to do literature themselves.

In the Indonesia literature scene, light novel is still considered new and only a handful people that know what a light novel is. A literary genre considered a new thing has difficulty to penetrate the market share since light novel has a more dominant background of Japanese culture where the novel originated. Light novel or in Indonesia also known as *novel ringan* is thinner than most literary works, around 200 pages. But light novel has a distinctive anime-style illustration to differentiate with other literary works.

While major publisher in Indonesia is still reluctant about translating light novel into Bahasa Indonesia, small newly established publisher with the sole purpose publishing Japanese light novel to meet the demands from Indonesian fans. Before they started to translate light novel officially in Indonesia, most Indonesian access fan-translated light novel off the Internet, and amazingly most title have a Bahasa Indonesia fan-translation.

In Indonesia itself, light novel market is developing, and the fans are still limited; however, it has persistently day-to-day growth through the archipelago. Unfortunately, the light novel author in Indonesia have difficulties to find a publisher to publish their works. When they prefer self-published.

The lack of organization or institution to accommodate creativity, including creativity designed to write a light novel has an implication on the growth of their fans. The reason for that is they do not know where to channel their works and could lead to the possible discouragement because of the wasted effort. Even though, both authors and aspiring authors in Indonesia have the desire to make their works famous and have a global impact as in Japan where light novel can be a promising business field.

The creative effort of light novel authors in Indonesia gives birth to a various community as a safe haven for creativity. One of them is Light Novel Indonesia (LiNE) that was founded by Adi Putra at the end of August 2014 but later changed to LightNovel.ID to avoid confusion with Line, the instant messenger.

The community is built around Facebook Group, so their works may be uploaded to the group documents feature. The community consists from beginner to intermediate authors who are still learning to cultivate the world of literature, particularly light novel. The members of the community are friendly to newcomers who want to learn; thereby they have the chance to ask everything concerning light novel. In that community, there is some illustrator that gathered to help author that lack the skill to illustrate the characters, so the authors could seek for illustration services.

The main target of the light novel community is adolescents and young adults, as the most light novel is set on the life of school children, whether middle and high school or early college that filled with surprises; for examples, magic theme, meeting with spirit, superpower, or other fantasies theme that make light novel have more genre than general novel or literature.

As time passes, light novel does not to be set in Japan, as many emerging authors have an Indonesian background, however, manga-style illustration still accompanies it. Light novel could be a promising creative industry for authors as a professional career.

The creative industry regarding light novel in Indonesia has not reached the same level as Japan. Several obstacles are constraining the development of the Indonesia-style light novel. But with the birth of the Creative Economy Agency in Indonesia, it is a beacon of support to the growth of light novel. As Indonesia still categorized as a developing country and that is also but not limited to the development in the field of literature, particularly light novel.

Wikiba Literacy Sharing is a project that made possible through the collaboration with Wikiba Asia, an online portal providing news and entertainment about Japanese pop culture. This research aim is to help aspiring novice author to help them tackle the subject in making a light novel in Indonesia. Educating Indonesian novice authors; this research also made possible with the collaboration with Light Novel ID, Rimawarna, and pop culture enthusiasts in Indonesia that helps the design of the syllabus.

By educating the novice authors with a series materials to improve their knowledge and understanding about light novel. This research aims to build a collective

learning environment among the participants and subject-matter experts so their interactions can produce resources that could affect their practice.

Through this research, it is expected to help share literacy for light novel authors and Japanese pop culture enthusiast that have an interest in this particular novel style, either by localizations the original version of light novel or by writing light novel set in Indonesia.

## 1.2 Research Objective and Questions

The objective of this study is to support light novel in an emerging creative market in Indonesia by educating novice authors in Indonesia. As mention previously, light novel is new and growing market in Indonesia.

Based on the objective of the research, two following research questions are posed:

1. How is the Level of Participants' Satisfaction with the Wikiba Literacy Sharing Program?
2. How do Participants Learn the Knowledge or Skill Conveyed in the Wikiba Literacy Sharing Program?
3. To What Extent did the Change in Behavior to Participants Following the Wikiba Literacy Sharing Program?
4. Is Wikiba Literacy Sharing Useful in Achieving Organization Goals?

## 1.3 Introducing the Field

### 1.3.1 Light Novel



Figure 1.1: My Youth Romantic Comedy is Wrong as I Expected, a light novel by Wataru Watari. Publish by Yen Press in North America

Light novel is a style of Japanese novel that primarily targeted teens and young adults. Structure of a light novel is less complicated than general literature because of the less sophisticated words. Light novel employ simpler structure and simpler words making them an easier read. Light novel typically featured an anime/manga-style illustrations. Light novel is the source of the modern anime adaptation rivaling manga.

### 1.3.2 Wikiba Asia

Wikiba Asia is an online portal providing news and entertainment about Japanese modern visual arts, culture, and its growth outside Japan, especially in Indonesia. Established in June 2015 and mainly operate in Bandung, Indonesia.

Wikiba Asia hosted the program activities of this research.

### 1.3.3 Light Novel.ID Community

Formerly known as Light Novel Indonesia or LINE, Adi Putra founded the community at the end of August 2014. This Facebook-based community later changed



the name to Light Novel ID to avoid unnecessary confusion with the instant messenger with the same name. The community accommodates beginner and intermediate to polish their creativity and skill in writing light novel. This community also shares related events, resources, news, and opportunity to its members.

## 1.4 Significance

As previously explained in the background, it is essential to boost the creative industry in Indonesia, particularly in the field of literature. With the light novel coming from Japan and already had a fan based in Indonesia providing an opportunity to grow and develop new creativity in Indonesia.

This research seeks to encourage light novel author and aspiring author to adapt light novel in Indonesia while helping light novel author and aspiring author to more accustomed to the light novel genre. This research is also expected to contribute to the growth of the Indonesian creative industry, particularly in the form of light novel

## 1.5 Thesis Structure

**CHAPTER 1 (Introduction):** An introduction which describe the research background for context's sake, research question, and contribution.

**CHAPTER 2 (Literature Review):** Presents the literature review concerning of the mass communication, mass communication theories, and Internet as a medium of mass communication.

**CHAPTER 3 (Research Design):** Explains the design of the project that include concept, target, material, and evaluation.

**CHAPTER 4 (Research Action):** The precise framework of each activity in this study is presented with findings from each action cycle.

**CHAPTER 5 (Analysis and Discussion):** The result and analysis. The analysis from the results guideline for replication the process.

**CHAPTER 6 (Conclusion):** The conclusion of this study.

# Chapter 2

## Literature Review

This chapter disclose the literature review used to identified areas linked to this research. This section present them separately.

### 2.1 Culture Concept

Culture is the basic concept in anthropological studies. The concept usually includes aspects such as knowledge, technology, values, beliefs, habits, and behaviors that are common to humans. Marshall [21] state that in a simple society there is usually only one form of integrated culture carried by all member of the society. Meanwhile in a more complex society, thus this cultural entity has many layers covering the dominant culture and the various sub-cultures.

One of the most critical differences in complex societies is the differences between pop culture and high culture. High culture, in general, includes classical music, dance, poetry, painting, serious novels, and others of culture that is appreciated by a small number of educated society or those who have high social status.

On the other hand, pop culture or sometimes also called mass culture, are far more spread and easily accessible to the masses. The primary interest of pop culture is for entertainment, and its form is mostly dominated by music, comic books, sports, and fashion.

According to Sullivan et al. [14], all cultural products are deliberately made according to the tastes of masses can be called as pop culture. Hence, Sullivan states that pop culture is a culture that favored by most people.

In Japan, the term pop culture is hard to find its equivalent. According to Hidetoshi Kato [17], the term pop culture could be equated with *Taishu Bunka* terminology. However, the equation of the term is also not without problems due to the meaning of *Taishu Bunka* itself is mass culture. Moreover, *Taishu Bunka*

itself is egalitarian and does not distinguish between the masses and the elitists or between high and low social status.

Japanese pop culture in-general includes television shows, movies, manga, anime, music, and fashion. The most famous Japanese pop culture in Indonesia are anime, manga, music, and fashion. Japanese pop culture is spreading not only in Japan but also in various counties. Many people love this pop culture.

The process of imitation originated from the knowledge of Japanese pop culture that obtained continuously, i.e., from what is seen and observed. The individual preferences for watching anime or Japanese cartoons on television is the starting point for the individuals love of Japanese pop culture. The development of Japanese pop culture in Indonesia cannot be separated from the role of the community around them. The role of community in this instance is because the community has a share in the procurement of Japanese themed shows.

At first, the community was scarce, but now new community emerges every year. The Japanese pop culture enthusiast who initially was embarrassed to show themselves. However, today, more and more are emerging and making a new network of friends.

In the late 1990s, Japan began to change their diplomatic strategy to fit the current globalization trend that poses new challenges. One of the strategies used by Japan is to develop post-modern cultures, in addition to harnessing traditional cultures that have already existed before.

Anime, manga, fashion, pop music, food, a novel that included light novel from young creator finally began to occupy an essential position in Japanese cultural activities at an international level. It is undeniable that naturally this activity is commercial and have strong links to trade policies, such as protection of intellectual properties and participation in international festivals.

Japan is capable of taking advantage of pop culture as a means of diplomacy, as evidenced by the seriousness of the Japanese government to focus on pop culture as a part in the Diplomatic Bluebook 2004 with a program titled Cool Japan. Even the *Gaiko Foramu* (Diplomatic Forum), a monthly diplomacy-related magazine published by the Japanese Ministry of Foreign Affairs has a special section for pop culture related articles as a diplomacy tool on several issues.

In order to improve the effectiveness and efficiency of the use of pop culture itself, the Ministry of Foreign Affairs of Japan entered into cooperation with the Japan Foundation which is, an institution under Japanese rule located in various counties where one of its duties is to bridge the publication of Japanese culture

in various part of the world.

The influence of Japanese pop culture in a various part of the world cannot be doubted. Anime, manga, and light novel are becoming increasingly global and very accessible in many languages, the style of youth clothing began to follow Japanese orientation; also, Japanese music increasingly being played everywhere.

It is not unusual if the sales of Japanese pop culture products are soaring high in numbers, such as CD sales, even pre-order numbers that were made outside Japan achieved one million copies. Japanese cultural research clubs are growing in numbers and not only that, some of the clubs are even studying it specifically.

Japanese culture festival is an attraction for people around the world, Indonesia is included. Japan Foundation holds an annual event called JakJapan Matsuri. It is a large-scale event and managed to attract hundreds of thousands of visitors in one day.

Some Japanese cartoon successfully dominated national television. Cartoons like *Pokmon* and *Doraemon* become a compulsory spectacle for children around the world. The Japanese cartoons filled the premiere time slot on television which is after school hours and on Saturday or Sunday morning.

Japanese cartoons or better known as anime has managed to spread its influence on all parts of the worlds. One real evidence is that back in its heyday, Pokemon was broadcast in more than 65 countries and translated into 30 languages. The success of Pokemon then made this franchise as the main cover of TIME magazine in November 1999.

The Indonesian youth of today are familiar with the Japanese pop culture; as a result, they demand that they collaborate in the creative industry in Indonesia which began to develop with the establishment of Creative Economy Agency witch become a place for the creative content maker in Indonesia.

From the vast creative industries created, the Japanese sub-culture;s cultural collaboration conducted by the Indonesian youth has taken quite a lot of creative industry sectors in Indonesia. Especially in the field of audiovisual, starting from the market sector of art goods, craft, design, interactive game or video games, music, performing arts, fashion, to culinary.

Up until now, arts, crafts, fashion, and interactive games or video games, including light novel being the most contributive sectors, readily observable and have a significant impact on introducing Japanese pop culture to the people of Indonesia.

From the art market sector alone, the young generation of Indonesia now

has quite a lot of expertise in the field of visual arts, such as making comics or writing such as making a light novel. The platform to accommodate the art market sector has been provided relatively well, for example, LiNE Webtoon, and CIAYO Comics as a platform for digital comics in Indonesia. For published comics there are KOSMIK and RE; ON Comics. Not to mention, Comic Frontier or known as Comifuro for the big annual convention held to accommodate young self-published comic artists and illustrator in Indonesia that help introduce and sell his or her works directly to their fans.

As for light novel, there are creative efforts from the light novel authors who eventually gave birth to various communities as a place for creativity. One of them is Light Novel Indonesia (LINE) which was founded by Adi Putra at the end of August 2014. This Facebook-based community later changed the name to Light Novel ID to avoid unnecessary confusion with the instant messenger with the same name. The community accommodates the creativity of beginners and intermediate author who are still learning to wrestle the world of literature, exceptionally light novel.

The craft and fashion sectors, both are also caught the attention from the Indonesian youth to collaborate their creation with Japanese pop culture, especially in the manufacture of costume play or cosplay attire and lolita fashion sector. On the craft sector, GoodGuyNeverWin is the leading in local action figure and handcraft toys.

In the interactive video game sector, Indonesia is considered quite competitive and can hold on its own against South East Asia countries. Showing talents of its young generation to promote Indonesia through the creative industry in the video game sector. The video game itself takes much influence from Japanese pop culture. In Indonesia, some famous video games were developed by the local developer that generate overseas hype. One prime example is DreadOut, a survival horror video game developed by Digital Happiness studio from Bandung with a mystical story element that was based on local folklore and featuring local ghosts that popular in Indonesia society. From the mobile video game, Target Acquired that were developed by Touchten studio, is considered as the Indonesian Mega Man (or Rock Man in the Japanese market) that gain popularity in 2016.

From the various examples of the creative industry sector, where young Indonesians collaborate with Japanese pop culture, it can be seen that they want a creative industry that can support their hobbies, talents, and interests in the influences of Japanese pop culture they already knew and love.

## 2.2 Brief History of Light Novel In Japan

Modern Japanese literature began in the Meiji era. European culture heavily influences the modern literature itself and many inherited old literature [10]. *Yomihon*<sup>1</sup>, *Kokkeibon*<sup>2</sup>, and *Ninjobon*<sup>3</sup> are a popular form of the novels in the early Meiji period, which also is a late Edo era literature. At the time, the authors that wrote that three genres were called *gesakusha*. One of the authors that represent the Meiji era is *Kanagaki Robun*, who was very keen on the change of times, cultures, and habits of people in the Meiji era. *Kanagaki Robun* describes the habits of the Meiji society with *Kokkeibon*. However, after *Jiyutu Minke Undou* appears, *seijishosetsu* (political novel) began its widespread use as political propaganda.

The appearance of light novel at first caused the influence from outside Japan. Enomoto [2] states that are in the 1970s many overseas fantasy novels aimed at middle and high schoolers or in other worlds young adults. Some of them come in the form of high fantasy<sup>4</sup>, and low fantasy<sup>5</sup>.

The introduction of the concept of fantasy in Japanese literature became the start of the fantasy boom in Japan. At the time, Japan pictured fantasy as a story of another world like in Europe mixed with swords and magic. Not only fantasy, but science fiction novel also gives a considerable influence on the birth of light novel.

Ootsuka Eiji states that light novel has a specificity that describes the fiction that exists in the anime and comic world. The specificity is called anime mangateki realism [2]. The birth of anime mangateki realism in the late 1970s seen from Arai Matoko who just started his debut about I Want to Write the First Edition Novel of Lupin the 3rd. According to Ootsuka, Arais novels do not portray the real world but refer to the concepts aimed at mimicking the imagery of an anime and a manga. It can be said that Arai Matoko was the first person who inspired the depiction of anime and manga in a novel.

The concept depicting anime and manga is called anime mangateki realism. The novel that has this concept is called light novel. Ootsuka, bring this theory closer to light novels because light novel uses illustration in anime and manga style using the *Kyarakutaa Database* (Character Database). Azuma [2] says there is no word I in light novels, only character. Light novel is a novel that contains and describes the characters of fiction.

The history of light novel began when a novel published by *Sonorama Bunko* in 1975 was created. The type of mold itself was very cheap and thin, just like the current light novel. Following the birth of that creation, science fiction, and

horror author, Kikuchi Hideyuki, also known as Yumemakura Baku, began his career with such prints.

In the 1980s, Tanaka Yoshiki's epic novel *The Heroic Legend of Arslan* became a hit among Japanese teenagers. *Record of Lodoss War* also received a warm welcome in the similar prints format. All of the above works were later adapted into anime.

Light novel itself in Bahasa Indonesia is known as novel ringan. From this ambiguous name, sometimes people having a hard time distinguishing this form of print from the general novel that is commonly encountered. In fact, light novel is a kind of novel that resembles teen literature. The content is light, as the author employ kanji characters which is easier to read. That word means the light novel, is not a word used from the English language, but the naming of the Japanese language itself. Raito Noberu or ranobe (abbreviated LN in English) is the Japanese pronunciation.

Then in the 1990s, the theme of adventure in Japan began to undergo significant changes. The usually serious adventure story is then combined with comedic elements for the first time in the *Slayer* series by Hajime Kanzaka. A few years later, Media Works build a pop literature printing called Dengeki Bunko, now known as the biggest light novel publisher. The *Boogiepop* series is their first major publication, which was later adapted into anime and received a great deal of appreciation which then attracts people to literature.

Authors at *Dengeki Bunko* slowly began to attract the attention of the readers and then became very famous around 2006. After the success of *Haruhi Suzumiya* series, many publishers and readers started to take light novel seriously. To this day, light novel becomes the primary source for anime adaptation in Japan. True to the Japanese pop culture, light novel is a kind of novel that filled with anime-manga style illustrations. Each light novel has at least some illustration tucked between the pages. The front page also follows the demography of a manga.

In contrast to novel or prose works in general, light novel has similarity with manga that most works are published weekly on certain days. Each title has space in a weekly magazine; usually each week they publish one chapter of each title. Once it is finished with a story arc, then all chapters that been updated for weeks will receive a paperback release, and if the story is good, it becomes a series that will span for years to come.

Stories in light novels then to be a series, so there is plenty of volume in a single title or series. One of the famous light novels such as *Light Novel* by Reki

Kawahara is a novel that gets much praise from its reader and has now reached the eighteenth volume.

Several magazines where light novel authors publish their work are *Faust Gekkan*, *Dragon Magazine*, *The Sneaker*, and *Dengeki Bunko Magazine*, or franchise magazine like *Comptiq* and *Dengeki Gs Magazine*. There are also publishers; *Dengeki Bunko*, *Famitsu Bunko*, *Fujimi Fantasia Bunko*, *GA Bunko*, and so on.

Light novel is rapidly growing in Japan. Each year hundreds of titles are published. Every year here also many light novel writing contests hosted by a various publishing company to find new talents. *Dengeki Bunko* is the largest, with a total submission of more than 6.500 manuscripts every year. The main prize is a sum of one million Japanese Yen or around 9.190 United State Dollar along with the publication of his or her novel. *My Youth Romantic Comedy Is Wrong as I Expected* is one of the winning light novels that was composed by Watari Wataru, later adapted into anime with the same title.

Light novel itself is sold with a light novel label, not as a novel. The price of each book itself is very cheap, unlike most novels or other serious literary works. For example, *The Melancholy of Haruhi Suzumiya* is sold for 540 Japanese Yen (8% tax included). Sales in light novel alone are among the most profitable industries in Japan. One of ht Japanese Government site said that sales of light novel reached 20 million Japanese Yen and around 30 million copies sold in 2007. A major publisher such as Kadokawa Group and *Dengeki Bunko* is the biggest power holder with 70% to 80% market share in 2009, even the light novel market achieved sales of 30.1 million Japanese Yen and represents 20% of the sales of all *bunkobon* printed books in Japan.

Currently, the Japanese anime industry relies closely on light novels in their production wheels. Light novel is considered neck and neck with manga in term of anime adaptation, and much well-known anime come from light novel, for example, *Toradora!*, *Haruhi Suzumiya Series*, *Monogatari Series*, *Sword Art Online*, *The Pet Girl of Sakurasou*, *My Youth Romantic Comedy Is Wrong as I Expected*, and *The Irregular at Magic High School*.

The hype of light novel in Japan makes the Americans also started publishing light novel in their county. American publisher who became the main powerhouse for light novel is Yen Press. In Indonesia, Shining Rose Media also published several Japanese titles such as *My School Days Has Just Begun*, *Absolute Duo*, *Vampiress of the Dawn -Aglaiardens Scarlet Lily-*, *No Game No Life*, and *Ryuu-gajou Nanana Buried Treasure*. The publisher also produced a light novel written



by Indonesian, titled *She Loves You*.

## 2.3 Brief History of Light Novel in Indonesia

In Indonesia itself, light novel is still in the developing stage, and its fans are relatively few, but there is growth in numbers throughout the country. Unfortunately, the author of light novel in Indonesia still have difficulties to find a publisher to publish their works. Self-published can be daunting; they will be bothered in the term of ISBN handling, printing, illustration, and other related matter to the published works.

The lack of repository in accommodating creativity will affect the growth of fans as well. The reason they do not know where to channel their work will lead to the thought vain effort. The light novel author in Indonesia also has the desire to make his or her works famous in Japan where light novel can be a promising business field.

The creative effort of Indonesian light novel author finally gives birth to various communities as a repository of creativity. One of them is Light Novel Indonesia (LiNE) which created by Adi Putra back in August 2014.

This community is based on Facebook so that the members can upload their work to the group sections. Inside the community consists of beginner and intermediate author who are still learning to wrestle in the world of literature, exceptionally light novels. The members of the groups are friendly and always excited to newcomers who want to learn, so they have a chance to ask what light novel and other important points regarding what light novel is. In the community are also gathered young illustrators who will help authors who do not possess the ability to draw, so they can outsource the task to an illustrator to illustrate the character, so the authors can focus on writing the light novel.

The primary target of this light novel community is the teenagers and young adult because most of the light novel is based on the life of an adolescent. Most light novel is based on the life of the school children either junior high or senior high school and sometimes even college that was filled with surprises such as magic, an encounter with supernatural being, superpower, and other fantasies that make the light novel have a broader genre than a general novel.

As time went on, light novel does not have to set in Japan or have a Japanese background, many emerging authors also try to write using Indonesian background but of course, they still retain the signature anime / manga-style illustrations. So

that, light novel can become a promising creative industry for the author as their primary income landing.

The first Japanese light novel that was translated official into Bahasa Indonesia is *Penguin Summer* from Akira Muzuka under by Shining Rose Media in February 2013. Shining Rose Media then translated two more titles, *Leenas World Map* Vol. 1 and *Candid* from Tsukasa Kawaguchi and Yasumi Obata in 2014, respectively. Later in 2015, Shining Rose Media finally gained a great opportunity to published two light novels which were adapted into anime: *Absolute Duo* by Hiiragi Boshi Takumi and *No Game No Life* by Yuu Kamiya.

Shining Rose Media followed the trend and released two more light novels that were adapted into anime titled *Zeros Familiar* from the late Noboru Yamaguchi and *Ryuugajou Nananas Buried Treasure* from Kazuma Ootorino, they also included the second volume of *Absolute Duo*.

In addition to Shining Rose Media, there is also another publisher like Katalis Pustaka, but not all of the focused on light novel. Although most light novel author now publishes they own works, Shining Rose Media is the first publisher to publish an original light novel from Indonesia titled *She Loves You* by Reikai in 2015.

Light novel author in Indonesia publishes their works by selling in through different pop culture convention or put it online as a web novel in services like Wattpad or sometimes a blog.

## 2.4 Brief Description of Indonesian Creative Industry

Creative industry can be defined as a collection of economic activities related to creation or use of the knowledge and information. Ministry of Trade of Indonesia in the book *Creative Economy Development of Indonesia 2025* (2008) states that creative Industry is an industry driven from the utilization of creativity, skill and individual talents to create welfare and employment by generating and exploiting the creativity of the said individual.

According to Howkins, the creative industry consists of digital advertising, architecture, art, crafts, design, fashion, film, music, performing arts, publishing, research and development (R&D), software, toys and games, TV and radio and video games. There are also the different definition of the sector but so far Howkins

explanation has not been recognized internationally.

The creative industry is an industry with its own appearance on the excellence of creativity in producing creative designs that attached to goods or services. The creative industry is a collection of the industrial sector that prioritize creativity as the main capital in producing products and services. The design industry in this regard can be viewed as the core component of a creative industry, where its implementation can occur in a variety of sectors. The industry was developed to support the increase of value-added products in the development of others industrial clusters.

The characteristics of the creative industry can be determined a follows:

1. An industry whose main elements are creativity, skill, and talent that has the potential to improve welfare through the offering of intellectual creations.
2. The creative industry consists of providing creative products directly to customers and supporting the creation of creative value in other sectors that are indirectly related to the customer.
3. Creative products have the characteristics: short life cycle, high margin, high diversity, high competition, and easy to imitate.
4. In the creative industry component, the main capital of the creative industry is intellectual, and the creative industry contains elements of art, technological culture, and business.

The Republic of Indonesia realized that the creative industry, which focused on the creation of goods and service by relying on skill, talent, and creativity as intellectual property, is the hope for Indonesian economy to rise up, compete and gain excellence in the global economic stage.



Figure 2.1: A *Doujin* Booth Comic Frontier 11, Jakarta, Indonesia

Indonesia Creative Economy Development is a form of optimism as well as a surge of aspirations to support the realization of Indonesias vision of being a developed country.

In the creative industry itself, there is an integral part of the creative economy, the creative industry.

The creative economy that encompasses creative industry, in many countries today is believed to contribute significantly to the nations economy. Indonesia began to see that the various sub-sector in the creative industry have the potential to be developed because Indonesia has creative human resource and rich cultural heritage.

After rolling out for about three years in Indonesia, the creative economy and creative industry are getting warmly discussed by both the government, private, and the creative people themselves. The Government of Indonesia notice the potential of the creative economy and establish Creative Economy Agency on January 20, 2015.

## 2.5 Defining Information Literacy

Information literacy is the ability to access, evaluate, organize, and use information effectively for formal and informal learning, problem-solving, decision making in employment and education [4].

The concept of information literacy itself comes from user education in the library. The principle of action is in user education similar to what will be developed through information literacy programs that develop the ability of users in determining the nature and range of information needed, accessing information needed effectively and efficiently and evaluate information and sources critically, using information for specific purposes [15].

## 2.6 Defining Communities of Practice

The influence of Japanese pop culture causes many fans to form communities to channel their interests, hobbies, or likeness to Japanese pop culture.

The community is a place for fans especially those who have interest, talent, and ability in writing or drawing illustration and another thing that related to the Japanese pop culture.

The community can also be a combination of practitioners or those who already have expertise in translating Japanese, drawing illustration, or experienced author and individual who are starting to take an interest in the field. They join because there is a purpose of practicing or working, for example by making comics, manga, cosplay, or light novel with Indonesia local wisdom.

Etienne Wenger, a community practitioner known as the father of the Community of Practice, provides a precise definition, that is;

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they regularly interact [25].

A community of practice is defined as a group of people who are informally tied tighter in a common interest, gathering regularly to share knowledge and expertise, to improve learning and create shared values for groups or organizations [1].

The community of practice is an excellent tool to learn knowledge throughout the organization and to trigger not just only to reuse knowledge for higher efficiency but also the creation of knowledge for greater innovation [7].

The establishment of a community of practice can encourage knowledge sharing activities such as workshop, seminars, meetings, and mentoring sessions within an organization. In this community of practice, member volunteer to participate in everyday practice and are very keen to hone their skills, so the quality of knowledge-sharing in these circumstances is guaranteed. Therefore, an organization needs to explicitly become a community of practice who play an essential role in the creation and management of knowledge [25].

According to Wenger, the foundation of all communities, especially the community of practice is the need for learning and common interest to a problem. Without the desire to learn from ourselves and the common interests of its members, a community will not last long. The most straightforward language is that the community must have something that attracts others outside the members, something that can be useful to them and not just to get together and socialize. This common interest can be a profession, competence, knowledge, specialization, social relation, or network development. Roan Yong in his book *Social Collaboration* says, A smarter way to get sustained collaboration is, to align the individuals interest with the bigger objective. Ultimately, the key to a growing community is to align the interests of its members to achieve a larger goal.

The community of practice is a learning process with the social concept. This is how the community of practice works. For example, when we engage in a study group. Usually, we do a group to tackle something complicated such as doing homework or when we do not understand a particular lecture in class. By studying in a group, other friends can explain the unintelligible materials and the seemingly tricky subject in class. When learning in a group, there is no teacher. All participant actively helps each other to explain to each other things that are difficult.

By doing group study, we will be sway away from embarrassment, spontaneously answer, refute, or ask something because the learning atmosphere is informal.

This is the purpose of learning socially. The reason we can comfortably ask without fear or ask for a slower explanation is that there is a social and emotional closeness between group members. We can learn quickly and will to share knowledge because of the high level of trust between each other. Also, we also fell a degree of similarity. Both students are trying to get good grades in the test later, not teachers who are higher status and usually feared. Besides, good social interaction during group study also determines the success of learning. Imagine if there is one member who is too dominant could pose as the new fierce teacher, the fun part could be rotated out and turn into a tedious and ineffective class.

The same with a community of practice. The success or failure of a community is highly dependent on the social relations among its members which are built on trust, shared goals and interests, and equality between each member. If these conditions are met then the community of practice can run well, continue, and will provide added value for its members.

The plus of a community that used community of practice lies in the fanaticism of its members. A mature community will have a very dedicated member. They are bound and willing to do anything for their community. Even at the highest level and for some, the community becomes more important than the work itself. You may often see some colleagues keep coming to their old office to get together with the community. They did not come to meet with their former bosses or former subordinates. They come because of their attachment to the community.

The community is formed because of the need for self-actualization and appreciation. In Maslow's theory of need, self-actualization is at the first level, well above the physical needs of money and alike.

The community is formed because of the need for self-actualization and appreciation. Maslow's theory of need, self-actualization is at the first level, well above the physical needs of money and the like.

## 2.7 Defining Social Learning

Today, the world is experiencing rapid growth. Many changes are happening in society. These changes are in line with the increasingly strong globalization that is sweeping across the world. Included regarding culture.

During the early 2000s, pop culture from Asian countries began to enter Indonesia. Some notable examples K-Pop from South Korea and manga, cosplay, and light novel from Japan.

In Indonesia, the development of Japanese pop culture is fast and can be seen with the existence of various communities that are formed related to comics, manga, cosplay, and light novel. Japanese pop culture is engulfing young people, especially those who love the manga and its characters and novels that are not too heavy to digest for young people.

Light novel as part of the Japanese pop culture slowly become a conversation in the among pop culture enthusiast, with its light, easy-to-understand, and periodically inserted illustrations that made readers more engaged while reading light novel.

With the help of the Internet then many light novel fans form a community in social media like Facebook and Discord to form a forum for novice author who has an interest and ability to write light novels that lead to creating a place to share among light novel fans.

This is because more young people access the entertainment media used as a

means to spread the Japanese pop culture, they have the tendency to always show something new in themselves because they are still in the stage of searching their identity so that it is not strange they often change both in the way of thinking or in terms of appearance as the result of the learners by imitation of a culture that is trend.

The introduction of Japanese pop culture as a new idol for them has a considerable impact on young people. Frequently they dress up following the characters he or she likes or buy DVD, Blu-ray, various merchandise, or form specific communities in accommodating their similarities like Japanese pop culture.

The influence of Japanese pop culture on the younger generation in Indonesia enables the emergence of fanatic fans which ultimately give color to their lifestyle. Behavior or lifestyle itself is a matter of reflection of the imitation process. The power of society does not entirely determine lifestyle emphasis but on the effective negotiation of a particular life-world, then transformed into a parable for oneself may fluctuate as the result of a thriving and open social culture [5].

Given the changing behavior, appears to be a process of imitation or the imitation that takes place through social learning. The process of imitation according to Gabriel Tarde [20] is a form of excellent example that is down between one individual with another individual in life, so imitation behavior can be said as the desire of someone to be someone else. That way, when the person is doing an imitation, then he or she at least understand what will be imitated.

Furthermore, Baldwin [20] said that imitation could be divided into two kinds, namely, the first non-deliberated imitation with the intention to imitate imitation and do not understand the purpose of the imitation. Second, a deliberate imitation which can be explained as a deliberate imitation and know of the purpose of imitation it does. In this case, when associated with a context of imitation by fans of Japanese pop culture, the imitation of these fans is included in the deliberate imitation because they imitate their idol by knowing their purpose and intent on imitating the idols.

About the discussion of the imitation theory, a positive relationship between imitators and new imitation can make the imitation possible [18].

Impersonation because of the learning process imitated from others who later referred to as social learning. An individual who sees and observe the behavior of others who later in the example and usually tends to be the same as the behavior of the person imitated is said to be the social learning process.

In imitation theory, the individual will empathize with the feelings of the peo-



ple he or she observes and imitate his or her behavior. These feelings of empathy that will encourage an individual to imitate the behavior of other individuals in addition to the environmental condition, it also has a significant influence on the learning process.

Bandura [3] explains four processes that occur in social learning, namely:

1. Attention Process

The process of learning to imitate begins with the appearance of an event that can be observed directly or indirectly by a person. The event may be an action or a thought pattern. Learning something can be done if the object or the subject to be imitated is properly noticed. Something is noticed because the even appears prominent, occurs repeatedly, and raises positive feelings for the observer.

2. Retention Process

It is a process whereby an individual must be able to store and remember something to imitate. Memories of the observed behavior depend on the mental impressions and verbal representation. The stored materials are often altered in relation to the existing knowledge of expectations of the individual (learner).

3. Reproduction Process

In this stage, the individual is considered successful when able to reproduce the behavior or actions he or she observes. This process is a time when observers imitate what is observed.

4. Motivation Process

In the process of motivation, there is an external affirmation and self-affirmation, which in the external affirmation of imitation will be done if others also do the same thing. In other words, Individual observed the model and learns new behaviors and depends on the concentration the individual received.

In addition to the above explanation, the imitation process can also be seen through the ideas expressed by Sociologist Roger and Shoemaker [19] who mapped that process of idol influences to fanatical fans through several processes:

1. Interest Stage is a process where fans are interested in the appearance of their idols.
2. Evaluation Stage: an evaluation process undertaken by a fan prior to imitating to consider whether the fan is imitating his or her idol.
3. Trial Stage is a process where fans begin to find interesting things from their idol like fashion or lifestyle which then begin to try to imitate by the fans.
4. Adoption Stage is a process where fans will decide whether to imitate or not to imitate their idol after experiencing previous processes.

Both of Banduras Social Modeling theories, or the process of idol influences on fans alike explain the process done by fans mimicking their idols. From both, it can be seen that when fans want to imitate their idol they will go through some social learning process and not happen all of a sudden.

## 2.8 Defining Education

Education is an absolute necessity for all human beings because, with education, human beings can develop all the talents and potential that is stored in each person. Education also determines the quality of a nation, the better the education of a nation than the more qualified the nation.

Education itself according to the Presidential Instruction No. 15 the Year 1974 are:

All efforts to nurture the personality and develop human capabilities of Indonesia, physically and spiritually that lasts a lifetime, both within and outside with the purpose building unity of Indonesia and a fair society, prosper based on Pancasila.

Furthermore, in the Law No. 20 the Year 2003 on the National Education System (Sidiknas), is as follow:

Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have religious spiritual power, self-control personality, intelligence, noble character, as well as skills needed by him or her, society nation, and state.

According to Notoatmodjo (2010), education is an effort of persuasion or learning to the community, so that the community will act (practices) to maintain (solve problems) and improve their wellbeing. The changes or maintenance actions and

health improvements generated by health education are based on knowledge and awareness through the learning process, so that the behavior is expected to be long-lasting and permanent because it is based on awareness.

Then another opinion was put forward by Tirtarahardja as follows;

Education is universal and continues uninterruptedly from generation to generation anywhere in the world. The effort of humanizing human beings through education is organized in accordance with the views of life and social background of each particular society (Tirtarahardja et al, 2005).

According to Fuad (2005) in his book education is the activity and effort of man to improve his or her personality by fostering his or her potentials, namely spiritual (think, intention, taste, inventiveness, and conscience).

Oemar Hamalik (2001: 79) explains that "Education is a process to influence students to adapt to the environment as well as possible and thereby create a change in themselves that enables it to function strongly in people's lives."

Education is a conscious effort undertaken by the government, through counseling, teaching and/or training activities that take place in schools and out of school throughout life, to prepare learners to play a role in various living environments appropriately in the future.

Education took place and implemented in all living environments, both specially created for both formal and informal (non-formal) education. Further education is all the efforts of adults in their association with children to lead their physical and spiritual development toward maturity.

Education is one of the main pillars in determining social change, changes to the progress and welfare of quality life. In the Law of the Republic of Indonesia Number 20 Year 2003 regarding National Education System Chapter II Article 3 mentioned that education is functioning to develop the ability and form the character and civilization of dignified nation in order to educate the nation's life and aims to develop the potential of learners to become human faithful and devoted to God, having noble character, healthy, knowledgeable, capable, creative, independent and become citizen of democratic and responsible.

From several definitions of education above it can be concluded that education is a persuasive effort that is consciously done to prepare learners to be able to develop the potential that is owned entirely in entering life in the future. The connection with this research is that education through literacy sharing to give novice author the necessary knowledge for them to be able to develop all the potential that they have maximally in writing and make the work of in a form of

a light novel, so it can be a valuable addition to the Indonesia creative industry

### **2.8.1 Education Purposes**

Education has a purpose in which it contains an image of right, noble, proper, correct, and aesthetic values for life. Therefore, there are two purposes of education, (1) giving direction to all educational activities and (2) something that can be achieved by all educational activities. As a component, educational goals occupy an essential position among other educating components. It can be said that all components of all educational activities are directed or aims toward achieving a goal. Thus, activities that are not relevant to the aims are distorted, not functional, even false, so they must have prevented from occurring. Here it appears that the purpose of education is normative, which contains elements of norms that are coercive, but not contrary to the nature of the development of learners and can be accepted by the community as a good life value.

Regard to such an essential function of purpose. It becomes imperative for an educator to understand it. The purpose of education is abstract because it contains abstract values. Such aims in general, ideal, and the content is so broad that it is complicated to implement in practice/ While education should be a form of action addressed to learners under a specific condition, specific place, and time by using specific tools. Implementation is only possible if the goal is made clear (explicit), concrete, and the scope of its content is limited. In other words, the general purpose needs to be detailed, so that it becomes a specific and limited purpose then it can be quickly realized in practice (Tirtaraharja et al., 2005).

Furthermore, Tatang states that education aims to manifest human beings who believe, pious, intelligent, physically and mentally healthy, have adequate skills, noble character, have high awareness and always self-introspection, responsive to the problem, able to solve the problem well and rationally, has a beautiful future.

The purpose of education is a combination of objectives that are the development of individual abilities optimally with the goals of a social nature to be able to play its role as a citizen in various environments and social groups.

### **2.8.2 Education Process**

The process of education is an activity to mobilize all components of education by educators to the achievement of educational objectives. The execution of an educational process will determine the success of the educational goals.

The quality of educational processes is symptomatic in two aspects, namely the quality of components and the quality of management. The two facets are interdependent.

The management of the educational process includes the scope of macro-meso-micro. Process management in the macro scope of government policies that are typically outlined in the form of Education Act, Government Regulation, Ministerial Decree, Director General Decree, and other government documents about education on a national level. Management within the scope of meso is the implication of national policies into operational policies within the responsibility of the Regional Office of the Department of Education and Culture. The scope in micromanagement is the application of education policies that take place in school or classroom setting (Tirtarahardja et al., 2005).

The primary purpose of managing the educational process is the learning process and learning experience. Because the development of student behavior as a learning goal is only possible through the optional learning experience. Self-education activity at any time throughout life is always a necessity regardless of the outcome. Nor is it merely a provision for life in the future/ In order words, education is an integral part of life itself. The principle of such education implies that education is inherent with the human-self because with it human beings can continuously improve their independence as a person and as a member of society, increase self-fulfillment, and directed to self-actualization. Concerning the environment, they can adapt adaptively and creatively to challenges of each time (Tirtarahardja et al., 2005).

### **2.8.3 Challenge of Literacy Education in Indonesia**

Literacy in Indonesia is still struggling to catch up with other countries. Many concerned literacy activists are organizing activities that can increase the interest and ability to read and write because the overall literacy in Indonesia society is still low. Conditions of reading interest in Indonesia is poor.

Based on the study of the "Most Littered Nation in the World" conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries about reading interest.

Indonesia is ranked between Thailand and above Botswana. Indonesia in term of infrastructure that supports reading should be above most European countries. Assessments based on Indonesia's Infrastructure components are ranked 34th, surpassing Germany, Portugal, New Zealand, and South Korea.

Generally, the term literacy refers to the skills of reading and writing meaning that a literate is a person who has mastered the skills of reading and writing in a language. In reality, people than to have better reading skill than writing.

The term literacy generally refers to the skills of reading and writing, meaning that a literate is a person who has the mastery of reading and writing skill in a language. In reality, people neglected their ability to read and especially write because of the convenience of speaking and listening.

## Notes

- 1 *Yomihon* is an ordinary reading book containing literary value
- 2 *Kokkeibon* is a novel with a comical element
- 3 *Ninjobon* is a novel that focused on the romance story that aimed at young female
- 4 High fantasy, or epic fantasy is a sub-genre of fantasy [6] defined either by the epic nature of its setting or by the epic stature of its characters, themes, or plot. In Japan, this term is also known as *ken to mahou* or sword and magic
- 5 Low fantasy or intrusion fantasy is a sub-genre of fantasy fiction where magical events intrude on an otherwise normal world [22]. In Japan, this term is also known as *gendai fantaji* or modern fantasy

# Chapter 3

## Research Design

### 3.1 Concept

Wikiba Literacy Sharing is a project that aims to help novice authors that objectives are improving the knowledge and understanding of novice authors to write light novel in Indonesia. Since light novel is a relatively new subject outside Japan, the material regarding light novel are limited. Wikiba Literacy Sharing uses the community of practice as the foundation of the program because of the lack of content.

In Layman's terms, Wikiba Literacy Sharing program is an elaborate is a training program that helps the participants improve their knowledge. In addition to educating the participants, this program aims to build a collective learning environment among the participants and subject-matter experts so their interactions can produce resources that could affect their practice.

The community of practice approach could help to build the foundation for a knowledge database for the participants that the conventional teaching method cannot achieve. By using the community of practice, the program stimulated knowledge sharing between the participants and participants, participants and subject-matter experts to create new knowledge.

### 3.2 Stakeholders

For this program to work achieved its goal, the involvement of every stakeholder is needed. The Stakeholders that involved in the venture are:

- Subject-matter experts. Or sometimes also referred by the name domain expert is a person with specialized knowledge or skill in a particular area or topic. Subject-matter expert usually develops materials about a topic or

expertise on a subject. In this instance, the content for the syllabus for the Wikiba Literacy Sharing is from a team of subject-matter experts.

- **Participants.** This research targets novice author in Indonesia that interest in writing light novel. Novice author in this context are people who have some writing skill but never actually publish their works, self-publish or by a publisher. Participants in this study are all Indonesian nationality that currently lived in Indonesia and a member of the Light Novel ID Facebook group. Bahasa Indonesia is the primary language of communication in class.

### 3.3 Program Design

In building the program, there are several challenges arise in achieving the goal of this project. Three activities were put into action to address those challenges. Those challenges are (1) syllabus creation, (2) knowledge sharing, and (3) output evaluation. As mention before, the program goal is to become a means of education for novice authors that are interested in light novel.

After analyzing the challenges, each addressed by specific action employed in corresponds to the particular problem. A team of subject-matter experts is designing the syllabus, multiple sessions for participants to interact with, and rubric grading for the output evaluation.

#### 3.3.1 Syllabus Creation

Syllabus works as the grand design of the program that carefully developed to match the specific needs in the theme of light novel and not general literature and tailored to the Indonesia creative market. Subject-matter experts will then carry out a lecture each week to the participants.

This program is expected to encourage and help the novice author to produce creative content in the form of light novel with Indonesia local flavor. This program also is part of the Wikiba Asia effort to promote light novel in Indonesia as well as a contribution in rising Indonesia literacy ranking.

Target participants are novice authors from the Light Novel ID Community; they should have some basic knowledge in fiction writing but never self-publish or publish their work in print format.



### 3.3.2 Structure of the Program

The final prototype of Wikiba Literacy Sharing program proposal comprised of four sessions with subject-matter expert and four online discussion sessions. Each week is composed of one subject-matter expert session and one discussion session with one-week interval in-between; (1) Introduction to Light Novel; (2) Groundwork Creative Process; (3) Illustration; (4) Editing and Publishing.

### 3.3.3 Material

Literacy is the interest, attitude, and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, construct new knowledge, create and communicate with others to participate effectively in society [11]. Regarding light novel, Wikiba Literacy Sharing was created with the intent to encourage the author in making a light novel that was first introduced by the Japanese. The opening of this program in its implementation requires proficiency to operate several devices as a supplement to this activity, including:

#### Personal Computer

The personal computer is a major device used in this program. With a personal computer, it is not possible to carry out these activities. Participants while using the computer can communicate with the subject-matter expert and other participants. Discord was used as the application for communication by using voice and text. Discord was created by replaced Teamspeak and Skype.

#### Smartphone

A smartphone is no longer a foreign object to us. The smartphone is a mobile phone that has a computer-like function. For most people, the smartphone is a device that presents a sophisticated feature like electronic mail, Internet connectivity, and media player. Discord is available in major Smartphone Operating System, like Android, iOS, and Windows 10.

## Discord

Discord is an application for voice and text chat. Different from Teamspeak, Discord is free to use. Everyone can create their own server for voice chat with friends, college, and family. This application is available for both personal computer and smartphone. Discord is not just an application for voice chat only, but Discord can also be used as a text chat application and share screen like Skype.

## Internet as Literacy Learning Tool

How to find reliable information on the Internet can be done by using a tool that is available on the Internet or online, one of them is a search engine like Google, Bing, and Yahoo. With these tools available, users can find information from various sources and languages. This simplicity also requires the users to get used to the hardware and software that used like how to operate a computer, typing, understand various terms in the field of Internet.

## 3.4 Action Plan

From December 2017 to April 2018, three cycles executed in three different groups in Indonesia with the goal of improving the knowledge in light novel understanding. The evaluation was carried out to determine the extent to which the success of the program with includes:

1. The success of the program (syllabus) of the activities with the community to improve their knowledge of the novice authors
2. The output or works produced by the participant after finished the program
3. How to the participant react to the program, whatever they are satisfied with the implementation of the program with the result of their one-shot chapter after finishing the program
4. How is the feedback from the survey results and reflection of their activities, including feedback from the subject-matter on the progress of the ability of the participants and from readers that review the participants work

The summary of the sessions in this study can see after the following (Table 3.1). For the in-depth finding and evaluation will be addressed later in Chapter 4.

Table 3.1: Action Plan

Cycle	Program	Date	Duration	Venue
Cycle 1	Proposal 1	December 9th, 2017	60 minutes	Online via Discord Application, Indonesia
		December 16th, 2017	60 minutes	
		December 23th, 2017	60 minutes	
		December 30th, 2017	60 minutes	
Cycle 2	Proposal 2 Subject-matter Expert Sessions	February 21st, 2018	60 minutes	Wikiba Asia Office in Bandung, Indonesia
		February 28th, 2018	60 minutes	
		March 7th, 2018	60 minutes	
		March 14th, 2018	60 minutes	
Cycle 2	Proposal 2 Discussion Sessions	February 24th, 2018	60 minutes	Online via Discord Application, Indonesia
		March 3rd, 2018	60 minutes	
		March 10th, 2018	60 minutes	
		March 17th, 2018	60 minutes	
Cycle 3	Proposal 3 Subject-matter Expert Session	March 21st, 2018	60 minutes	Wikiba Asia Office in Bandung, Indonesia
		March 28th, 2018	60 minutes	
		April 4th, 2018	60 minutes	
		April 11th, 2018	60 minutes	
Cycle 3	Proposal 3 Discussion Sessions	March 24th, 2018	60 minutes	Online via Discord Application, Indonesia
		March 31, 2018 32	60 minutes	
		April 7th, 2018	60 minutes	
		April 15th, 2018	60 minutes	

## **3.5 Research Procedure**

### **3.5.1 Research Technique**

This research used the combination of quantitative and qualitative approaches to describe how the evaluation and the effect of the program on the participants who attend Wikiba Literacy Sharing program in detail, analyzing how the implementation of the literacy sharing program on the participants. This research also used a survey approach to find out the depiction of the literacy sharing on the community of practice that created for this program and to know about the obstacles and incentives from the literacy sharing in the Community of Practice in the program.

## **3.6 Research Target**

The target or the subject in the research is novice author who is members of the Light Novel ID who have similar interests in writing a light novel. While the object of this research is to study the subject-matter to get more directed data. The object of this research is the implementation of literacy sharing in Wikiba Asia.

## **3.7 Preliminary Research**

There are two steps taken in the preliminary research:

1. Literature review to study theories related to the information and digital literacy in a community that has similar interest to Japanese pop culture, especially the writing of light novel.
2. A field study was conducted in a form of pre-survey to the Light Novel ID community in Facebook Group to get information and general description about the implementation of the Wikiba Literacy Sharing program in developing novice author who has interest and has a basic writing skill, along with the supporting and inhibiting factors of the program.

## 3.8 Data Collection Technique

### 3.8.1 Observation

Observation is a way to observe all the behaviors involved in a particular stage of development. Observation is a systematic observation and disagreement of the symptoms that appear on the object of the research [13]. Observation itself is divided into two, direct observation and indirect observation. Indirect observation means that observation is not made at the time of the event that will be investigated. The observation that used here is a direct observation so that the data can be obtained in the form of the activities undertaken by the participants and subject-matter experts in the process of Wikiba Literacy Sharing program in writing light novels.

### 3.8.2 Interview

Interviews are a valuable data collection tools in quantitative communication research involving humans as subjects in relation to reality on symptoms selected for the study. The interview is a meeting of two people exchanging information and ideas through questions and answers so that it can be constructed meaning in a particular topic.

The interview is the process of obtaining information for research utilizing question and answer by doing it face to face between the interviewer with the respondent using a tool called Interview Guide. Another opinion said that the interview is a method of data collection by way of asking something to the respondent, the way is by talking face to face.

Based on some opinion, it can be concluded interview method, is a method of inquiry by using the questions given orally and implemented with face to face directly with the respondent. In this study, interview methods were used to extract data from participants and subject-matter experts.

### 3.8.3 Documentation

Documentation is beneficial in the research process; this is closely related to the discussion of research. It is intended to complement and strengthen the data of observations and/or interviews required by researchers in this study [23].

### 3.8.4 Questionnaire

A questionnaire is a list of questions about a problem to be studied. In addition, the questionnaire is a set written questions that are used to obtain information from the respondent in the sense of a report about his or her personality, or things he or she knows

From the statement stated above, it can be said that the questionnaire is a list of written questions, given to a group of people about a problem to get the information related to the problem. Questionnaire in a study aims to get a picture of the contribution of activities in Wikiba Literacy Sharing as a means of education to increase knowledge and understanding of the participant as a novice author regarding writing light novel.

## 3.9 Data Analysis

### 3.9.1 Qualitative Data Analysis

Data analysis conducted in this research using two approaches, qualitative and quantitative approach. According to Miles and Huberman, qualitative data obtained from data reduction, data display, and conclusion drawing/verification [24].

The steps to analyze the data can be done in the following way:

1. Data Reduction

Reducing data means summarizing, selecting key points, focusing on what matters, looking for themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier for researchers to collect the next, and look for it when necessary

2. Data Display (Data Presentation)

After the data is reduced, next is to display the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, and relations between categories, flowchart and the like. The most often used in presenting the data in qualitative research is the narrative text.

3. Drawing Conclusion and Verification

The third step in quantitative data analysis is drawing conclusion and verification. Conclusion in qualitative research is a new finding that had not

previously existed. The finding can be a description or depiction of an object that was previously unclear, so that once examined becomes clear.

Qualitative data analysis is done to answer the research question about the Wikiba Literacy Sharing program as an educational means in improving knowledge of novice light novel author in Indonesia and how Wikiba Literacy Sharing program in increasing the knowledge of novice light novel author in Indonesia.

After analyzing the data then proceed to validating the qualitative data as follows:

1. Triangulation

Triangulation is generally a method done by researcher to cross check or to re-examine information from different information source, time, and method.

2. Member Check

Researchers need to check their finding with the participants for the accuracy of the findings in case there is a hesitation that comes from the researchers. Member checking is a process of asking a question to one or more participants. This activity was also carried out to retrieve the findings from the participants and to ask them both orally and in writing about the accuracy of the research data.

3. Perseverance Observations

Researchers are consistent with a variety of ways in relation to a constant or tentative analysis process and finding relevant feature and elements of a research focus to be more closely watched. This is done to produce maximum research depth.

### 3.9.2 Quantitative Data Analysis

Before getting into the data analysis, the author makes a questionnaire in purpose to collect data. Then tested the level of validity and reliability. Data from the quantitative research can be either numerical data or quantitative description. After the data is successfully collected, then the data analysis was carried out. The data analysis techniques used is statistical calculation.

In order to know the contribution of Wikiba Literacy Sharing program as an educational means in improving knowledge of the participant about light novel, correlation and regression test was conducted. Correlation analysis was used to see if there was any relationship between the program with the increasing comprehension and knowledge about light novel., if there is a relationship, how strong the relationship between these variables.

In the quantitative method, the instrument used is a questionnaire. This questionnaire is used to measure the contribution of Wikiba Literacy Sharing program as an educational means in improving the knowledge and understanding of novice author in light novels.

### **3.9.3 Research Instrument**

The research instrument used are observation sheet, interview sheet, questionnaire, and documents related to the research. While the primary instrument in this study is the researchers themselves, who assisted and supported by other instruments. For the qualitative research method, the researcher used interview and observation

In the quantitative method, the instrument used is a questionnaire. This questionnaire is used to measure the contribution of the Wikiba Literacy program as a means of education in improving the knowledge and understanding of the novice author in light novel.

### **3.9.4 Evaluation Topic**

When referring to the opinion of Fitzpatrick, Sanders, and Worthen (2011:7), evaluation is the identification, clarification, and application of defensible criteria to determine an evaluation objects value (worth or merit) concerning those criteria. Furthermore, Gronlund and Linn (1990:5) state that the evaluation is the systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives. This means a systematic process of collecting, analyzing, and interpreting data or information to determine the level of achievement of learning objectives received by learners. Harlen (2002:12) explains that in the evaluation of educational activities are often used the term assessment and evaluation.



## **Program**

This topic describes the program performance, detail of improvement, and the impact and effect on the participants

## **Output**

This topic summarized the works that were produced by the participants in each cycle.

## **Participant**

This topic analyzes the reaction of the participants toward the program such as their engagement, motivation, and curiosity to learn about light novel.

## **Infrastructure**

This topic describes the environment that the program took place. This topic also explains the equipment in the program and the issues regarding the environment and equipment.

## **Feedback**

This topic describes the result of the survey and reflection from the participants and subject-matter expert.

### **3.9.5 Evaluation Criteria**

Program assessment for Wikiba Literacy Sharing based on Kirkpatrick's Four Level of Training Evaluation. Donald L. Kirkpatrick created the four levels in 1959 as the subject of his dissertation.

Worldwide used of the model was recorded between the 1950s to the 1990s. The definitions have changed slightly over the past decades, but according to the latest edition of Kirkpatrick's Four Level of Training Evaluation (2016) the latest wording (Table 3.1) [9].

Table 3.2: Kirkpatrick's Four Levels of Training Evaluation

<b>Level 1: Reaction</b>	The degree to which participants find the training favorable, engaging and relevant to their jobs
<b>Level 2: Learning</b>	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training
<b>Level 3: Behavior</b>	The degree to which participants apply what they learned during training when they are back on the job
<b>Level 4: Results</b>	The degree to which targeted outcomes occur as a result of the training and support and accountability package

In addition to Kirkpatrick's Four Level of Training Evaluation, to evaluate or grade the output that was produced by the participants, a form of a rubric assessment will take place. The term "rubric" refers to a scoring guide used to evaluate the quality of students' constructed responses (written compositions, oral presentations, or science projects). Although educators rave about rubrics, the vast majority are instructional fraudulent. Problems arise when rubrics are too task-specific or general or lengthy and confuse the skill tested with the test itself [16]. Short Story Grade Rubric used are as follow (Table 3.3)<sup>1</sup>:

Table 3.3: Short Story Rubric Grade Criteria

<b>CATEGORY</b>	<b>Exceptional (A)</b>	<b>Good (B)</b>	<b>Fair (C)</b>	<b>Poor (D)</b>
<b>Setting</b>	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.

Table 3.3 continued from previous page

<b>CATEGORY</b>	<b>Exceptional (A)</b>	<b>Good (B)</b>	<b>Fair (C)</b>	<b>Poor (D)</b>
<b>Characters</b>	The main characters are named and clearly described. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
<b>Problem/Conflict</b>	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
<b>Solution/Resolution</b>	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.

Table 3.3 continued from previous page

<b>CATEGORY</b>	<b>Exceptional (A)</b>	<b>Good (B)</b>	<b>Fair (C)</b>	<b>Poor (D)</b>
<b>Dialogue</b>	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.

Table 3.3 continued from previous page

<b>CATEGORY</b>	<b>Exceptional (A)</b>	<b>Good (B)</b>	<b>Fair (C)</b>	<b>Poor (D)</b>
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
<b>Mechanics</b>	The story contains no errors in grammar, usage, or mechanics.	The story contains few minor errors in grammar, usage, or mechanics.	The story contains many and/or serious errors in grammar, usage, or mechanics; may interfere with reading.	The story contains so many errors in grammar, usage, and mechanics that errors block reading.

# Chapter 4

## Actions

### 4.1 Action Cycle 1

#### 4.1.1 Overview

The first cycle of Wikiba Literacy Sharing has been held in Indonesia by introducing a four-week program to provide comprehension for novice authors that have talents, interests, and abilities in light novels. The program itself is a collaborative program between Wikiba Asia and Light Novel ID, which is a community for the light novel enthusiasts.

Participants from the program activities are four people, all of them are Facebook Group members of Light Novel ID. The pilot program was divided into four classes and held on December 9th, 16th, 23th and 30th, 2017.

After the following program, the novice authors will be able to write his work in the form of light novels that are not only set in Japan background as the origin country of Light Novel itself but also Light Novel set with an Indonesian background.

This cycle featured a single subject-matter expert, Fathi Anshory the author of *Black Lambda Thesis*<sup>1</sup> series. Also known by the pen name of Anssen fsc Augustus, have self-publish the first volume in Bahasa Indonesia, English (available in Kindle at Amazon US Store<sup>2</sup>), and Japanese.

Table 4.1: Action Cycle 1 Schedule Overview

Program	Date	Duration	Participants	Venue
<b>Proposal 1</b>	December 9th, 2017	60 minutes	3	Online via Discord Application, Indonesia
	December 16th, 2017	60 minutes	4	
	December 23th, 2017	60 minutes	4	
	December 30th, 2017	60 minutes	4	

### 4.1.2 Program

In the program that held by Wikiba Asia in collaboration with Light Novel ID. The first program of Wikiba Literacy Sharing program consisted of four classes and done entirely online by using Discord. The first week of the program was an introduction to light novel and authorship. The second week was about the groundwork of the creative process, story, and settings. The third week was about characters, writing point of views, actions, and dialogs. The final week was about adding sprinkles such as complex character, minor character, and plot twist.

#### First Week: Introduction to Light Novel

The first week divided into a brief introduction to light novel and authorship. In the first week was attended by three participants because one has other matter to attend. The first-week class split into two halves. Before the first half topic official start, an ice-breaking session took place, introducing the subject-matter expert with the participant. The subject-matter expert started on the brief introduction to the history of light novel in Japan and Indonesia and various trivia in-between. The second half topic was about the authorship; the subject-matter expert started with sharing his insight as a light novel author. Participants then also share their view on the subject, creating more of a sharing environment than a class.

#### Second Week: Groundwork

The second week marks the start of the material that related closely to writing write novel. The material provided in the second week is the creative process of

writing that cover the theme of a story and the setting. The focus of this session is to try to get the participant to get their creative juice flowing in planning a light novel.

Participants of the program are given provisions by the subject-matter expert on how to write the unique and exciting first paragraph. The challenge to finish a light novel begun at the time of writing the opening sentence. A useful and exciting opening sentence will provide clues about the theme of the story and how the tone of the story is lifted from the light novel. The subject-matter expert explains the reason why writers should be able to make the opening sentence that instantly attracts the reader's attention is to be able push, draw the reader through the sentence into the world their build, so that readers cannot get out until they finish reading the novel because of their high interest starting from the opening sentence.

### **Third Week: Characters**

In this third week, the subject-matter expert provided material on how to write the storyline and character's point of view and dialogue from the light novel. Most novice authors are afraid of the failures they may encounter when writing the light novels. Subject-matter expert job to give a belief to participants that are writing a light novel is not as difficult as imagined, which makes it difficult is the negative thoughts of the novice writers and the lack of understanding to start writing.

On this occasion the subject-matter expert motivates how to write a novel, the first is to dare to start it. Participants as novice authors should not be afraid if in the end the novel is enjoyed by their self. It is better than holding the imagination only in the minds of the participants.

### **Fourth Week: Sprinkles**

In this fourth week of the activity still at the same time and sharing the same session, the subject-matter expert explains the material on how to write a good and satisfying ending for the readers. Subject-matter expert explains how important of an ending of a story because if the ending of the story is predictable, unrealistic or cliché, as good or as beautiful as an opening line or opening sentence if the ending is bad or already predictable then the opening line will have no meaning only to be the sweetener at the beginning of the story. However, the opening, content, and ending of the story are one unity, intertwined and influenced so that



harmonization between the three must be well preserved. Besides the predictable story endings, often the ending of the story is imposed, dramatized or too dive and give an impression that the author wants to end the story immediately. If that is the case, then the story that initially has been captivated becomes raw, not interesting anymore and upset the readers.

Execute an ending of the story to be mastered by the participants as an author. It is the author's responsibility to the reader. Although only one or two paragraphs, an ending will show the wholeness of a story. It will further determine the fate of the book whether interested or even the fate of the author himself when publishing their work, whether to be interested or not.

The good ending is an ending that presents a conclusion of the story that lures and acceptable for the readers. Which means, even if the ending is not fun but the reader is impressed and can enjoy then receive it, does not necessarily judge that the story is not compelling.

The subject-matter expert explains there are some commonly known story endings such as happy ending, sad ending, and a tragic ending. All that three are included in the close ending category (closed ending) means an ending that gives the end of a story without leaving any more questions.

### 4.1.3 Finding

#### Program

The implementation of the online literacy sharing program, which is the result of cooperation between Wikiba Asia and the Light Novel ID Facebook Group, is aimed to accommodating and developing the interest and ability of novice writers in light novel that is originating from Japan. This literacy program as an alternative to developing the ability of writers in writing light novels during limitations in producing the form of this light novel works. The results of interviews with participants about the material presented in the program were enough to get the response and enthusiasm is high enough.

So, from the findings of the program evaluation, it can be said that the material content provided by the subject-matter experts to the participants has sufficiently satisfied the participants' information thirst regarding writing light novels which are still rare and relatively odd to the ears of Indonesians. In the material also inserted how the support from the executor to overcome the problems faced by the participants as a novice writer in publishing the results of his work.

### 4.1.4 Output

Wikiba Literacy Sharing program participants produced a short story by the end of the program to see how the increase of ability of the participants as a novice author in writing light novel. Participants work their draft in the second week and discuss it with the subject-matter expert before submitting the final version at the end of the fourth week.

Table 4.2: Action Cycle 1 Short Story Grade

Participants	Category								Score
	Setting	Character	Problem/ Conflict	Solution/ Resolution	Dialogue	Organization	Creativity	Mechanics	
Participant 1	B	C	B	C	B	B	B	C	82%
Participant 2	B	C	D	D	B	B	B	B	78%
Participant 3	B	A	A	A	A	A	A	A	98%
Participant 4	C	C	D	C	B	B	B	B	78%

## Participant

Participants are already familiar with Japanese pop culture and have some understanding of light novel and writing in general. They could talk about mainstream entertainment Japanese pop culture content such as the ongoing anime and manga. Some participants have trouble with Discord since it is a relatively new application.

### 4.1.5 Infrastructure

Participants live in a major city like Bandung and Jakarta, but the Internet connection is the main problem in this instance. While Indonesia has an average Internet download speed of 6 Mbps and upload speed of 1 Mbps but the main problem in Indonesia the latency and that reflect the stability of the connection. While in Indonesia have growth in Internet user, some of them are still using mobile broadband to connect to the Internet. As a result, the connection is somewhat unstable because most of the time their ping reached a three-digit number, around 120 milliseconds to 280 milliseconds.

## Feedback

From the survey results that conducted in the field when the activity took place, the implementation of the program is quite good and can meet the expectations

of participants who gain knowledge in position as a novice writer, so they have enough stock to spawn the results of his work. Also, they feel satisfied with the activities that are implemented.

From the results of the program also can be seen that it be able to motivate the participants to pour their ideas in the form of writing so that 2 participants have begun installing their light novel writing. Moral support provided by subject-matter experts along with Wikiba Asia and Light Novel ID Facebook Group provides achievement motivation from the participants while also giving them a hand out of the problems they experience regarding illustration as necessary in light novel because the illustration is distinguished, light novel with other novels.

#### **4.1.6 Improvement from Action Cycle 1 to Action Cycle 2**

The initial program was a four one-hour session that was conducted online by using Discord as a mean of communication and interaction. Introduction to Light Novel and Authorship was used as an introduction to the program since it covers a good portion of light novel history and trends. The core material of the program starts from the second to the fourth or the last session. Participants were able to make a short story in the end by utilizing the material given by the subject-matter expert. While the first prototype solely focused on helping the participants to write, it felt that the program was lacking two crucial part which is illustration and publishing. In the action cycle two, illustration was added to the third session, and the publishing along with editing was added the fourth or final week.

Problem rose by having the program online such as high ping and sudden ping spike that cause unbearable conversation, and because of that some participants even have to restart their modem to try and fix the problem which cost precious time. In the second proposal, the main content of the program will be conducted in an offline fashion in a makeshift classroom. Besides that, the program session was short and to accommodate that an online session for discussion was made to help the participants plan in writing their story.

## 4.2 Action Cycle 2

### 4.2.1 Overview

The second cycle of Wikiba Literacy Sharing was held in Bandung, Indonesia. A total of four offline sessions were held at the Wikiba Asia office in Bandung, Indonesia with an addition of a total of four online discussion session was held using Discord. The program was held from February 21st to March 17th, 2018. Each session, both online and offline was a one-hour long session. The program was still a collaborative program between Wikiba Asia and Light Novel ID. The offline session was divided into four classes and held on February 21st, 28th, March 7th, and 14th, 2018. While the online session was held on February 24th, March 3rd, 10th, and 17th, 2018.

The participant from the program activities are four people, all of them are Facebook Group members of the Light Novel ID. In this cycle, there are four subject-matter experts for each week. The first week, Adrio Kusmareza in charge for Introduction to Light Novel. The second week, Fathi Anshory, the author of Black Lambda Thesis series in charge of Groundwork: Creative Process. The third week, Shafira Khairunnisa, a freelancer illustrator that work on several light novel covers, and Wawan Gunawan, the author of Tip dan Trik Menulis Buku (Tips and Tricks in Writing Book).

Table 4.3: Action Cycle 2 Subject-matter Expert Schedule Overview

Program	Date	Duration	Participants	Venue
<b>Proposal 2 Subject-matter Expert Sessions</b>	February 21st, 2018	60 minutes	4	Wikiba Asia Office in Bandung, Indonesia
	February 28th, 2018	60 minutes	4	
	March 7th, 2018	60 minutes	4	
	March 14th, 2018	60 minutes	4	

Table 4.4: Action Cycle 2 Discussion Schedule Overview

<b>Program</b>	<b>Date</b>	<b>Duration</b>	<b>Participants</b>	<b>Venue</b>
<b>Proposal 2 Discussion Sessions</b>	February 24th, 2018	60 minutes	4	Online via Discord Application, Indonesia
	March 3rd, 2018	60 minutes	4	
	March 10th, 2018	60 minutes	4	
	March 17th, 2018	60 minutes	4	

### 4.2.2 Program

The program in the second cycle is divided into two sessions, offline and online session. Subject-matter expert will give a lecture in offline session while a discussion will take place in an online session using Discord application. The total of each offline and online session is 60 minutes. The first week, participants have introduced the brief history of light novel both in Japan and Indonesia. The second week was a creative process in writing a light novel. The third week was about character and illustration. The final week was about editing and publishing.

#### First Week: Introduction to Light Novel

The first week started as a session for introduction both to the program and the brief history to light novel. The subject-matter expert for this session is Adrio Kusmareza. The material is mostly the same as the first cycle but focused more on the origin of the light novel from Japan and the evolution of modern light novel in Japan, US, and Indonesia. The topic of authorship was taken off because it was deemed unnecessary. Before the end of the session, participants discussed some famous Japanese author and light novel that made an impact on them and the industry.

#### Second Week: Groundwork

Returning for the second cycle, Fatih Ansori was the subject-matter expert for this session. Material for the second week is a refinement from the first cycle. The

creative process is the central theme and covered from the planning phase to the actual writing that discusses story and setting.

### **Third Week: Illustration**

In this third week, the subject-matter expert provided material on how to work with an illustrator. Subject-matter expert explains her personal experience working with light novel author. The subject-matter expert is introducing the participants to work with an illustrator and have an idea to help realized their character in the form of illustration.

Subject-matter expert explains that most Japanese light novels have around eight to eleven pages of illustration. While there is also light novel that has zero illustration. Also, subject-matter expert and the participates some traits about characters in a light novel and how to match their personality and their physical appearance.

### **Fourth Week: Editing and Publishing**

The forth-week session is to help the participant get into the problem of editing their work and self-publish their work, but there is also the option to submit their work to a publisher. Since the participants will focus on self-publishing in the future, they will not have an editor to help edit their work. While it is possible to have their story to be modified by a professional, it will cost much money and will affect the price in the end.

Self-publish have their pros and cons. Novice authors should be more concern about getting their work out there. While not as big as most self-publish event in Japan, Indonesia has those similar events that help self-publish author to sell their products to the consumers.

### **Online Discussion Session**

The online discussion session is an additional new to the second cycle that supplements the offline session. In the online session, there is no subject-matter expert, just the four participants discussing the previously given material from the offline session and their plan on their one shot.

### 4.2.3 Finding

#### Program

The second cycle of the program progressed better than the first cycle. By adding an offline session, participants are more intimate with one and another. Different subject-matter expert also brings more insight to the participants to see in a different perspective. The online discussion session helps the participants to tackle their problem by giving each other advice.

### 4.2.4 Output

Participants created a prologue chapter of their works. Some people called it a pilot chapter or one-shot. Japanese magazine usually featured one-shot story, and it could lead to serialization. Each participant made one story from what they learn from this program. Participants used the online discussion sessions as a session to update their progress and share their problem in writing the story and also helps solve each other problems by giving a suggestion.

The length of the works is around two thousand words divided into a slice of life genre, fantasy, and mystery.

Table 4.5: Action Cycle 2 Short Story Grade

Participants	Category								Score
	Setting	Character	Problem/ Conflict	Solution/ Resolution	Dialogue	Organization	Creativity	Mechanics	
Participant 1	B	B	B	B	A	B	A	B	83%
Participant 2	C	C	C	C	B	B	C	B	78%
Participant 3	B	C	C	C	C	A	B	A	83%
Participant 4	A	A	C	C	A	A	B	A	92%

## Participant



Figure 4.1: Offline Session of the Second Action Cycle

Participants are members of the Light Novel ID Facebook group. All of them are college graduate between 20 to 25. Participants have the necessary knowledge and have published their works in digital format like in website or Facebook but never physical format.

## Infrastructure

In the second cycle, the program was held in a makeshift classroom in Wikiba Asia office in Bandung, Indonesia. Participants with subject-matter expert sit on the carpet floor with their laptop and note. The informal setting was chosen to create a more laid-back atmosphere that helps to activate a more engaging discussion. As for the online sessions, in this iteration is more bearable because the participants have a dedicated internet connection.

## Feedback

Participants remained highly engaged through the offline session. They find the material interesting and even elaborate on the participants current knowledge. The online discussion session helps the participants to create their one shot at the



end of the program. They share their knowledge together to solve their problem in some subject to help compose their one shot.

### **4.2.5 Improvement from Action Cycle 2 to Action Cycle 3**

The improvement that was implemented in the second proposal worked out well. By switching the lecture session to an offline session but also repurpose the online session into a discussion session. In action cycle three, featured subject-matter expert from Rimawarna, a creative collective circle that produced and published original pop culture content in Indonesia. While there will be no additional material added, improvement of the syllabus are made for the third and final cycle.

## **4.3 Action Cycle 3**

### **4.3.1 Overview**

The third proposal of Wikiba Literacy Program was conducted in Bandung, Indonesia. Foul offline sessions were held at the Wikiba Asia office in Bandung, Indonesia. The program was held in a four-week duration, separated into eight sessions. Four online discussion sessions were held using Discord. The program was started from March 21st to April 15th, 2018. Each session was a one-hour long session. Besides the collaboration from Light Novel ID, this program was made available with the collaboration from Rimawarna, a creative collective circle that produced and published original pop culture content in Indonesia.

The participant from the program activities are four people, all of them are Facebook Group members of the Light Novel Id. In this cycle, there are four subject-matter experts for each week. The first week, Adrio Kusmareza in charge for Introduction to Light Novel. The second week, Fathi Anshory, the author of Black Lambda Thesis series in charge of Groundwork: Creative Process. The third week, Ray Armanto content creator of Rimas Theater from Rimawarna in charge of Character and Illustration. The fourth week, Winsen Tandra, content creator of Rimas Review from Rimawarna in charge of Editing and Publishing.

Table 4.6: Action Cycle 3 Subject-matter Expert Schedule Overview

Program	Date	Duration	Participants	Venue
<b>Proposal 3 Subject-matter Expert Session</b>	March 21st, 2018	60 minutes	4	Wikiba Asia Office in Bandung, Indonesia
	March 28th, 2018	60 minutes	4	
	April 4th, 2018	60 minutes	4	
	April 11th, 2018	60 minutes	4	

Table 4.7: Action Cycle 3 Discussion Schedule Overview

Program	Date	Duration	Participants	Venue
<b>Proposal 3 Discussion Session</b>	March 24th, 2018	60 minutes	4	Online via Discord Application, Indonesia
	March 31th, 2018	60 minutes	4	
	April 7th, 2018	60 minutes	4	
	April 15th, 2018	60 minutes	4	

### 4.3.2 Program

Wikiba Asia holds the final proposal of Wikiba Literacy Sharing in collaboration with Light Novel ID and Rimawarna. The program consists of four subject-matter sessions: (1) Introduction to Light Novel, (2) Groundwork - Creative Process, (3) Character and Illustration, (4) Editing and Publishing.

#### First Week: Introduction to Light Novel

In the first-week Introduction to Light Novel, before the participants were introduced to the syllabus of the whole program in detail. Then, the material was

divided into the history of the modern Japanese novel, the history of light novel in Japan, and the history of light novel in Indonesia. At the end of the session, there is a question and answer session about the trend of light novel from the 2000s to 2010s.

### **Second Week: Groundwork Creative Process**

In the second week, the subject-matter expert provided material in the creative process of writing that covers the pre-writing material to help start planning in writing their light novel. First was to lay outlines to organized ideas for the light novel they are going to write. Outlines included character driven or plot driven, what genre, what plot to use in the story, viewpoint, and setting. At the end of the session, there is a question and answer session about the example about outlines that were used by a famous published light novel.

### **Third Week: Characters and Illustration**

The third-week was focused more on developing the character in the story instead of the illustration part. Subject-matter expert introduces the roles that divided into protagonist, antagonist and supporting character. Character development is also a theme as the subject-matter expert also states about how to give motivation and principal to a character. The characters are essential, and with proper motivation and principal, they can be a useful plot device for the story.

On the second half of the session, knowledge about illustration was also given to the participants. While the portion was not as significant as the character, illustration is what makes light novel interesting. Participants did not have to draw their character, because most light novel author usually outsources or partner within illustrator. The goal of the session is to help the participants to know the trend of illustration in the market and help them to understand the role of illustrator.

### **Fourth Week: Editing and Publishing**

The forth-week session in this iteration is focused on the option of publishing. Both digital and physical publishing is also considered. Most Japanese light authors have started their series in the form of a web novel. As their popularity rose, the publisher began to take an interest on an author and offer them to publish

them under their banner. Some Indonesian light novel author does this, but most of them still took the road of self-publish because the publisher interest in light novel is still low. The goal of this last session is to give the participants option that they could take in the future and how to do it.

### **Online Discussion Session**

In addition to the offline sessions, the participants also attend the online discussion sessions. This session was attended only by the participants without any subject-matter expert attending. Participants discuss the material that was given by the subject-matter experts and their problems regarding in writing their light novel.

#### **4.3.3 Finding**

##### **Program**

The third model of the proposal successfully helps the participants to gain knowledge in the term in writing light novel. The feedback from the last two proposals was able to make a robust syllabus. The program was made available because the collaboration from the educators and subject-expert matters that help design the syllabus. The online discussion session also plays a vital role as it motivates participants to help each other by giving input to each other works.

##### **Output**

Participants are still required to create a prologue chapter of their works. Each participant made one story from what they learn from this program. Participants used the online discussion sessions as a session to update their progress and share their problem in writing the story and also helps solve each other problems by giving a suggestion.

The parameter of the prologue is still the same as the second proposal, and that is around two thousand words.

Table 4.8: Action Cycle 3 Short Story Grade

Participants	Category								Score
	Setting	Character	Problem/ Conflict	Solution/ Resolution	Dialogue	Organization	Creativity	Mechanics	
Participant 1	A	A	B	A	A	A	A	A	98%
Participant 2	C	B	C	C	A	A	B	A	87%
Participant 3	X	X	X	X	X	X	X	X	X

Note: Due to personal reason, the third participant was unable to submit her story.

## Participants



Figure 4.2: Offline Session of the Third Action Cycle

In the first-week session, it was noticed that participants did not know about the history of light novel. Most of the participants know light novel from the famous Haruhi Suzumiya series in 2005 because it was a hit TV Anime produced by Kyoto Animation. However, the participant was able to recognize some of the anime adaptation from light novel in the 1990s like Slayers series.

## Infrastructure

The infrastructure that was used in the third cycle was the same as the second cycle, which is the Wikiba Asia office in Bandung, Indonesia. Participants sit on

the floor with their laptop and note. The informal setting was able to create a more laid-back atmosphere that helps participants to relax and enjoy the sessions with the subject-matter experts.

## Feedback

From the interview, the participants said that they are satisfied with the Wikiba Literacy Sharing. Session duration could be longer to 90 minutes from 60 minutes. They also find that Subject-matter expert conveys the material perfectly. Online session portion is a hit and miss with some participants because the Internet connection in Indonesia is not that stable and reliable.

Subject-matter expert also finds that this program could help participants to understand more in making light novel. They also find that working the material is another way to improve their skill by revising the material.

## Notes

- 1 The official website of the *Black Lambda Thesis* series <https://allblack.fscchan.nl/>
- 2 ALLBLACK - Phase#1: Project (Red Lambda Thesis) <https://www.amazon.com/ALLBLACK-Phase-Project-Lambda-Thesis-ebook/dp/B01LZKG6JA>

# Chapter 5

## Analysis and Discussion

As described in Chapter 1, the objective of this study is to whether Wikiba Literacy Sharing program can be a means of education to improve the knowledge of novice author in writing light novel in Indonesia and how Wikiba Literacy Sharing program as a means of education for the participants to improve their understanding of light novel so that novice author can have enough knowledge to write a light novel.

This program itself was a collaboration between Wikiba Asia, Light Novel ID, Rimawarna, and the participants who follow the whole program activities. From the research, two research questions were raised in the first Chapter 1 as the following:

1. How is the Level of Participants' Satisfaction with the Wikiba Literacy Sharing Program?
2. How do Participants Learn the Knowledge or Skill Conveyed in the Wikiba Literacy Sharing Program?
3. To What Extent did the Change in Behavior to Participants Following the Wikiba Literacy Sharing Program?
4. Is Wikiba Literacy Sharing Useful in Achieving Organization Goals?

In this chapter, the results from the program activities undertaken will be analyzed to answer the questions from this study. The explanation will be divided into two parts (1) Participants' Satisfaction with the Wikiba Literacy Sharing Program, (2) Knowledge or Skill Conveyed in the Wikiba Literacy Sharing Program, (3) Change in Behavior to Participants Following Wikiba Literacy Sharing Program, and (4) Wikiba Literacy Sharing in Achieving Organization Goals

## 5.1 Participants' Satisfaction with the Program

Based on the results of the survey, interviews, and observation. It concluded that the participants' are quite satisfied with the activities. Whether regarding the material provided, subject-matter experts in the delivery, and even the facilities and infrastructure that support the program. They are quite satisfied because they gain more knowledge about various subjects such as writing, illustration, editing, and self-publication. They also found that the subject-matter experts explanation is in tune with the theme of light novel.

Furthermore, the participants revealed that the atmosphere for learning is laid-back because of the table-less format but at the same time available to achieve a more friendly environment that helps the participants to engage with one another. The drawback of the table-less setting is that sometimes participants' have trouble accessing their laptop. The room itself is air-conditioned to ensure participants' comfort.

## 5.2 Knowledge or Skill Conveyed in the Program

Creation of the syllabus for the Wikiba Literacy Sharing was a joint effort from various subject-matter expert including Wikiba Asia, Light Novel Indonesia, and Rimawarna. The material that distributed to the participants along the course of the program activities is quite successful in cultivating the knowledge of novice author in writing light novel. Wikiba Literacy Sharing is an effective means of education to improve the knowledge of novice authors with material provided by subject-matter experts ranging from light novel introductions, how to start a creative process in writing, introduction to illustration and characterization, and the process of editing and preparing the work for publishers. Participants as a novice author then know how the flow of making a light novel from start to finish. It also provides participants with the knowledge and understanding of light novels, so they develop a strong desire to develop their interests and abilities, as evidenced by the participants' reaction during the activity sessions.

Participants revealed that improvement could be made by increasing the quality of facilities and infrastructure, especially components that support the implementation of the activities such as more stable internet access with faster speed. Inevitable, now we are already in the digital era, and most paper-based media are



slowly moving to the digital and online medium. Internet could introduce and market their work to their readers.

### **5.3 Change in Behavior to Participants Following the Program**

As based on survey and interview gathered, Wikiba Literacy Sharing can be an effective means of education in improving the knowledge of novice authors. It appears that during the activities some participants have completed their writing and working to submit theirs to a local publisher.

For the syllabus given in the program by the subject-matter experts are perceived to be a means of education that is quite effective in improving the knowledge of novice authors that in the implementation needs to make some improvements tailored to the needs of the participants.

Furthermore, the survey and interview reveal that the participants voiced that they could involve with more illustrator, so they have an option to access various illustrators in a different range of budget. While there is some light novel does not include a single illustration, most light novels have a range of eight to eleven pages of illustrations.

Likewise, inviting local publishers and printing agencies will help improve the knowledge and understanding of the participants for aiming to get their debut under a publisher and not self-published. So far in this program, the participants focused to self-publish their work rather than sending it to a publisher.

### **5.4 The Program in Achieving Organization Goals**

The Wikiba Literacy Sharing program is useful in achieving the goals of the organization itself, in this case, Wikiba Asia as a forum for novice authors who have an interest in light novels. The success of the participants in following the program becomes a particular satisfaction for the organization that will participate in maintaining the continuity of these activities as well as Wikiba Asia itself.

Based on the survey results, it appears that the participants hope this activity will continue and be improved. The length of the session could be longer to accommodate more material that could be given by a subject-matter expert. On the other hand, the discussion session should not be limit to once a week but

available all the time for the duration of the program. Participants also hope they could meet a higher caliber of subject-matter experts that involve in the mainstream scene.

# Chapter 6

## Conclusion

### 6.1 Conclusion

The purpose of this thesis is to illustrate how Wikiba Literacy Sharing program as a means of education in improving the motivation of novice author in writing light novels. From this, two research questions are raised: (1) "How is the Level of Participants' Satisfaction with the Wikiba Literacy Sharing Program?" (2) "How do Participants Learn the Knowledge or Skill Conveyed in the Wikiba Literacy Sharing Program?", (3) "To What Extent did the Change in Behavior to Participants Following the Wikiba Literacy Sharing Program?", and (4) "Is Wikiba Literacy Sharing Useful in Achieving Organization Goals?"

A total of three cycles of action research were conducted to answered both of there research questions. In each action cycle, the program was held as an effort to improve the ability to understand and write light novel. After extensive planning, each cycle was a set composed of subject-matter expert sessions and online discussion sessions. In each cycle composed of one subject-matter expert session and one online discussion with one-week interval; (1) Introduction to Light Novel; (2) Groundwork Creative Process; (3) Illustration; (4) Editing and Publishing.

In each session both the provision of materials and discussion can be said that the understanding of the participants as a novice author assessed quite experienced significant progress both regarding the determination of narration, background, genre, characterization, illustration and even to editing and preparing their story for the publisher. This can indicate that the existence of this program is considered quite successful as a means of education in improving the knowledge and understanding of the participants in writing light novels.

Meanwhile, to answer the second question, this program is also considered to be enough to motivate the participants as a novice author because they are incorporated in a community that is quite open in answering each question and provide feedback and advice for the novice author. The subject-matter experts

also provide tremendous motivational influence on the participants with their excellent delivery in the provision of materials; the participants are inspired to going further hone their skills in writing this light novel. This can be seen from some participants who can write until the end with that requires only a little correction during the program before it will be shown to the publisher.

From the activity there is also a positive response from the participants and also subject-matter experts who consider that this program needs to be sustainably maintained as a forum to educate and motivate novice author who has interest, talent and willingness to hone their talent so that later can be able to become a professional light novel writer from Indonesia. So, that we not only become a fan of this light novel but also as a producer of light novel writing with an Indonesian touch.

## 6.2 Suggestion

This program in considered quite successful but there are still things that need improvement. For example, in the means of planning activities and preparation either from facilities and infrastructure to be better and from human resources also such as subject-matter experts, illustrators that invited or from publishers who will attend the sessions.

The idea of this program is sharing about the understanding od reading and understanding of writing light novels. This activity is held as a means of education for novice author who do have the interest and ability to improve and develop their talent.

To support the success of this activity, it is necessary to pay attention to in-room facilities and infrastructure that is adequate, comfortable, have and internet access and computer to support illustration class.

In the provision of materials, it should be more deepened, and the session could have added to give participants more opportunity to discuss more and learn from each others. Limited timeframe can affect participants understanding of the material that provided.

## 6.3 Future Works

Wikiba Literacy Sharing program has achieved its goal with a satisfying result, but there is still room for improvement. Addressing these components will be the

priority in the future.

First, the syllabus will need to be continuously updated. Five months divided into three action cycles is a short time to develop any education program. Improving the material continually and always up to date with the current trend both in Japan and in Indonesia with the addition in the international market. The ultimate goal of this program is to provide novice author with the knowledge and in the end more content in the form of light novel with Indonesian local wisdom spanning in the Indonesia creative market.

Second, a stand-alone online platform is also another consideration for further develop this project. The platform aims to become a more comprehensive knowledge database for the community that available for easy access. This platform also can be a marketing tool for the community to promote their works to the world and get more exposure.

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# Appendix

## A Interview Question

### Wikiba Literacy Sharing Program Participants

1. How is the material given by the subject-matter expert in today's session?
2. Does the material in the program were able to increase the knowledge in writing light novel?
3. Does the subject-matter expert provide the material well and easy to understand?
4. Is the duration of the session sufficient in conveying the material?
5. What material that you find important in today's session?
6. Do you previously can draw illustration?
7. Does the organizer provide sufficient support in effort to increase the knowledge in writing of light novel?
8. Does the organizer provide support in terms to the class production?
9. Are you satisfied with the program?
10. Do you have any criticism and suggestions in the implementation to the program?



## B Subject-matter Expert

1. How did you respond as a subject-matter expert to the Wikiba Literacy Sharing program?
2. Do you think that the organizer gives enough accommodation to the subject-matter expert?
3. Do you find your lecture and material enough to accommodate the participant curiosity to improve their knowledge in light novel writing?
4. Form you position as an expert, what do you think of the participant aptitude toward light novel writing?
5. And do you think about this program is an effective means of education for novice light novel author?

## C Research Questioner

### 1. Participant Identities

Name:

Age:

Sex: Male — Female

Occupation: Student — Employee — Entrepreneur — Others

### 2. Direction

We would like your opinion towards the Wikiba Literacy Sharing Program

Table C.1: Score Criteria

No	Statement	Score
1	Very Satisfied	5
2	Satisfied	4
3	Neutral	3
4	Dissatisfied	2
5	Very Dissatisfied	1

## A. Participants Reaction Towards Wikiba Literacy Sharing Program

1. Subject-matter experts provide Materials that are appropriate to the needs of the participants to provide additional knowledge in terms of writing light novels
  - a. Very Satisfied
  - b. Satisfied
  - c. Neutral
  - d. Dissatisfied
  - e. Very Dissatisfied
2. Facilities and infrastructures that support in the implementation of Wikiba Literacy Sharing
  - a. Very Satisfied
  - b. Satisfied
  - c. Neutral
  - d. Dissatisfied
  - e. Very Dissatisfied
3. Subject-matter experts delivery of the material
  - a. Very Satisfied
  - b. Satisfied
  - c. Neutral
  - d. Dissatisfied
  - e. Very Dissatisfied
4. Support that participants received from subject-matter expert and educator in term of increasing knowledge in the field of light novel writing
  - a. Very Satisfied
  - b. Satisfied
  - c. Neutral
  - d. Dissatisfied
  - e. Very Dissatisfied

B. Participants Respond to the Program in Increasing the Knowledge of Writing  
Light Novel

Table C.2: Score Criteria

No	Statement	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

1. The program activities help to increase the knowledge around the theme of light novel
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
2. The materials that provided is sufficient and according to the purpose of the program
  - a. Strongly Agree b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
3. Subject-matter experts are communicative in delivering his or her material
  - a. Strongly Agree b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree

4. Discussion session give the opportunity to ask a question regarding the material that has not been understood
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
5. The publishing process is complicated and intimidating
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree

# Appendix A

## Participants' Works

### A Works from Action Cycle 1

#### A.1 Participant 1

**Title** Heartless

**Logline** Robot yang ingin mengetahui jati dirinya.

**Premise** Saya adalah robot bernama Finn. Saya ingin tahu mengapa saya hidup. Saya dilahirkan untuk menjalankan tugas yang diberikan tuan saya. Kehidupan saya berubah ketika saya melakukan kesalahan besar. Saya gagal menjalankan tugas yang diberikan tuan saya.

**Synopsis** Saya adalah robot bernama finn. Saya tidak mengerti mengapa saya hidup. Saya dilahirkan untuk menjalankan tugas yang diberikan tuan saya. Namun kini semua berubah, berawal dari kegagalan saya menjalankan tugas yang diberikan tuan saya, saya mendapatkan hukuman berat, jawaban akhir apakah yang akan saya dapatkan?

#### **HeartLess - Chapter 0 : Takdir**

Kecanggihan teknologi saat ini memudahkan setiap orang untuk melakukan aktifitas. Sehingga saat ini memiliki sebuah robot merupakan suatu kebutuhan utama. Halo perkenalkan saya robot. Nama saya A43S. Tuan saya memberikan saya nama Finn. Saya tidak tahu kapan dan dimana saya dibuat. Saya hanya tahu saya menjalankan tugas yang diberikan tuan saya. Tuan saya adalah salah satu orang terkaya di dunia. Tuan saya memberikan saya tugas untuk menjaga kedua orang anaknya yang bernama Ola dan David. Saat ini Ola berusia 9 tahun, seorang gadis yang energik dan mandiri. Sedangkan David berusia 8 tahun, seorang

pria yang pemurung dan memiliki rasa ingin tahu yang tinggi. Kami selalu berada di rumah yang aman. Saya selalu berhasil menjalankan tugas yang diberikan tuan saya. Saya banyak belajar dari Ola dan David mengenai perasaan senang, marah, benci, galau dan sedih. Saya sendiri sebenarnya tidak begitu mengerti apa yang mereka rasakan. Saya hanya bisa membalas perasaan mereka dengan gambar yang sudah diprogram sebelumnya.

Suatu hari David berhasil keluar dari rumah tanpa diketahui siapapun. Setelah saya sadar, tanpa pikir panjang saya mencari David keluar dari rumah. Saya menemukan David bersama dengan robot lain. Saya bertanya Siapa kamu? Kemudian dia menjawab Saya adalah kamu. Kamu juga tahu kan! Saya melihat David terlihat ketakutan. Saya bertanya Untuk apa kamu kesini? Kemudian dia menjawab Saya mempunyai satu tugas penting nyaitu menghabisi nyawa anak ini. Robot tersebut mengeluarkan pisau untuk membunuh David. Saya mencoba untuk melindungi David. Saya berkata David lari. Namun David terlalu ketakutan untuk mencoba kabur. Saya berkata Jangan takut David saya akan selalu melindungimu sambil mencoba memberikan keberanian pada David. Akhirnya David mempunyai keberanian untuk kabur. Saya sekuat tenaga melindungi David dari robot yang mempunyai kekuatan melebihi saya. Saya bertarung mati matian dan akhirnya saya menang. Robot tersebut berkata Kamu akan menyesal kemudian robot tersebut meledakan dirinya. Saya terhempas jauh. Saya berakhir menjadi besi rongsokan. Dengan sisa kekuatan yang ada saya mengantarkan David untuk kembali ke rumah.

Saat kembali ke rumah saya melihat darah. Tidak disangka saya menemukan Ola sudah meninggal. Ketika saya melihat keluar saya melihat robot lain membawa senapan. Saya mencoba untuk mengejarnya namun saya sudah kehabisan tenaga. Saya hanya bisa melihat David menangis memeluk kakanya yang sudah meninggal. Tidak lama setelah itu tuan saya datang ke rumah. Dia sangat marah pada saya. Dia akan meng non-aktifkan sesegera mungkin. Namun David mencoba untuk menghentikan hal itu terjadi. Saya berkata David hentikan Tuan maafkan saya Setelah saya di non-aktifkan dan dibuang.

## A.2 Participant 2

**Title** KANG

**Logline** Petualang muda apes sekaligus hoki.

**Premise** Aku adalah Kang, seorang petualang dari Negeri Tenggara. Aku berpetualang ke Negeri Utara untuk mendapatkan *quest* dengan upah yang layak. Tetapi menjadi malapetaka ketika Aku mendapatkan Pedang Legendaris yang tertancap di suatu daerah terlarang. Aku terpaksa menghindari para petualang dari seluruh Negeri, karena diriku telah dicap oleh buronan oleh Kerajaan dari Mata Angin.

**Synopsis** Suatu hari Aku sedang berpetualang menuju ke Negeri Utara, langkahku terhenti ketika Aku menemukan terowong rahasia yang jarang diketahui oleh banyak orang. Dan ketika aku berhasil masuk ke dalam, Aku tiba di suatu area yang hanya tertancap pedang raksasa di atas tanah. Tanpa ragu-ragu, Aku langsung menarik pedang tersebut dan terjadilah gempa gelombang yang bergerak ke seluruh Negeri tanda peringatan alam. Kemudian tak lama setelah itu Aku lari dari kejaran para petualang dari seluruh Negeri.

### KANG - Bab Awal: Keberangkatan

Pagi ini Aku bangun dari kamar penginapan untuk bersiap-siap berangkat ke Utara untuk mendapati pekerjaan berburu yang lebih baik daripada di Negeri Tenggara ini yang menurutku kurang bisa diharapkan untuk memenuhi kebutuhanku sebagai profesi Swordsmaster. Maka berangkatlah Aku seorang diri, berjalan kaki melewati berbagai medan dan rintangan yang berlalu di depanku, tak lupa aku berpamitan dengan rekan-rekan petualangankuyang pernah membantuku selama menjalani kerja sama tim beberapa hari yang lalusebelum hendak pergi. Bagiku pergi tanpa memberi kabar ke mereka itu dianggap tidak sopan, dan itu sudah menjadi etika kami sebagai sesama petualangan. Itulah sebabnya aku harus beri kabar sebelum pergi menghilang.

Langkah pertama dimulai dengan menanjak daratan tinggi yang cukup gersang berpermukaan bebatuan. Aku berhati-hati selama melintasi jalanan ini supaya diriku tidak tergelincir, bisa-bisa Aku amnesia kalau sampai terbentur batu. Langit sudah berdiri di atas tombak, perjalananku berlanjut di jalur kosong agak

tandus yang tiada satu pun orang atau monster berkeliaran. Jalanan ini menurutku cukup tenang, begitu damai laksana melintasi samudra.

Berpijak di belantara hijau, kulanjuti perjalananku melewati perhutanan yang cukup padat. Aku bisa merasakan suara alam sedang berbisik kepadaku, atau lebih tepatnya menyambut kedatanganku seperti mereka menyambut hangat semua makhluk hidup. Walaupun daerah ini tidak berbahaya, kewaspadaan adalah nomor satu yang selalu kupegang teguh. Sore pun tiba, Aku sempatkan diri makan perbekalanku sebelum melanjutkan perjalanan yang masih belum menunjukkan ujung cakrawala kota.

Malam hari aku beristirahat di atas pohon. Tidur di atas ranting yang tebal sudah menjadi kebiasaanku untuk tiduran dengan nyenyak bersandar di belakang batang pohon nan keras.

### **KANG - Bab Tengah: Gua**

Mentari telah menyinari wajahku, membangunkan diriku yang masih terkantuk-kantuk merentangkan tangan ke atas. Tetapi posisiku segera tergelincir sehingga jatuh dari ketinggian dan menyebabkanku cedera cukup menyakitkan di punggung. Untung saja pedang dan zirah kecilku sudah kulepas saat tidur kemarin dan tidak hilang selama diletakkan di bawah pohon. Aku bisa kerepotan kalau sampai bagian dari diriku dirampas oleh pencuri.

Membasuhi muka di telaga bening sekitar yang memantulkan silaunya senyuman asfar, Aku berjalan kembali meneruskan perjalanan. Tak lupa sarapan hari ini adalah beberapa buah apel yang kupetik dari pohon tempat aku berteduh semalam.

Negeri Utara jauh sekali sepertinya. gerutuku sedikit mengeluhkan keadaan.

Hmm? Lubang apa itu? Pandanganku terhenti ketika menemukan sebuah lubang terowongan di sebuah gua kecil. Penasaran akan ada apa dari dalam sana, kuputuskan untuk bertolak ke sana melewati jalan yang biasa kutempuh.

Lorong gua ini cukup sempit, aku harus merangkak cukup lama selama melangkah ke dalam. Akhirnya aku tiba di area kecil yang hanya ada tebing tinggi dengan pedang besarberhiaskan motif lengkungan seni tak biasatertancap di pijakan tanah keras. Melihat pedang berwarna kuning keemasan yang berdiri tegak menusuk perut bumi, Aku pun iseng mencoba menariknya dari tempat tersebut.

Tarikan pedang berhasil lepas dari tanah, menyebabkan gema menghanyutkan akal manusia cukup kuat beberapa saat.

Eh? Barusan itu apaan, ya? kataku bengong seusai mengambil pedang emas berukiran spesial.



!!

**KANG - Bab Akhir: Awal Mula Kesialan**

Gila! Bukankah pedang ini?!

Tidak salah lagi...! Ini pasti Pedang Legendaris yang sering diceritakan turun-temurun oleh para petualang Swordsmaster dari penjuru dunia! kejutku menganga tak percaya telah mendapatkan pedang termasyhur yang hanya ada satu di seluruh dunia ini.

Gawat... Menurut legenda yang diceritakan oleh para veteran lampau, Barangsiapa yang berhasil mengambil pedang yang tertancap di tanah. niscaya akan mendapatkan kekuatan tak terkira sekaligus menjadi target buruan dari para petualang dari seluruh dunia.

Aku masih tak percaya telah mendapatkan Pedang Legendaris ini... Aku berdiri gemetar mengangkat Pedang Besar dengan dua tangan yang beratnya jauh lebih enteng daripada pedang besi yang kumiliki di punggung. Ayunan pedangnya sangat kencang dan cepat, Aku bisa merasakan tubuhku seringan kertas ketika menebaskan udara sekitar. Belum pernah rasanya diriku bisa mengangkat pedang yang sama ringannya dengan ranting pohon kecil.

Sial! Bukan saatnya untuk terkagum-kagum! Aku harus memikirkan apa yang akan terjadi kelak ketika petualang dari berbagai Negeri berusaha merebutkan senjata ini dariku! seruku ketus mengkhawatirkan nasibku yang beruntung sekaligus sial di ujung tanduk.

Tapi, bukankah kalau begitu berarti aku tak terkalahkan berkat kekuatan pedang terhebat ini? pikirku berbisik dalam hati, mencoba untuk bersikap optimis melupakan kegelisahan.

Tanpa berdiri lebih lama lagi, kuputuskan untuk menancapkan pedang lamaku ke lubang bekas Pedang Legenda. Kini aku melanjutkan perjalanan dengan menenteng senjata baru berupa Pedang Legendaris. Berharap kedepannya rumor jelek tentang Pedang Legendaris ini takkan terjadi kepadaku. Semoga saja begitu dari lubuk hatiku yang terdalam.

Nahas, nasibku telah berubah 180 derajat tatkala aku bertemu salah satu petualang wanita tersohor dari Negeri Timur selama di tengah perjalanan, Aku pun berusaha lari menghindari pertempuran. Tetapi lagi-lagi kesialanku bertambah, Setiap kali aku hendak kabur, muncul beberapa petualang lain yang berusaha memburuku, aura keserakahan dan ketamakan nampak jelas dari belakang belakang mereka. Aku terpaksa melawan mereka sebentar menghadap mereka dengan kekuatan kuno yang terpendam dari dalam Pedang Legendaris.

Dan benar saja, kekuatan pedang ini bukan isapan jempol belaka. Aku berhasil mengalahkan mereka hanya dengan sekali ayunan. Tak mempedulikan para petualang yang sedang terkapar tak berdaya setelah kukalahkan, Aku terus berlari hari demi hari tak kenal arah, menghindari kontak mata dari petualang yang berusaha mengincarku. Hidupku sebagai petualang Swordsmaster sejati harus berakhir dengan ketidakberuntungan.

Sial!

### A.3 Participant 3

**Title** UNTTILTED

**Logline** Jangan pernah bermain-main dengan sesuatu yang tak kau ketahui.

**Premise** Seorang lelaki tua yang ingin membangkitkan orang terkasihnya. Ia mampu melakukannya, tapi sayangnya, hal yang ia lakukan itu akan menimbulkan sebuah masalah besar.

-oOo-

Aku memiliki seorang teman. Dia adalah seorang lelaki tua dengan kepala setengah botak dan beruban. Meski aku tak pernah tahu siapa nama lelaki tua itu, tapi aku senang jika ia berkunjung. Berkat kehadirannya, aku jadi tak kesepian lagi.

Tiap hari lelaki tua itu akan datang sambil membawakanku baju-baju yang cantik. Kemudian, aku akan dimandikan dan didandani olehnya. Setelah selesai, ia akan menemaniku duduk santai sambil menikmati langit sore.

Jika malam tiba, ia akan mengajakku ke sebuah tempat romantis, di mana bunga-bunga harum bertebaran serta lilin-lilin cantik menyala dengan indah. Ia kemudian akan menyanyi sambil memandangiku dan aku pasti akan selalu tertidur di pangkuannya.

Ketika aku terbangun keesokan harinya, lelaki tua itu akan mengecup keningku sambil berbisik, Terima kasih sudah datang, Merry.

Seperti itulah keseharianku. Akan tetapi, segala sesuatu yang terus-terusan dijalani tiap hari akan terasa menyakitkan jika berhenti.

Aku sudah menunggu lelaki tua itu lama sekali, tapi ia tak juga kunjung datang. Apa dia sudah bosan? Apa dia sudah menemukan hal yang lebih menyenangkan dibanding menemaniku?

Ini sudah hari ke berapa? Sepuluh? Lima puluh? Tidak tahu. Aku sudah kehilangan hitungan. Hei, sampai kapan aku harus menunggumu? Aku rindu dengan suaramu.

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Suatu hari, lelaki itu akhirnya datang lagi. Namun, bukannya gurat kegembiraan yang terpancar dari wajahnya, melainkan raut wajah sedih yang ia tunjukkan padaku. Ada apa? Kenapa ia terlihat panik?

Aku ingin kita pergi, katanya sambil menarikku keluar.

Pergi? Pergi ke mana? Aku tak punya tempat lain selain di sini.

Sebuah teriakan tiba-tiba terdengar.

Ayah! seorang lelaki dewasa berkacamata datang dengan langkah lebar-lebar. Raut wajahnya tergambar kemarahan yang besar. Di belakangnya, seorang wanita berambut pendek tergopoh-gopoh mengikuti.

Buang itu jauh-jauh! lelaki berkacamata menghardik temanku.

Jangan dekat-dekat! Jangan ambil ini! jerit temanku tak mau kalah. Dengan tubuh ringkihnya ia berlari ke sudut, lalu memelukku erat.

Wanita itu mendekati kami. Dipegangnya lengan temanku yang bergetar. Yah, hentikan semua kegilaan ini. Mama di surga pasti bakal sedih.

Nggak mau! temanku menampar tangan sang wanita. Karena tak terima, si lelaki berkacamata mengambilku dengan paksa lalu membuangkku ke lantai.

Kenapa aku tak bisa membela temanku itu? Aku hanya bisa menangis dalam hati saat dua orang itu memarahi bahkan menampar temanku.

Tidak, hentikan itu! Temanku tidak salah. Dia hanya ingin menemaniku!

Lihat ini, dia nggak bisa bawa mama balik! si lelaki berkacamata menginjakku. Aku bisa menyaksikan temanku itu menangis tersedu-sedu.

Jangan, itu satu-satunya cara ayah untuk bisa bertemu ibumu! teriak temanku, mencoba menghentikan kegilaan si lelaki berkacamata.

Ini harus dihancurkan! si lelaki berkacamata kemudian mengangkatku tinggi-tinggi, lalu mengambil sebuah kotak kecil dari dalam saku celananya. Lihat ini! Bersamaan dengan itu, sebuah cahaya oranye terang mendadak memakanku.

Tidak, apa yang mau kau lakukan? Jangan, benda ini panas sekali. Tolong, tangan dan kakiku rasanya panas sekali!

Temanku menatap ngeri, lalu berlari sempoyongan ke arahku. JANGAN! teriaknya marah.

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**HEADLINE NEWS: TRAGIS, DUA ORANG DITEMUKAN  
TEWAS DI SEBUAH RUKO KECIL DI BILANGAN JAKARTA  
SELATAN.**

Sepasang kakak-beradik tewas di sebuah ruko. Mereka adalah Tommy (35) dan Lirna (30) ....

-oOo-

Sinopsis: Setelah kehilangan istri yang begitu dicintainya, seorang lelaki tua mencoba berkali-kali untuk menghidupkan kembali istrinya itu melalui perantara sebuah boneka. Tiap hari ia akan membersihkan boneka itu dan melakukan ritual sesat untuk memanggil arwah istrinya. Hal ini ia lakukan terus-menerus, sampai suatu ketika ia sakit dan tak melakukan itu selama beberapa minggu.

Kemudian, setelah ia sembuh, ia ingin kembali melakukan ritual itu. Sayangnya, dua anaknya mengetahui. Dengan marah kedua anaknya membongkar semua rahasia sang ayah dan berniat menghancurkannya. Akan tetapi, naas bagi mereka karena, saat ia ingin menghancurkan boneka itu, boneka itu malah hidup, lalu membunuh mereka berdua. Sang lelaki kemudian hilang bersama boneka itu.

## A.4 Participant 4

**Title** Treasure Ulthea

**Logline** Seorang anak yang berpetualang mencari harta karun legendaris dari bangsa Ureca.

**Premise** ylo seorang anak yang hobi berburu harta karun namun dalam suatu kecelakaan dalam perburuan harta karun menyebabkan Uyla kakaknya menghilang dan meninggalkan petunjuk aneh tentang harta karun legendaris, Uylo mulai melanjutkan jejak kakaknya tersebut untuk menemukan kakaknya sekaligus menemukan harta karun tersebut

**Synopsis** Berburu harta karun ialah kesukaan anak muda di zaman ini termasuk Uylo , namun pada suatu malam Uylo menemukan sepucuk rahasia kakaknya yang menghilang 1 tahun yang lalu dapatkah Uylo membongkar misteri menghilangnya kakaknya?

### Treasure Ulthea - BAB 1: Pesan Misterius

Malam hari aku terbangun oleh gonggongan anjing peliharaanku "Ario", biasanya Ario tidak pernah menggonggong sekeras ini dan aku pergi ke rumah anjing tersebut untuk mengecek keadaannya, alangkah terkejutnya aku melihat ario menggigit boneka peninggalan kakakku yang hilang 1 tahun yang lalu.

Bagiku kehilangan kakak semata wayangku cukup membuatku sedih dan selalu membuatku teringat tentang nya apabila melihat barang barangnya, umumnya kakakku selalu meletakkan barangnya ditempatnya namun aku heran kenapa boneka dia bisa berada di kandang anjingku.

Dengan penuh rasa kesal aku pun mengambil boneka itu dan memarahi anjingku untuk diam aku pun berkata dalam hati "Aku sepertinya tidak pernah melihat bekas jahitan ini di boneka kakakku...", karena merasa curiga akupun merobek bekas jahitan tersebut dan keluarlah semua isi dalam boneka tersebut menggeliat seperti ulat kapas, aku tertuju dengan secarik kertas kecil yang terselip kapas itu dan benar sebuah pesan rahasia bertuliskan.

**"00110001 00110000 00110111 00101100 00101101 00110110"**

Eeh? Angka apa ini? Pandanganku terhenti ketika melihat angka yang aneh dan cuman terdiri 0 dan 1 tersebut. Dengan rasa penasaran aku mencoba mencari angka tersebut di internet.

Internet ditempatku memang terasa lambat namun dengan penuh rasa sabar menghadapi lola ini. Akhirnya aku menemukan situs yang menjelaskan apa itu 0 dan 1, ternyata dari hasil KikiPelia membuahkan hasil ternyata itu adalah bilangan biner.

Selagi membaca artikel KikiPelia kuputuskan untuk mempelajari secara bertahap pesan rahasia ini dan dikarenakan sudah terlalu larut malam, ku akhiri pencarian ku dengan rasa kantuk yang melekat dikepalaku. Dan aku tidak habis pikir ternyata kakakku pernah meninggalkan pesan itu namun aku baru sadar setelah 1 tahun kehilangannya.

Aku berpikir mungkinkah kakakku masih hidup atau inikah sesuatu yang harus kutangani? ucapku sambil memikirkan pesan tersebut.

## B Works from Action Cycle 2

### B.1 Participant 1

**Title** Untiled

**Logline** No Provided by Author

**Premise** No Provided by Author

20 Maret 2024 sebuah meteor menerjang Samudera Pasifik dan mengakibatkan banyak negara-negara yang berada di dekat Samuda Pasifik hilang termasuk sebagian besar Asia dan Australia. Bencana tersebut membuat banyak negara takut dan memutuskan untuk membuat fraksi berdasarkan benua mereka, ada 5 fraksi negara saat ini, yaitu Amerika yang beribu kota di Washington DC yang mencakup Kanada sampai Brazil, Eropa yang beribukota di Berlin yang mencakup Portugal sampai Rusia, Afrika yang beribukota di Cape Town yang mencakup Afrika Selatan sampai Mesir, Timur Tengah yang ber ibukota di Dubai yang mencakup negara-negara Asia Timur sampai China, dan yang terakhir adalah Alia yang ber ibukota di Pulau Metron yang mencakup sisa-sisa negara yang tersisa dari bencana tersebut.

Alia berasal dari gabungan Asia-Australia yang menjadi korban paling parah dalam bencana tersebut, Pulau Metron aslinya adalah meteor yang jatuh ke Bumi dan akhirnya manusia mulai meneliti meteor tersebut karena membawa energi baru pada bumi yang sudah tua ini dan menjadi pusat energi dunia saat ini,

energi ini disebut Metronium dengan fungsi yang hampir sama dengan Nuklir namun lebih ramah lingkungan dan tidak mempunyai radiasi. Tepat 10 tahun kemudian pada 20 Maret 2034 diresmikanlah Meteor ini menjadi sebuah pulau dengan Myron Cereza sebagai Pemimpin Fraksi.

Rasa kantukku tidak tertahankan saat pelajaran sejarah ini, semua orang tampak serius memperhatikan sedangkan aku hanya menulis tidak jelas selama jam pelajaran dan mungkin guruku ini menyadarinya.

Nona Filia, siapakah pemimpin pertama Fraksi Alia? tanya guruku.

Barrack Obama! jawabku dengan kaget.

Jawabanku sontak membuat semua orang dikelas tertawa terbahak-bahak karena jawabanku yang asal-asalan. Bu Guru juga hanya menggeleng-gelengkan kepalanya.

Nona Filia Cereza, kenapa kau melamun dikelasku? tanya guruku dengan nada yang tegas.

Saya sudah terlalu sering mendengar cerita tersebut sepanjang hidup saya, rasanya membosankan, lebih baik belajar yang lain saja. Keluhku.

Walaupun kamu adalah keluarga Sang Pemimpin bukan berarti kamu bisa seenakmu di kelas saya, sekarang kamu cuci muka sana setelah itu berdiri di depan kelas sampai jam pelajaran selesai. Tegur guruku.

Aku ingin pulang saja! dalam hatiku sambil berjalan keluar kelas.

Semua orang di pulau tahu aku adalah cucu dari pemimpin negara ini Myron Cereza yang dikenal baik hati dan juga sopan namun, aku mungkin kebalikannya yaitu seorang gadis pemalas yang selalu mengeluh jika sesuatu tidak berjalan tidak sesuai yang aku inginkan.

Dasar gadis pungut. gumam seorang siswi yang duduk dekat pintu keluar.

Itulah kata-kata yang kudengar dari Aletta Weiwind, seorang siswi pindahan dari Eropa yang paling dikagumi di sekolah ini karena kepintaran dan prestasinya. Aku tidak peduli apa yang diucapkannya walaupun itu adalah kebenarannya atau mungkin aku tidak menyukai Aletta karena sikapnya yang agak terlalu besar kepala. 8 tahun lalu ayah dan ibuku meninggal karena kecelakaan pesawat saat baru pulang dari Eropa, sampai sekarang tidak ada yang tahu penyebab pasti kecelakaan itu dan hanya diasumsikan sebagai kecelakaan karena kesalahan teknis. Akhirnya kakekku Myron Cereza, memutuskan untuk mengajakku tinggal bersamanya di Pulau Metron.

Untungnya mata pelajaran sejarah adalah jam terakhir untuk hari ini, jadi setelah menerima hukuman aku bisa langsung pulang ke rumah. Aku bergegas mengambil sepedaku lalu mengayuhnya sekuat tenaga agar bisa istirahat lebih



cepat. Mungkin aku beruntung karena saat aku sampai dirumah kakek baru saja pulang dari rapat bersama pejabat lokal.

Ah, Filia kamu baru sampai dirumah? Bagaimana sekolahmu hari ini? tanya kakek.

Baik-baik saja sih, tapi saat pelajaran sejarah aku bosan karena harus mendengarkan sejarah pulau ini lagi . keluhku.

Hahaha. Anak muda selalu begini, tidak pernah berubah jawab kakek dengan penuh tawa.

Ah iya ini hari selasa, jangan lupa latihan bersama tuan Rybek sore ini. Ucap kakek.

Baik kakek! jawabku dengan semangat.

Mungkin beberapa orang akan mengira latihan yang aku lakukan adalah latihan belajar ataupun yang orang lain biasa lakukan namun, itu salah besar tuan Rybek Steinarr adalah mantan pasukan spesialis rahasia yang ditugaskan untuk melatihku bela diri, menembak, melumpuhkan lawan, memasang jebakan dan beberapa hal untuk keadaan genting.

Aku langsung mengganti pakaianku dan juga menyiapkan beberapa barang untuk dipakai latihan sore ini, dengan menggunakan tas ukuran sedang dan tidak lupa membawa bekal makanan untuk istirahat setelah latihan bersama tuan Rybek. Aku masuk ke mobil kakek dan meminta supir untuk mengantarku ke tepat latihan, kata kakek aku harus belajar membela diri karena dikhawatirkan Fraksi lain akan menyerang negara ini yang menjadi pusat Metronium dunia.

Selamat sore Nona Filia.

Selamat sore Tuan Rybek.

Sore ini kita akan latihan menembak dengan sniper riffle jenis DSR-1.

Siap pak!

[Dor dor dor..]

Semua mengenai kepala target, kemampuanmu masih bagus.

Terima kasih pak!

Atas permintaan Tuan Myron, hari ini kita hanya melaksanakan 1 kali latihan saja, berhubung besok adalah hari ulang tahun negara ini yang ke-10 kamu bisa istirahat selama 1 bulan.

Eh, libur selama itu? Sebenarnya ada apa pak?

Saya mendapat misi dari Tuan Myron untuk menyelidiki sesuatu selama satu bulan.

Saya harap tugas anda berhasil pak! Saya akan menunggu latihan dari anda

lagi!

Terima kasih Nona Filia, sebuah kehormatan bagi saya melatih anda.

Aku mengucapkan salam perpisahan pada tuan Rybek, dan kembali ke rumah tepat 2 jam sebelum makan malam. Keluar dari dalam mobil aku bergegas mengganti pakaian dan masuk ke dapur untuk memasak makana malam. Biasanya ada koki yang menyiapkan makanan namun, karena besok libur mereka tidak ada disini jadi aku harus menyiapkan makan malam untukku sendiri dan kakek. Setumpuk daging ku iris tipis-tipis dan direbus dalam kaldu, jangan lupa ditambah rempah-rempah dan menutup panci dimana aku mencampur semua bahan dan menunggu bumbunya meresap dan jadilah semur.

Panci berisi semur tersebut kubawa ke meja makan dan tidak lupa membawa nasi. Kakek yang baru bangun dari istirahatnya turun dari kamarnya dan menuju ruang makan.

Jadi kamu masak apa malam ini Filia? tanya kakek.

Aku memasak semur untuk malam ini. jawabku.

Memangnya masih ada daging di dapur? Lagipula kakek sudah tidak kuat mengunyah daging sapi keluh kakek. Daging sapi di dapur sudah habis kok, aku memakai daging rusa hasil buruanku dan pak Rybek tempo hari lagipula daging ini sudah aku awetkan dan ku rebus sampai lembut. ucapku sambil menyiapkan 2 porsi nasi semur.

[Nom nom.. nom]

Dagingnya lembut sekali dan gampang untuk dikunyah namun, ada rasa pahit seperti kopi dihidangan ini. Apakah kamu tidak sengaja menumpahkan kopi ke panci? tanya kakek.

Oh rasa kopi tersebut dari pengawet alami yang aku gunakan untuk mengawetkan daging rusa ini. Aku pernah baca dari internet, dahulu orang-orang dari daerah Papua mengawetkan makanan dengan cara ini. jawabku.

Aku senang melihat kakek menyantap makanan dengan lahap, awalnya aku takut 1 panci semur tidak akan habis untuk berdua dan sepertinya pemikiranku salah. Sebelum tidur kakek sering bercerita tentang keunikan tiap-tiap Fraksi dunia seperti Amerika di bidang persenjataan, Eropa di bidang ilmu pengetahuan dan teknologi, Asia di bidang ekonomi, Afrika di bidang pangan, dan Alia di bidang yang teknologi menggunakan sumber daya meteor ini dan perbincangan tidak biasa antara kakek dan cucu yang tidak biasa pun mengakhiri malam ini.

\*\*\*

Keesokan paginya diadakan upacara serentak di pulau ini untuk merayakan 10 tahun berdirinya Pulau Metron sebagai ibukota Fraksi Alia. Setelah upacara wali kelas kami menyuruh kami berkumpul di kelas untuk sebuah tugas, sejujurnya kenapa mereka tidak menyuruh kami pulang saja? Lagipula ini sudah libur. Dan seperti halnya murid-murid yang lain sepemikiran denganku.

Baiklah karena ini adalah hari terakhir semester ini, ibu akan memberikan kalian tugas kelompok dan satu kelompok terdiri dari 2 orang. Ucap guruku yang diiringi rasa kecewa dari para murid.

Tugas kalian adalah mencatat hal-hal penting di pulau ini, dan hasil kalian akan dijadikan ensiklopedia untuk bahan pelajaran dikemudian hari. Tambah guruku.

[Pembagian kelompok]

Baiklah yang tersisa adalah Filia Cereza dengan Aletta Weiwind, saya tidak mau menerima keluhan apapun lagi karena kalian berdua adalah yang terakhir mendapatkan kelompok. Ucap guruku sambil menutup catatannya.

Biar aku saja yang mengerjakannya, aku sudah hafal seluk-beluk pulau ini. Ucapku dengan nada malas karena ingin cepat selesai.

Tidak bisa! Ini tugas kelompok kita harus mengerjakannya bersama, lagipula aku ingin mengenalmu lebih dekat protes Aletta sambil mendekatkan wajahnya padaku.

Sejak kapan gadis menyebalkan ini tertarik padaku? Apa harus kutolak saja ajakannya ini? Tapi apa yang Aletta katakana ada benarnya juga. Dengan berat hati aku menerima sarannya dan sepertinya dia cukup senang dengan keputusanku itu, aku yakin ada niat tersembunyi dibalik senyumanya itu.

Aku mengajaknya kerumahku, karena disana ada perpustakaan yang berisi berbagai informasi tentang dunia. Aletta memberi tahu penjemputnya bahwa ia akan datang kerumahku dan ikut naik kedalam mobil jemputanku. Aku bisa melihat wajahnya yang terkejut melihat rumah yang cukup besar dengan halaman yang luas dan dihiasi oleh berbagai pohon.

Maaf Nona Filia, saya harus menggeledah teman anda. seru petugas keamanan.

Oh baiklah, Aletta maaf kamu harus merasakan sesuatu yang seperti ini. Maafku pada Aletta.

Tidak apa-apa kok, lagipula aku sedang bertamu ke rumah milik salah satu orang terpenting di dunia. Jawab Aletta sambil memberikan tasnya pada petugas.

Tidak ada yang mencurigakan. Mohon maaf telah mengganggu anda, silahkan masuk. Ucap petugas setelah menggeledah tas Aletta.

Setelah masuk aku menyuruh Aletta menuju perpustakaan sedangkan aku akan menyediakan kudapan untuk dimakan bersama, mungkin biskuit dan teh akan cocok untuk hari ini. Saatku membawa kudapan ke ruang perpustakaan, kakek baru saja tiba dari upacara di kantornya. Aku menyambut kakek dan memberi tahunya bahwa aku membawa teman untuk mengerjakan tugas disini, sepertinya kakek cukup senang akan hal itu.

Jarang sekali Filia membawa temannya kesini, boleh saya tahu namamu? tanya kakekku.

Nama saya Aletta Weiwind, sebuah kehormatan bagi saya bertemu dengan anda Tuan Myron. Jawab Aletta dengan santun.

Jadi kamu putrinya Albert Weiwind? Bagaimana kabar ayahmu? Apakah kamu suka sekolah di pulau ini? tanya kakek kepada Aletta.

Ayah baik-baik saja tuan! Saya suka sekolah disini, rasanya lebih memberikan materi secara jelas daripada di Jerman. Jawab Aletta.

Tu-tu-tunggu.. Aletta adalah anak Albert Weiwind? Albert Weiwind pemimpin Fraksi Eropa itu? tanyaku dengan terkejut.

Aku kira kamu sudah tahu tentang ayahku. Jawab Aletta dengan memasang wajah merah.

Ehehehe.. jawabku sambil menggaruk kepalaku.

Aletta bisa tersipu malu? Dan dia terlihat sangat manis sekali! Ah.. aku jadi ingin mencoba memeluknya sampai puas. Gumamku dalam hati.

Baiklah kalau begitu, kakek akan istirahat sebentar. Nanti malam ada beberapa pekerjaan yang belum selesai. Semoga beruntung kalian berdua. Ucap kakek sambil meninggalkan kami berdua.

Kami langsung memulai tugas ini dengan mencatat hal-hal umum terlebih dahulu lalu diikuti hal yang spesifik dan membingungkan sebagai penutup. Tidak disangka kami menyelesaikan tugas ini hanya dengan waktu 3 jam, waktu yang cukup singkat untuk membuat ensiklopedia dan sepertinya kami harus berterima kasih pada perpustakaan ini karena menyediakan lebih banyak informasi daripada perpustakaan sekolah.

Aletta, bagaimana kalau kita main game sekarang?

Boleh saja, lagipula kita sudah selesai dan artinya kita punya banyak waktu.

Aku punya DDR dikamarku, aku sedang ingin bergerak bebas setelah mengerjakan tugas ini.

DDR ya? Aku sudah lama tidak memainkannya, aku harap badanku masih bisa memainkannya.

Memangnya ada apa dengan badanmu itu? Kelihatannya baik-baik saja bagiku. Aku punya anemia, jadi lelah mendatangi dengan cepat.

Siswi paling cerdas dan atletik disekolahku mempunyai anemia? Terakhir kali kulihat dia saat pelajaran olah raga dia tampak kuat dan energik, sepertinya aku dibohongi oleh Aletta. Wajah Aletta terkagum-kagum melihat kamarku yang penuh dengan boneka dan beberapa konsol game terselip dipinggir kamar, sepertinya dia tidak pernah melihat sesuatu yang seperti ini. Dengan ini persiapannya selesai, siapa dulu yang akan bermain? tanyaku sambil mengamparkan karpet DDR.

Lebih baik Filia dahulu, lagian kamu tuan rumah disinikan. Jawab Aletta yang sedang melihat-lihat di balkon.

Baiklah kalau begitu, aku main duluan! seruku dan mulai menggerakkan badanku. 900 poin, tidak buruk Filia! puji diriku sendiri.

Baiklah sekarang giliranku! seru Aletta.

Yay! 1000 point! Aku menang! teriak Aletta dengan riang gembira.

Sudah kuduga aku ditipu.. gumamku dalam hati.

Matahari akan segera terbenam yang menjadi pertanda malam akan datang, Aletta sepertinya sudah kelelahan karena bermain terlalu semangat, mungkin aku bisa mengajaknya bermain lagi lain waktu. Sifatnya terbalik 180 derajat dibanding yang sering kutemui disekolah, dia seperti orang lain saja.

Terima kasih untuk hari ini Filia, ini pertama kalinya aku bermain ke rumah teman sekelah semenjak tinggal di pulau ini. Ucap Aletta sambil tersenyum.

Sama-sama, kalau begitu bagaimana jika aku bermain ke rumahmu nanti? tanyaku pada Aletta.

Soal itu sepertinya tidak bisa. Aku tinggal bersama kakakku disini, dia tidak suka orang lokal dan dia sendiri agak kasar. Jawab Aletta dengan nada mengeluh.

Uh. Maafkan aku karena bertanya hal yang tidak mungkin. Jawabku dengan rasa sebal.

Bagaimana kalau kamu bermain lagi kesini hari rabu nanti? Aku butuh bantuanmu untuk suatu hal. Tawarku pada Aletta.

Tentu saja boleh! Aku akan membawa sesuatu untukmu kalau begitu! Jawab Aletta dengan penuh semangat.

Kalau begitu sampai jumpa hari rabu Filia! ucap Aletta sambil berjalan pulang.

Kutunggu kedatanganmu nanti! seruku.

Aku langsung kembali masuk ke rumah, dan bersiap-siap untuk memasak

makan malam. Sepertinya aku lupa tidak ada stok bahan mentah lagi, lagipula semur kemarin masih bersisa banyak dan lebih baik kuhangatkan saja. Setelah kuhangatkan ku panggil kakek untuk makan malam.

Kamu sudah selesai dengan tugas sekolahmu Filia?

Sudah selesai kok, lebih cepat daripada yang kami duga.

Bagaimana menurutmu teman kelasmu itu?

Aku terkejut dia ternyata sangat ramah dan bersahabat, meskipun sikapnya disekolah sangat berbeda.

Hahaha namanya juga anak muda, apa kamu berencana berkunjung ke rumahnya?

Aku sudah berencana namun, Aletta menolaknya karena kakaknya agak sedikit agresif dengan orang lokal

Kakaknya? Kakek pikir tuan Albert hanya punya 1 orang anak.

Mungkin kakek salah ingat.

Kami terus berbincang-bincang seperti biasa, kakek memutuskan untuk istirahat karena akhir minggu nanti ada rapat antar fraksi yang sangat penting. Aku bergegas mandi menggunakan air hangat dan langsung tidur lelap karena kelelahan.

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Tanpa terasa hari rabu pun datang, aku melihat Aletta di depan rumahku dan aku langsung mendatanginya. Dia membawa boneka beruang yang sangat besar, sepertinya inilah hadiah yang dia janjikan kemarin itu. Petugas keamanan ingin memeriksa Aletta namun aku memerintahkan mereka untuk tidak memeriksanya dikarenakan dia membawa sesuatu yang sudah pasti boneka.

Dimana aku harus menyimpan ini? tanya Aletta.

Taruh saja dipojokan situ. Jawabku sambil menunjuk pojok kamar.

Hey Filia, bagaimana kalau kita berkencbermain keluar hari ini? tanya Aletta dengan wajah memerah.

Eh.. hmmm? Boleh saja, sepertinya aku mendengar sesuatu yang lain tadi. Jawabku dengan sedikit rasa curiga.

Mungkin cuma perasaanmu saja. Jawab Aletta.

Kami bergegas pergi untuk bermain keluar, sepertinya Aletta senang akan hal ini. Saat kami turun menuju pintu depan, Kakek sedang bersiap siap untuk rapat dengan para pemimpin Fraksi hari ini.

Kakek, kami akan pergi main diluar hari ini.

Kalian berdua akan bermain kemana?

Sepertinya kami akan bermain di kawasan perbelanjaan.

Baiklah kalau begitu, hati-hati dijalan. Kakek rapat dulu.

Dadah Kakek!

Permisi Tuan!

Kami pergi menuju pusat perbelanjaan yang jaraknya sekitar 5KM dari rumah dengan berjalan kaki, ini akan menjadi hari yang sangat seru.

[Bip, suara projector didalam ruang rapat kakek]

Baiklah tuan-tuan, mari kita mulai rapat kita.

Selamat siang Tuan Wayne dari Amerika, Tuan Albert dari Jerman, Tuan Thabani dari Afrika Selatan, Tuan Habib dari Arab, dan Tuan Myron dari Pulau Metron. Saya Kraft yang akan menjadi moderator rapat ini, kali ini kita akan membahas masalah antara Fraksi Alia dan Eropa, selain itu Fraksi lain diharapkan untuk menahan komentar masing-masing. Silahkan dimulai

Selamat siang Tuan Myron, bagaimana kabarmu? Dengan majunya dua fraksi kita dalam bidang yang sama, tentu akan lebih bagus jika kita bekerja sama.

Selamat siang juga Tuan Albert, kabarku baik-baik saja. Mohon maaf tapi permintaan anda harus saya tolak, lebih baik Fraksi Eropa mengembangkan teknologi menggunakan sumber daya yang ada sejak dahulu kala dan biar kami yang menggunakan Metronium.

Kenapa anda bersikeras tidak ingin berbagi Metronium pada fraksi lain? Apakah anda berfikir fraksi lain akan menggunakannya secara salah?

Bukan maksud saya bersikeras namun, Metronium mempunyai dampak yang berbahaya jika digunakan sebagai senjata. Saya bukannya tidak percaya fraksi lain, tapi saya pasti yakin akan digunakan sebagai senjata.

[Rapat selesai, Albert bicara empat mata dengan Myron]

Jadi begitu rupanya. Bagaimana jika kita kesampingkan dulu masalah ini dan melihat anak cucu kita?

Baiklah kalau begitu, cucu saya terlihat senang saat bermain dengan anak anda Tuan Albert. Tapi apa benar anda punya 2 orang anak?

Syukurlah kalau begitu. Saya hanya punya 1 orang anak yaitu, Aletta Weind.

Sepertinya cucu saya salah dengar, dia bilang Aletta punya kakak.

Hahahaha. Cucu anda bisa saja, ada satu hal lagi yang ingin saya sampaikan?

Apa itu Tuan Albert?

Mata-mata anda sudah saya bunuh, namanya Rybek Steinarr bukan? Pintar

juga anda memata-matai kami.

Sepertinya rencana saya terbongkar. Anak anda juga seorang mata-mata bukan?

Tentu saja, Aletta adalah seorang mata-mata handal. Teknologi kloning kami tidak pernah gagal.

Kloning katamu? Anda menklon anak anda sendiri? Sangat tidak manusiawi!

Demi sumber daya mengapa tidak? Lagipula cucumu sudah mendapatkan hadiah itu kan? Harusnya Aletta yang asli sedang menuju arah anda sekarang,

Hadiah? Jangan-jangan?!

Boneka yang diberikan Aletta meledak dan membuat para penjaga bersiaga terhadap serangan. Namun sepertinya para penjaga tidak mengetahui apa yang akan membunuh mereka, seorang gadis menggunakan masker menembak semua penjaga tepat dititik vital dan menuju ruang rapat.

Maaf papa, lebih lambat dari perkiraanku.

Pantas saja Filia curiga, kau adalah 2 orang yang berbeda.

Semua klon punya kekuatan yang sama namun, kita tidak berbagi ingatan dan emosi. Jadi ada kata-kata terakhir?

Suara ledakan itu membuatku kaget dan melihat sekitar, aku terketjut karena sumber ledakan adalah rumahku. Aku lekas berlari kembali kerumah namun Aletta menghentikanku sambil menangis.

Tolong jangan pergi! Dia yang asli akan membunuhmu tangis Aletta.

Siapa yang asli! teriakku pada Aletta.

Lebih baik kamu tidak usah tahu. Lanjut Aletta.

Lepaskan aku gadis bajingan! teriakku sambil menendang Aletta.

Aku merasa bersalah menendang Aletta namun itu bukan hal penting sekarang, aku harus memastikan keselamatan kakek. Saatku sampai semua penjaga telah terbunuh, perasaanku sangat tidak enak lalu aku berlalri menuju ruang rapat dan melihat sesuatu yang tidak lazim.

Aku melihat Aletta menodongkan pistol ke arah kakek, tapi Aletta barusaja bersamaku tadi. Apa mungkin ini yang dimaksud Aletta? Dia yang asli. Tubuhku secara sigap menyerang Aletta.

Jauhi kakekku gadis brengsek! teriakku sambil memukul wajahnya.

Kenapa kau disini anak pungut? Apa jangan-jangan klon itu gagal mengalihkanmu? jawab Aletta sambil menggelap lukanya.

Filia lari! teriak kakekku.

Diam kau tua bangka! keluh Aletta sambil menembak kakek.



Kakek! Sial. Emosiku bergejolak dan tubuhku bergerak tidak menentu.  
Selamat tinggal gadis pungut. Teriak Aletta.

Rasa sakit itu datang secara tiba-tiba, tanpa kusadari aku tertembak di bagian perut. Kakek juga sudah tidak tertolong lagi, sepertinya aku sudah gagal melindungi pulau ini sebelum dimulai. Ayah, ibu, kakek maafkan aku. Pandanganku mulai menggelap, dan nafasku menjadi berat itulah yang terakhir kuingat sebelum aku tertidur selama 5 tahun.

## B.2 Participant 2

**Title** Untiled

**Logline** Terkadang Memori adalah Penghubung Kenangan dan Tragedi

**Premise** Dian adalah seorang lelaki cuek. Tapi sebuah tragedi mengubah hidupnya. Menjadikannya sebagai seseorang yang bereda. Karena janji dan harapan temannya. Sehingga ia pun berusaha melakukannya. Menjadi seorang Hunter terbaik.

### Part 0 A Little Piece of Word

Ketika aku ingin mengambil sebuah laporan bersama dengan timku di distrik tujuh. Tiba-tiba saja kami di serang oleh beberapa makhluk tak di kenal. Hanya dalam beberapa detik itu hampir seluruh timku dihabisi oleh mereka.

Pada akhirnya hanya kami berdua yang tersisa Aku dan Gerdi. Di pojokkan hingga gang gelap. Dengan suasana mencekam dan penuh ketegangan ini yang kuharapkan adalah keajaiban.

Aku pun menoleh untuk memastikan kondisi Gerdi. Tetapi siapa sangka ia menatapku tanpa rasa takut, dengan senyum penuh percaya dirinya itu, aku di bungkam olehnya.

A-apa kau sama sekali tidak takut dengan mereka?!

Namun sekali lagi ia tersenyum, melihatku dengan mata penuh resolusi. Itu benar-benar curang, bagaimana ia bisa tenang di saat-saat seperti ini?

Kau kira untuk apa kita datang ke sini?

Nada yang bahkan terkesan remeh itu memberiku kesan sebuah rasa aman. Tidak sepertiku yang saat ini terduduk memegang senapan laras panjang dengan wajah yang kaku.

Entah ... aku penasaran seperti apa isi hati kawanku ini. sekilas melihat ke belakang, aku hanyalah seorang lelaki yang acuh. Terkadang tak peduli dengan sekitarku dan lebih memilih untuk berdiam diri di zona amanku.

Lagi pula hanya 10 menit kok. Bertahanlah! Jangan cengeng!

Shit! Apa maksudnya, huh?!

Nah, gitu dong. Semangat ... walau kita mati di sini, kita telah melakukannya dengan baik.

Benar juga apa yang di katakannya, tapi masih ada yang perlu kulakukan di dunia ini. karena itulah aku tidak akan mati di tempat seperti ini.

Fer! Jemputan sudah datang!

Aku pun mengangguk dan kemudian menyimpan senapanku dan beralih menggunakan revolver cepat. Kami pun bangkit dan segera bergegas menuju helikopter yang akan mendarat tidak jauh dari tempat ini.

Hingga akhirnya kami berhasil sampai di sana dengan selamat. Hanya sedikit lagi, tapi sesuatu mendorongku dari belakang.

Pergilah! Aku tidak bisa kemana-mana dengan kondisiku yang seperti ini, Fer! Beritahu mereka bahwa Gerdi adalah pahlawan kesiangan.

Itulah perkataan terakhirnya yang bisa kutangkap dengan telinga ini. Setelah itu aku sama sekali tidak mendengar kabarnya lagi bahkan hingga saat ini, saat aku memimpin timku sendiri dengan misi yang sama.

Kapten! Jangan bengong, nanti di tampar nyamuk lhoo!

Jangan mengejekku, Kal!

Kejadian itu telah berlalu sekitar satu tahun yang lalu. Berkatnya kini aku bisa kembali bergerak maju. Menuju hari mendatang untuk menjemput masa depanku.

### **B.3 Participant 3**

**Title** A Story that Retells About Rhythm Game Tournament

**Logline** No Provided by Author

**Premise** No Provided by Author

**A Story that Retells About Rhythm Game Tournament**

Akhirnya, momen yang ditunggu-tunggu! Setelah tertunda selama tiga bulan dari perencanaan, hanya karena menunggu momen yang tepat, akhirnya rencana untuk mengadakan turnamen a la Tenkaichi Otogesai dimulai juga! Hampir seluruh anggota komunitas datang ke turnamen ini untuk melihat sejarah dalam dunia rhythm game di arcade di negeri ini.

Dari awal acara, seluruh peserta dari komunitas rhythm game di kota ini benar-benar antusias mengikuti turnamen ini dari awal, karena bukan hanya satu rhythm game, tetapi empat rhythm game yang dilombakan di turnamen kali ini! Mungkin turnamen seperti ini pertama kalinya diadakan di negeri ini! Mungkin!

Turnamen a la Tenkaichi Otogesai kali ini melibatkan empat rhythm game yang tersedia di arcade di negeri ini, yaitu Maimai, Taiko no Tatsujin, RhythmVaders (Groove Coaster), dan Sound Voltex! Sayang sekali, seharusnya Chunithm yang menjadi pengganti Maimai, tapi ternyata game itu terkena masalah no export for you, sama sekali hanya ada di Jepang, sayang sekali.

Sistem turnamennya mungkin berbeda daripada Tenkaichi Otogesai sungguhan di Jepang. Demi menghemat waktu dalam turnamen, seluruh calon peserta diwajibkan untuk memainkan beberapa lagu tertentu pada masing-masing rhythm game, 16 calon peserta dengan overall performance terbaik tentu akan bersaing di turnamen.

Masing-masing rhythm game yang tersedia hanya bisa 2 player, alih-alih beberapa player sekaligus dalam multiplayer demi menghemat waktu. Dalam babak ini, telah dipilih empat player dengan overall performance terbaik untuk melaju ke babak final. Mereka bisa dibilang merupakan salah satu dari pemain rhythm game terbaik di komunitas. Keempat finalis itu adalah Reza, penggemar musik rhythm game yang jago main drum, termasuk menabuh drum di Taiko no Tatsujin; Kemal, anak SD yang surprisingly jago main rhythm game, apalagi Maimai; Veronika, satu-satunya wanita yang menjadi finalis, dia begitu jago main Maimai dan RhythmVaders hingga mendapat skor tinggi; dan Zach, seorang mahasiswa berwajah oriental dan berkacamata yang menjadi anggota komunitas pertama untuk menyelesaikan course INF dan di Sound Voltex, tak heran dia begitu jago bermain Sound Voltex.

Nah! Sekarang kita sudah sampai di babak final! seru sang pembawa acara bertopi. Siapakah yang akan menjadi pemain rhythm game paling jago? Ini dia, empat finalis kita yang akan bermain kembali demi memperebutkan gelar juara!

WOOOO!!! jerit kebanyakan dari anggota komunitas bersorak.

Keempat mesin rhythm game memang sengaja diletakkan di bagian depan

game center di sebuah mall, hal ini demi menarik perhatian pengunjung yang mungkin saja berminat untuk menyaksikan turnamen ini sampai habis. Seluruh anggota komunitas hanya duduk sambil bersorak di karpet yang telah digelar di depan setiap mesin rhythm game.

Beberapa pengunjung yang hanya sekedar menumpang lewat game center itu satu per satu menghentikan langkah sejenak hanya untuk melihat ada apa gerangan begitu ramai di sana, terutama di halaman depan game center. Pada akhirnya, karena kurangnya pemahaman tentang arcade game atau game center yang diasosiasikan sebagai tempat main anak kecil, beberapa pengunjung pergi setelah melihat sejenak keramaian itu.

Pada awalnya, 16 besar dalam babak penyisihan secara berganti-gantian bermain lagu-lagu babak qualifying round dari Tenkaichi Otogesai pada keempat game yang dimainkan dalam turnamen tersebut, masing-masing game hanya tersedia maksimal untuk dua player. Reza, Kemal, Veronika, dan Zach menjadi empat player dengan overall performance terbaik selama babak penyisihan, alhasil mereka masuk ke babak final.

Pertama, mereka akan bermain Maimai sebagai pembuka dalam babak final turnamen itu. Reza dan Kemal menjadi dua peserta yang akan bersaing duluan dalam bermain Maimai demi mendapat overall performance terbaik dan juga gelar juara. Kemal tentu saja harus dibantu oleh tumpuan tangga kecil untuk anak seusianya demi mencapai seluruh tombol mesin game menyerupai mesin cuci itu.

Lagu yang akan dimainkan di Maimai adalah lagu final block tournament pada tahun sebelumnya, yaitu karya Taku Inoue. Lagu itu merupakan crossover dari Taiko no Tatsujin. Tingkat kesulitan yang dipilih adalah MASTER level 12+.

Lagu dengan difficulty seperti itu membutuhkan skill, teknik, dan stamina prima bahkan untuk mencapai achievement 97%, minimal untuk mendapat S. Tak heran, Reza dan Kemal begitu cepat merespon note yang muncul selama gameplay. Note berbentuk lingkaran terus menerus berdatangan menunggu reaksi dari player, note bintang juga harus mereka tap dan slide secepat mungkin pada layar sentuh.

Hal yang sama juga terlihat pada Veronica dan Zach, mereka mengerahkan seluruh stamina demi menekan setiap tombol sesuai dengan kedatangan note. Tak heran, mereka juga sama sekali tidak terlihat panik ketika bereaksi terhadap kedatangan beberapa note yang begitu cepat.

Setelah kedua pertandingan face to face babak Maimai selesai, seluruh anggota komunitas bersorak-sorai dan berdecak kagum, beberapa dari mereka tidak menyangka

mereka berempat mampu menyelesaikan lagu tingkat sulit itu. Veronika memimpin dengan rank SS, sementara sisanya hanya mencapai S, dengan Zach dan Reza mendapat achievement sekitar 98%. Pertandingan yang benar-benar sengit.

Selanjutnya adalah RhythmVaders. Lagu yang dimainkan adalah ouroboros-twin stroke of the end- karya Cranky vs Masaki, tingkat kesulitannya HARD level 10. Uniknya, lagu tersebut dilabeli tanda tengkorak, yang berarti lagu itu sangat sulit.

Demi memastikan keadilan dalam berkompetisi, menggunakan item seperti SAFE dan SUPER SAFE sama sekali tidak diperbolehkan, berarti mereka harus rela membiarkan combo pecah ketika mengalami MISS.

Reza dan Veronika menjadi kedua player pertama yang memainkan lagu itu, disusul oleh Kemal dan Zach. Ketika memainkan lagu itu, banyak sekali note tap yang saling berdekatan, apalagi BPM lagu tersebut relatif sangat cepat, membutuhkan stamina dan teknik lebih dalam menekan tombol booster dan mengoyangkannya sesuai perintah setiap note yang bermunculan.

Meski tidak ada yang mampu menghindari MISS, keempat finalis berhasil menyelesaikan lagu itu, meski stamina mereka terkuras akibat menekan tombol booster karena menghadapi note-note tricky pada layar.

Reza akhirnya mencapai posisi pertama dalam pertandingan babak RhythmVaders dengan total score 910 ribu, Zach menyusul dengan total score 903 ribu, Veronika dengan 897 ribu, dan Kemal berada di posisi terakhir dengan 895 ribu.

Sound Voltex menjadi game selanjutnya. Lagu yang akan dimainkan adalah GERBERA-for Finalists- karya TAG dan di-remix oleh cosmo@BusouP. Difficultynya MAXIMUM level 19.

Reza dan Zach menjadi dua finalis pertama yang bermain duluan, yang kedua adalah Veronika dan Kemal. Begitu mereka mulai bermain, mereka mengerahkan seluruh kemampuan dalam membaca note dalam chart lagu tersebut dan meresponnya dengan menekan tombol dan memutar knob. Saking sulitnya, mereka bahkan harus menekan tombol sekaligus memutar knob saat note-note dalam chart lagu itu berjatuhan menuju judgement line. Teknik dalam bermain Sound Voltex menjadi hal penting dalam memainkan lagu tersebut sesuai dengan iramanya.

Tanpa perlu terkejut, Zach benar-benar jago dalam bermain Sound Voltex, total score-nya mencapai kurang lebih 9.890.000, membuatnya dia berada di posisi pertama dalam babak tersebut. Reza menyusul dengan score kurang lebih 9.730.000, Kemal berada di posisi ketiga dengan 9.670.000. Veronika begitu kesulitan dalam menekan tombol dan memutar knob, mengandalkan skill bermain

seadanya, membuat dirinya berada di posisi terakhir dengan score 9.320.000, effective rate-nya juga tidak mencapai 70%, batas minimal untuk clear stage.

Panitia memutuskan untuk mengambil dua finalis dengan overall performance tertinggi dalam ketiga game sebelumnya sebelum grand finale bermain Taiko no Tatsujin. Reza dan Zach menjadi dua finalis yang akan bertanding kembali berdasarkan tingginya overall performance mereka.

Nah! Kita sudah sampai di babak final, benar-benar final! Untuk memperebutkan gelar rhythm gamer terbaik, mereka akan bermain Taiko no Tatsujin, salah satu rhythm game yang tersulit dan membutuhkan stamina besar bagi player! Yang terbaik dari yang terbaik, Reza melawan Zach! seru sang pembawa acara. Ayo! Semangat! seru penonton.

Reza dan Zach pun akhirnya menghadapi masing-masing drum tabuh controller Taiko no Tatsujin di hadapan mereka. Mereka mendekati Banapass (ID Card untuk game Bandai Namco) menuju card reader masing-masing player untuk login. Selesai login, pihak panitia mengambil alih untuk memilihkan lagu yang akan dimainkan, yaitu Taiko Drum Monster karya dengan tingkat kesulitan Oni level 10, level tertinggi Taiko no Tatsujin. Reza dan Zach telah menggenggam dua stik drum menghadap pada layar.

Akhirnya, babak final yang spektakuler itu dimulai! Keduanya menabuh drum sesuai irama ketika note tiba di garis dan lingkaran kecil sebelah kiri atas layar menggunakan stik. Beberapa note pun berjatuhannya sehingga harus mengandalkan stamina dan akurasi dalam memukul bagian tengah atau pinggir drum secara bergantian.

Tak heran, Taiko Drum Monster benar-benar sebuah lagu menantang yang menghabiskan stamina dalam permainan, begitu banyak note biru (note pinggir drum) di antara beberapa note merah berulang kali membuat game ini begitu menantang bagi rhythm gamers.

Peluh pun mengalir dari kedua finalis ketika mengerahkan segala stamina dan konsentrasi dalam membaca note serta memukul tabuh drum sesuai irama lagu begitu cepat. Terutama ketika memasuki klimaks lagu, keduanya mulai kehiangan akurasi menabuh drum sesuai irama, bahkan beberapa dari hit mereka mulai miss.

Lagu itu pun akhirnya selesai dan semua mulai bersorak kembali mengguncang keramaian game center, bahkan sebelum pembawa acara mengumumkan pemenangnya. Terlihat jelas dari perolehan poin kedua finalis sebelum memasuki result screen.

Dan pemenangnya adalah ZACH! pembawa acara mengumumkan dengan

heboh dan penuh tenaga.

Zach! Zach! Zach! seru beberapa dari anggota komunitas yang mengayunkan kepalan tangan seraya memberi selamat.

Congrats, Zach! seru Reza menawarkan salam selamat.

Zach pun menerima dan mulai berjabat tangan dengan Reza. Dia pun akhirnya menarik Reza menuju pelukan pelan tapi erat, menandakan mereka telah bertanding secara sportif dan sengit.

Beberapa dari anggota komunitas berdatangan menemui kedua finalis untuk mengucapkan selamat secara bersemangat. Kehebohan pun kembali meledak di dalam game center yang menjadi turnamen rhythm game a la Tenkaichi Otogesai itu.

Dan begitulah yang bisa kuceritakan dari turnamen a la Tenkaichi Otogesai. Player terbaik dari komunitas game arcade telah terpilih dan pantas mendapatkannya. Aku, Arfian, juga turut mengucapkan selamat pada Zach yang telah memenangkan turnamen ini secara sportif dan jujur!

## **B.4 Participant 4**

**Title** DEATH GRAVITY

### **Chapter 0 Danau Qinghai dan Pasangan Dansa**

DEATH GRAVITY

Chapter 0 Danau Qinghai dan Pasangan Dansa

Apa kau sungguh ingin pergi malam ini?

Semilir angin malam yang menerpa punggungmu membuat bahu sedikit terangkat. Wajahmu merona, menghiasi pucat yang mewarnaimu. Kau berjalan menjauhi tenda-tenda lain di sana. Perkemahan di belakang sangat riuh dengan pesta kemenangan. Beberapa jam yang lalu para orang tua di desamu berhasil mengusir sekelompok pengacau dari desa. Pamanmu ikut andil di dalamnya. Lalu beberapa di antara mereka memutuskan untuk membuat api unggun pada malam harinya. Ini juga untuk menghangatkan diri satu sama lain. Mereka mengeluarkan tenda-tenda, membuat perkemahan kecil di padang luas dekat rumah kepala desa.

Namun, pamanmu tidak memaksamu ikut di pesta itu. Dia tahu kalau kau terkadang butuh waktu sendiri, seperti saat kau tiba-tiba menghilang dan ternyata kau pergi ke danau itu. Mereka biasa menyebutnya Danau Qinghai. Orang tuamu meninggal di danau itu. Karena sebuah kecelakaan, mereka tenggelam di

sana. Anehnya, tubuh mereka tak pernah ditemukan. Itu masalahnya. Jadi kalau sedang rindu ibu dan ayah, kau pasti ke sana.

Untuk yang pertama kali kau ke sana, pamanmu marah besar. Itu karena kau tidak bilang sebelumnya. Kau pergi begitu saja. Tak heran pamanmu marah. Syukurlah selanjutnya dia lebih bisa mengerti. Jadi setiap hari Jumat adalah harimu untuk diizinkan pergi ke sana. Tidak sendiri, tapi dengan beberapa teman dekatmu yang kebanyakan berasal dari Oriat dan Khalkha. Mereka menyebut diri mereka sebagai kelompok "Haya". Kesemuanya temanmu itu laki-laki, sedangkan kau perempuan. Tapi kalian sangat akur, sampai mereka terbiasa mengiringimu bernyanyi di sana dengan peralatan seadanya.

Pamanmu cukup protektif padamu. Dia paling tidak tahan melihatmu pergi tanpa penjagaan. Walau dia paham betul kau pun ingin sendiri sesekali. Itulah mengapa ia menghendaki Haya mengantarmu ke Danau Qinghai. Dia juga selalu membuat hidangan terbaik di rumah untukmu. Supaya kau cukup makan makanan bergizi dan bernutrisi, katanya.

Memang, Jantungmu terbilang lemah. Kau juga punya banyak alergi. Itu kata seorang tabib yang pernah memeriksamu saat kau tetiba pingsan sepulang berbelanja dari pasar. Tapi pamanmu tidak terlalu percaya. Dia berdalih, Tabib itu kabarnya mengobati dengan magi dari Timur-Tengah. Aku tidak percaya dengan takhayul seperti magi. Lucu juga pamanmu, tidak percaya takhayul, tapi percaya dengan rumor. Padahal keduanya masih belum tentu benar.

Minggu berikutnya pamanmu membawamu ke klinik dokter. Kau berangkat dengannya ke sana melalui Stasiun Kereta Qingzang. Tapi sampai di sana dokter juga menggemakan diagnosa yang sama. Tidak banyak yang bisa dilakukan, katanya. Dokter hanya memberimu sedikit obat. Saat kau bertanya mengenai kemungkinan untuk sembuh, dia menjawab, Tentu saja. Masih ada harapan untuk sembuh. Berjuanglah. Senyuman di wajah dokter itu masih kau ingat sampai sekarang.

Malam ini bukan waktu yang tepat untuk ke Danau Qinghai. Ini hari Kamis. Kau pun tidak mengajak para anggota Haya. Mereka sibuk bersenang-senang di dekat api unggun perkemahan. Bukannya tidak mau mengajak, tapi malam ini kau ada janji dengan pasangan dansamu. Ini rahasia. Rencana malam ini adalah berdansa di sekitar api unggun yang lebih sederhana.

Kau bertemu pasangan dansamu melalui jendela kamar. Tidak banyak yang kau tahu mengenainya. Suatu malam dia muncul begitu saja, melihat ke arah jendela kamarmu dari luar. Saat kau memergokinya, dia langsung berlalu. Hari-hari



berikutnya dia juga datang. Kau memberanikan diri untuk menyapanya. Mulai dari melambaikan tangan, membuat tulisan pesan agar bisa dibaca dari jauh, sampai akhirnya pasangan dansamu terlihat tidak lagi malu untuk memperpendek jarak.

Akhirnya, kau pun mulai berbicara dengannya. Namun, sering kali, dia hanya kebagian mendengarkan celotehan dari lidahmu yang lincah. Sedikit kata yang dia utarakan. Sese kali dia menggeleng dan mengangguk, seakan menghemat bicara seumur hidup adalah rencananya sejak awal. Tanpa sadar kau sudah berbagi banyak hal dengannya. Pasangan dansamu selalu menggeleng kalau diajak masuk ke dalam rumahmu. Padahal malam-malam begini di luar dingin, ujarmu sedikit kecewa. Kau menilai, Mana mungkin kau merasa cukup hangat hanya dengan jubah tipis dan tudung itu?

Alasannya mungkin masuk akal. Entah apa yang akan dipikirkan pamanmu kalau membiarkan orang asing menurutmu sih sudah tidak asing, tentunya masuk rumah dan mengobrol malam-malam. Walaupun sebenarnya pamanmu mungkin sudah sedikit menyadari porsi tidur siangmu yang lebih banyak dari biasanya.

Jendela kamarmu sering dibiarkan terbuka di malam hari saat pasangan dansamu datang. Karena udara dingin, kau selalu mengenakan pakaian tebal saat mengobrol dengan pasangan dansamu. Begitu juga dengan malam ini. Kalian akan bertemu tidak jauh dari halaman belakang rumahmu. Percikan cahaya dari sebuah api unggun meyakinkanmu berjalan ke arah yang benar. Berdirinya pasangan dansamu di sana membuatmu lega. Dua cangkir cokelat panas pun telah siap untuk menyambutmu.

Kau berujar, Sudah lama aku tidak keluar malam hari, dan Sudah lama aku tidak berdansa. Berdansa memang bukan hal baru bagimu. Kau bilang pernah belajar dari ibumu yang berbakat. Karena itu kau ingin unjuk gigi setelah sekian lama. Pasangan dansamu awalnya ragu saat diajak. Aku tidak pandai berdansa, ujarnya. Setelah kau mencicipi cokelat panas, tanpa percakapan singkat lainnya, segera saja kalian mulai berdansa.

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Sebuah pertanyaan tiba-tiba muncul dari mulut pasangan dansamu, Apa kau tahu tentang nightingale? Tentu tidak. Ini sepertinya tidak perlu ditanyakan. Terang saja, kau terlalu lama tinggal di tempat bernama Mongol ini. Tujuh belas tahun, tak pernah sekalipun kau keluar dari wilayah ini. Kalau ke luar rumah, paling jauh ya ke Xining, kota terbesar di Provinsi Qinghai.

Tentang nightingale, walaupun ada kata 'night' dan 'gale' di sana, itu bukan semacam angin malam, asal kau tahu. Tapi sesuatu yang lebih indah. Sesuatu yang tidak membuatmu sakit kedinginan. Tidak membuatmu terkena flu. Tidak mengakibatkan cairan keluar dari hidungmu. Tidak membuat tubuhmu menggigil. Melainkan, sesuatu yang lebih ramah. Ramah di telinga.

Nightingale adalah sejenis burung kecil di Eropa. Warnanya coklat. Mirip seperti secangkir coklat panas yang kau cicipi tadi, yang baru kau minum sedikit itu. Burung nightingale jantan dapat mengeluarkan suara yang sangat indah.

Aku ingin sekali mendengarnya, katamu. Kau dan pasanganmu terus berdansa. Kau membimbingnya dengan sangat baik. Sebelum akhirnya kau merasakan rasa sakit itu. Sangat sakit. Kau menduga mungkin penyakitmu kambuh. Ingin sekali rasanya kau berteriak. Tapi tidak bisa. Tidak ada suara yang keluar dari mulutmu. Yang bisa kau lakukan hanyalah terus berdansa sambil menatap pasangan dansamu yang berwajah datar.

Setidaknya, kau masih bersyukur rasa sakit itu tidak mengganggu dansamu. Kau pikir ini tidak sepenuhnya buruk. Buktinya, kau masih bisa terus berdansa.

Kesakitan bukanlah hal yang ingin kau alami malam ini. Padahal kau sangat bahagia, bisa berdansa seperti itu. Bisa melepaskan penat yang kau rasa di kamar hangatmu, satu-satunya tempat yang nyaman kau huni hampir sepanjang hari. Meskipun yang paling sering kau perbuat di sana hanyalah duduk di atas ranjang, merajut, melihat teman-temanmu bermain di luar, atau sekedar melihat orang-orang desamu berlalu lalang.

Saat kau mulai merasa tidak kuat, sebuah nyanyian indah mengagetkanmu. Sangat indah, sampai-sampai kau merasa lebih kuat untuk terus berdansa. Kau kini sedang mendengarnya, ujar pasangan dansamu, suara burung nightingale jantan.

Pamanmu bilang musim dingin akan segera tiba. Dia tidak bohong. Saat ini kau melihat salju yang mulai turun dari langit. Segala indramu seakan di-manja. Pemandangan turunnya salju, aroma dan rasa coklat panas, alunan lagu nightingale, genggaman tangan pasangan dansamu. Semuanya.

Hei, bagaimana kalau kau ikut ke Danau Qinghai besok bersama teman-temanku? ajakmu tiba-tiba. Malam ini begitu penuh kejutan bagimu. Setidaknya, kau ingin membalasnya. Kau yakin kalau Danau Qinghai tidak kalah indahnya, dan pasangan dansamu belum pernah ke sana.

Itu terdengar menyenangkan. Namun pasangan dansamu hanya diam, tidak mengangguk atau menggeleng. Kau mencoba menyambung percakapan, Bagaimana-

pun, Aku tidak habis pikir kenapa bisa ada burung nightingale di Mongol?

Kau sudah tidak lagi di Mongol sejak lima menit lalu.

Iris matamu bereaksi pada warna pakaian yang sangat kau kenali. Kau melihat dirimu sendiri tergeletak persis di sisi api unggun yang menghangatkan tubuhmu, yang terbujur kaku. Tidak diragukan lagi, tubuhmu terlihat sangat dingin saat itu. Luar biasa dingin, sampai-sampai api tak mampu menghangatkanmu. Sampai-sampai rona di wajahmu pudar, digantikan oleh warna paling pucat yang bisa kau pasang di wajahmu seumur hidupmu.

Suara burung nightingale masih ada. Entah kenapa, di tengah pemandangan aneh itu, kau merasa bahwa suaranya menenangkan. Semakin lama terdengar makin jelas. Suara itu berhasil mengalihkan pandanganmu. "Apa maksudnya aku tidak lagi di Mongol? batinmu. Dilihat darimanapun, pohon-pohon ini masih pohon yang ada di desamu. Tapi setelah beberapa saat, akhirnya kau menyadari beberapa hal.

Kau tidak merasakan hembusan angin.

Kau tidak merasa dingin.

Kau tidak merasa hangat.

Kau tidak merasakan apa-apa.

Satu hal lagi mengagetkanmu. Lagi-lagi kau membatin, "Sejak kapan pasangan dansaku ini memiliki sayap?" Warnanya hampir tersamarkan oleh kegelapan malam. Kalau api itu tidak memberi warna oranye pada sayap ini, mungkin kau tidak akan menyadarinya. Kau tidak menyangka bahwa sepasang sayap gelap ini terlihat berkilau bagimu. Ekspresi pasangan dansamu masih terlihat datar. Tapi, kali ini kau bisa melihat lebih jelas bentuk kelopak mata yang agak sayu. Bola mata cokelatnyanya terlihat terang disinari cahaya. Rambut hitamnya terlihat sebah,

Tidak pernah kau melihat pasangan dansamu sejelas itu. Tidak sejak 39 hari yang lalu kau mulai mengenalnya. Kau tertunduk malu melihatnya. Tapi kau sudah tidak bisa lagi memunculkan rona merah di pipimu sekarang.

Kalian berhenti berdansa.

Suara nightingale yang kau dengar sampai sekarang disebabkan oleh sebuah sabit. Benda yang ada di tangan kanan pasangan dansamu. Benda ini juga sebelumnya tak bisa kau lihat. Yang bisa kau rasakan sebelumnya hanya rasa sakit yang ditimbulkannya. Sayangnya, kau tidak pernah benar-benar tahu.

Sabit ini membebaskanmu. Hanya saja, arti kebebasan yang diberikan sedikit berbeda dari yang dimiliki teman-temanmu. Terlalu banyak hal yang harus dire-

lakan dalam kebebasan ini. Sesungguhnya kau tidak terlalu keberatan menerima kebebasan. Kau rela, asalkan itu demi yang terbaik bagi orang-orang yang kau sayang, lebih baik bagi dunia.

Tentu, mimpimu adalah untuk membuat dunia jadi tempat yang lebih baik. Bagaimanapun, kau akan selalu berjuang. Dan coba tebak, selama ini kau telah melakukannya dengan baik.

Hanya saja, kau sama sekali tak menduga, kenapa datangnya secepat ini.

Hanya saja, baik dirimu, atau pasangan dansamu, tidak seorangpun di antara kalian berdua yang benar-benar tahu apakah kebebasan ini lebih banyak melahirkan hal baik atau buruk.

Kau mendongakan kepalamu ke atas. Salju masih turun. Kau sudah tidak mau tahu lagi dengan bagaimana rasa coklat panas. Genangan air yang tertahan di matamu pun akhirnya menetes, menuruni pipimu yang tirus.

Apa kau selalu melihatku?"

Pertanyaan konyol. Kau tahu jawabannya. Jawaban yang kau dapat saat ini hanya sebuah anggukan pelan. Bahkan sampai saat ini pun ... kau masih saja polos. Pasangan dansamu tahu kalau ini sudah waktunya. Tahu sejak lebih dari sebulan yang lalu. Dia kemudian mengusap cairan yang menempel di pipimu. Kau bisa lebih tenang sekarang.

Mungkin tidak untuk satu hal.

Mungkin hanya satu hal.

Besok kau tidak akan bisa lagi pergi ke Danau Qinghai.

Maaf.

Aku mungkin memang bukan pasangan dansa yang baik.

## C Works from Action Cycle 3

### C.1 Participant 1

**Title** Cinta dan Angkuh

#### **A story of Demon, Hero, and Time.**

Sebuah pedang menembus jantung sang raja iblis.

Kekuatan magis yang dimiliki sang raja, sepasang tanduk besar yang ia banggakan, dan tubuh yang seolah mengerdikan manusia-manusia di sekitarnya. Semua tidak ada artinya jika pemiliknya mati.

Sang raja iblis melihat ke bawahnya, terang bulan menampilkan sosok seorang wanita yang menghunuskan pedang itu ke jantungnya, namun kenapa? Kenapa wajah wanita itu sungguh merindukan hati? Bukankah seharusnya dia sebagai raja iblis tidak punya hati? Dan kenapa seraya pandangan sang raja memudar, dan memutih, tercium aroma roti panggang yang sangat harum?

Ah . Nathan membuka matanya, di atas kasur besar yang baru saja ia beli 1 bulan sebelumnya.

Pagi ini Nathan kembali mencium aroma roti mentega yang sedang dipanggang, hal yang biasa membangunkannya setiap pagi, selama 3 bulan terakhir.

Tapi hari ini, aroma roti itu justru malah membuatnya bertanya-tanya.

Linda? Mungkinkah?

Dengan terburu-buru, Nathan berlari keluar kamar, menuruni tangga, menuju ruang makan.

Namun sosok yang sedang memasak di dapur bukanlah sosok yang ada dalam harapannya.

Pagi pah, sarapannya masih Mira buat, papah mandi saja dulu. ujar seorang gadis yang sedang memasak.

Gadis yang menyebut dirinya Mira itu memiliki rambut ponytail, berwarna coklat sama seperti ayahnya, dan mata biru laut sama seperti ibunya. Sekilas, Nathan dapat melihat bayangan istrinya saat melihat gadis itu.

Nathan pun teringat akan kejadian kemarin.

Ah! Selamat sore aemm bapak Nathan aduh bagaimana menjelaskannya ya?

Kenapa dek? Tahu nama om darimana?

Ah iya-iya, perkenalkan dulu, namaku Mira, putri bapak dari masa depan.

Mira langsung menyodorkan handphone nya, dan menunjukkan foto-foto Mira saat bersama Linda, bahkan menunjukkan tanggal pada foto-foto tersebut.

Gimana? Papah percaya kan?

Ini terus apa alasan kamu kesini?

Untuk mencegah papah sama mamah bercerai!

Jadi kemarin itu bukan mimpi . Nathan menghela nafas, mengungkapkan rasa kecewanya. Hal itu juga dapat dirasakan oleh Mira.

Makanya pah, cepet mandi dulu! Nanti habis sarapan kita langsung ke tempat ibu! seru Mira, mencoba menyemangati ayahnya.

Nathan yang masih setengah terbangun, menggaruk kepalanya, mengacak-acak rambut coklatnya yang masih berdiri.

Nathan tahu, tidak ada gunanya menyesal atas insiden yang terjadi kemarin,

setelah menghela nafas kembali, ia tersenyum sambil berkata.

Ya, kau benar.

Tanpa membuang waktu, Nathan melakukan apa yang putrinya katakan. Sekarang ia harus fokus untuk bisa berbaikan dengan istrinya, dan kehadiran putrinya di sini adalah harapan bagi Nathan untuk bisa melakukan itu.

Setelah mandi, Nathan duduk bersama putrinya di ruang makan, menikmati sarapan yang dibuat putrinya.

Hmm!

Bagaimana pah?

Enak.

Iya lah, siapa dulu anaknya. kata Mira dengan bangga.

Namun Nathan masih ragu bahwa gadis ini adalah putrinya, ia butuh lebih banyak informasi.

Jadi emm siapa nama lengkapmu?

Mira Oktavia.

Mira, ok, kapan kamu lahir?

Delapan Agustus 2020.

Nathan melihat kebelakangnya, kearah kalender yang juga menunjukkan tahun 2020.

Sekarang masih Januari jadi 7 bulan lagi omong-omong berapa umurmu sekarang?

Tiga belas tahun.

Tiga belas tahun, sepertinya kamu tumbuh sehat ya?

Hehe iya pah, mamah merawat Mira dengan baik .

Cuma kurang tinggi aja.

Iih papah mah .

Hahaha, bercanda kok. Bagaimana dengan Linda? Bagaimana ibumu selama ini?

Mamah ya . raut wajah Mira yang ceria berubah serius. Selama ini Mira merasa mamah selalu ceria, mamah tidak punya masalah mengasuhku sendiri, tapi sewaktu Mira bertanya tentang papah, mamah berubah seram, mamah hanya mengatakan bahwa papah itu jahat, papah itu iblis, dan Mira tidak boleh dekat-dekat sama papah.

Dan kamu percaya?

Cuma sampai akhir-akhir ini aja, kalau Mira masih percaya kalau papah jahat, Mira ngga akan repot-repot kesini dong?

Iya iya, jadi ibumu baik-baik saja ya?

Kalau Mira lihat sih gitu.

Syukurlah kalau begitu. Nathan kembali menghela nafas, nada yang terdengar kecewa itu tidak luput dari perhatian Mira.

Hmm papah kok kayak kecewa gitu?

Hm? Tidak. Siapa yang kecewa?

Ooh jadi gitu . Mira tersenyum nakal.

Gitu gimana?

Papah sebenarnya berharap mamah sedih setelah berpisah sama papah kan? tanya Mira menggoda ayahnya.

Astaga kamu ini, kamu ini masih kecil, pikirannya udah kemana saja.

Eeh jangan salah ya pah, Mira juga sudah pernah merasakan cinta, jadi Mira tahu perasaan papah. kata Mira dengan bangga.

Cinta? Hahaha! Cinta monyet paling juga.

Eeh! Enak aja!

Paling juga suka-sukaan, terus nanti bulan depan ganti lagi, iya kan?

Ih ngga pah! Mira serius!

Hahahaha!

Sang Ayah dan putrinya yang datang dari masa depan, bercanda dan tertawa sambil menikmati sarapan, Nathan berpikir alangkah senangnya bila Linda ada di sini juga.

Setelah menghabiskan sarapan, Mira dan Nathan mencuci piring bersama, Nathan mencuci dan Mira membilas. Sambil mencuci, Nathan mencoba mengobrol dengan Mira.

Jadi, siapa bocah yang kamu suka itu?

Eh itu? Emm .

Emm? Emm siapa?

Ah, nanti juga papah tahu.

Nanti kapan?

Pokoknya nanti, no spoiler.

Ya sudah, ngga tahu namanya ngga apa, kalau kepribadiannya?

Oh tenang pah, dia itu orangnya baik, pintar, terus imut lagi.

Imut?

Iya, padahal dia tuh lebih tua setahun dari Mira, tapi wajahnya imut banget, dia juga sering bantu Mira kerjain PR di rumah.

Oh dia sering main kerumah?

Iya, kita udah kenal dari kecil kok.

Dari kecil ya? TK, SD, SMP?

Dari sebelum masuk TK juga udah.

Terus kalian sekolah bareng gitu?

Iya.

Kok bisa bareng? Apa jangan-jangan, kamu minta ke Linda agar bisa satu sekolah sama dia ya?

Ituu hehehe.

Haduh, kelakuan ya. Omong-omong kamu kenal dia darimana? Kok kecil-kecil udah bisa main kerumah?

Jadi waktu masih kecil, dia suka main ke rumah bareng om Rein ." Mira menutup mulutnya, ia tersadar bahwa ia seharusnya tidak mengatakan hal itu.

Rein? Reinhard? namun sudah terlambat.

Ngga pah! Lupakan lupakan! wajah Mira memerah karena malu.

Ooh, jadi anaknya si Reinhard? Siapa itu nama bayinya William ya? Haha-haha!

Aduuh kok papah tahu sih? Udah lupakan pah! Lupakan!

Kalau memang dia ngga apa-apa, aku restuin kok, hahahaha!

Iih papah mah .

Loh kamu ngga seneng? Kamu udah dapat restu loh .

Iya seneng sih tapi ngga gini juga caranya!

Hahahaha!

Keraguan dan rasa asing yang Nathan rasakan pelan-pelan memudar.

Memang bukti yang Mira tunjukkan kemarin tidak terbantahkan logika, tapi logika saja tidak cukup untuk meyakinkan hati, karena hati butuh bukti yang bisa dirasakan.

Papah udah dong ketawanya, masa Mira diketawain terus, itu piring mau digosok sampai kapan?

Hahaha, iya-iya.

Nathan kembali fokus mencuci, tak berapa lama piring terakhir telah dibilas di tangan Mira.

Nah, ini beres, saatnya berangkat.

Siap pah.

Jangan lupa barang-barangmu ya, Mira.

Mendengar ia dipanggil dengan nama untuk pertama kalinya, setidaknya di lini masa ini, Mira teringat saat pertama kali ia bertemu dengan ayahnya. Saat



itu Mira, sepulang sekolah, tidak sengaja bertemu dengan ayahnya di Alhamart.

Papah?

Kenapa dek?

Anda adalah papahku kan? Nathanael kan?

Aku tidak mengerti, kamu pasti salah rumah. Nathan berpaling dan menutup pintu, tapi sebelum pintu itu tertutup.

Om Rein juga sudah cerita semuanya! Aku juga sering melihat papah bersama om Rein.

Haah, si Rein, aku sudah bilang diam-diam saja .

Kenapa papah ngga baikan aja sama mamah? Mira ngga bisa lihat papah kayak gini terus!

Memangnya kamu ngerti apa Mira?

Mira? Haloo? Mira? suara panggilan dari Nathan mengembalikannya dari dunia lamunan.

Ah iya-ya kenapa pah?

Jangan ngelamunin Willy aja dong, ayo siapkan barang-barangmu, jangan sampai ada yang ketinggalan. sekarang Nathan tidak bisa menahan diri dari menggoda putrinya.

Eeh! Aku ngga ngelamunin dia! Ih papah mah!

Setelah Mira memasukan barang-barangnya ke dalam tas, Nathan dan Mira masuk ke dalam mobil, dan berangkat.

Setelah beberapa menit berkendara, kemacetan kota Bandung di akhir pekan menghadang mereka, tiba-tiba Mira teringat sesuatu.

Eh tunggu dulu, emangnya papah tahu mamah sekarang di mana?

Di rumahnya maksudnya rumah nenekmu, yang di perumahan di Gerlong iya kan?

Lah kok papah tahu?

Mira, papah itu sudah kenal sama mamah kamu lebih lama dari kamu.

Memangnya sejak kapan papah kenal sama mamah?

Sejak SMA, berarti sudah 9 tahun.

Ya ngga dong, aku kan sudah sama mamah selama 13 tahun. kata Mira dengan bangga.

Ya betul juga sih, tapi itu ngga dihitung.

Sepanjang perjalanan Mira dan Nathan mengobrol tentang banyak hal, membuat kemacetan yang ada di depan mereka jadi tidak terasa.

Eh? Papah guru? Iya.

Di sekolah apa?  
Di SMK Pasundaan 1.  
Yang dekat alun-alun?  
Iya.  
Mira kan sekolah di SMP nya! Ah Mira ngerti sekarang!  
Ngerti apa?  
Pantesan aja guru-guru di sana pada baik sama Mira.  
Baik gimana?  
SSP telat bayar tahu-tahu udah lunas, buku paket ngga bisa beli dipinjemin, kalau Mira ngga ada uang jajan sama warungnya digratisin.  
Hmmm, bisa sampai gitu ya .  
Itu artinya papah terkenal di sekolah kan?  
Padahal ngga juga loh, biasa aja.  
Eh? Masa?  
Nathan membalasnya dengan mengangguk.  
Atau mungkin karena kamunya yang terkenal?  
Hmmm, bisa juga sih, hehehe . Jawab Mira agak ragu.  
Jangan-jangan itu semua bukan karena pada kenal papah, tapi karena dibayarin papah? pikir Mira.  
Mira pun teringat akan hal-hal yang terjadi sebelum ia pergi ke masa lalu, kejadian yang merubah pandangannya tentang kedua orangtuanya, dan setelah mengetahui apa yang ayahnya lakukan selama ini, Mira yakin kalau yang dipikirkannya memang benar.  
Namun Mira tidak mau cerita akan hal itu pada ayahnya.  
Terkenal nakal ya?  
Ih ngga lah, Mira tuh anak baik-baik.  
Hmm, omong-omong memangnya Linda ngga kasih uang jajan? Kok kesannya kayak kamu itu ngga punya uang?  
Mamah ngasih sih, tapi kadang juga ngga.  
Linda ah iya juga, Linda jadinya kerja apa?  
Itu Mira juga ngga tahu pah.  
Loh? Kok bisa ngga tahu?  
Mamah ngga cerita dan Mira juga ngga terpikir untuk nanya juga .  
Hmmm .  
Kalau sampai papah tahu papah pasti akan marah-marah. pikir Mira.  
Mira, siap-siap ya, kita sudah mau sampai.

\*\*\*

Sesampainya di rumah Linda, Mira dan Nathan turun dari mobil dan berjalan menuju pintu depan rumah, namun sebelum Nathan sempat mengetuk, seorang wanita sudah membuka pintu.

Mau apa kamu datang kesini?

Mah, Nathan”

Emah, Emah, masih berani kamu panggil aku Emah kamu?

Mah, biarkan Nathan”

Siapa anak ini?

Ini ini Mira Oktavia, dia putri

Oh oh oh! Jadi gitu?

Mah dengerin Nathan”

Ternyata kamu udah punya anak duluan?

Bukan gitu Mah, Mah salah

Kamu ya! Kenapa kamu ngga cerita dari awal?! Gara-gara kamu, Linda sampai nangis-nangis semaleman!

Mah dengerin Nathan du

Ngga ada yang perlu didengerin! Pergi kamu sekarang!

Mah, tolong lihat ini dulu. Nathan menyodorkan handphone Mira, namun sang nenek menepis tangan Nathan, membuat handphone itu terjatuh.

Denger ya! Linda udah ngga mau liat kamu lagi! Dia ngga mau denger kamu lagi! Dan aku juga tidak mau!

Sementara sang nenek melampiaskan amarahnya pada Nathan, Mira mengambil handphone nya yang jatuh di tanah.

Omah! Kok Omah gitu sih?

Omah? Dek, walaupun bener kamu anaknya dia, tapi aku bukan Omah kamu.

Ya Omah Yulia, aku anaknya Mamah, anaknya Linda.

Ngawur kamu! Papahmu sama Linda baru nikah kemaren-kemaren, mana mungkin udah punya anak?

Mira datang dari masa depan Omah, dari 2036.

Sudah cukup! Cukup omong kosong kalian! Pergi! Aku ngga mau lihat wajah kalian lagi!

Yulia membanting pintu dengan keras, membuat Mira tersentak kaget.

Mira melihat handphone di tangannya yang sekarang pecah, dengan kedua tangannya ia mendepak handphone itu ke dadanya.

Mira? Nathan memanggil Mira, khawatir,

Pah uuh . dan Mira membalasnya sambil berusaha menahan tangis.  
Sini.  
Nathan mendekap Mira, dan tangisan Mira pun lepas.  
Mira huk, Mira ngga tahu omah bisa galak kayak gitu, Mira ngga tahu .  
Ya, sudah ya yuk kita pulang saja dulu.  
Nathan membawa Mira masuk ke dalam mobil, dan mereka berdua pun pergi.  
Sementara itu, di dalam rumah, Linda yang mendengar suara marah dari ibunya, turun dari kamarnya.  
Itu tadi Nathan ya mah?  
Iya.  
Dia udah pergi?  
Sudah, dia sama anaknya sudah mamah usir.  
Eh? Anaknya?  
Iya, kamu tenang aja, sekarang mamah sudah tahu semuanya.  
Memangnya Nathan cerita apa mah?  
Oh ngga! Tapi mamah sudah lihat sendiri, ternyata dia sudah punya anak dari perempuan lain kan? Mamah ngerti, Mamah juga pasti sakit hati kalau digituin.  
Aduh Linda ngga ngerti deh mah, jadi tadi Nathan kesini bawa anak? Anaknya siapa?  
Ngga tahu itu anaknya siapa, malah itu anak ngaku-ngaku anak kamu yang datang dari masa depan, ngawur kan?  
Dari masa depan? Memangnya siapa nama anaknya?  
Siapa itu teh, Ira, Ila, ada gitu-gitunya deh.  
Ira Mira?  
Iya itu! Mira. Berarti kamu sudah tahu kan?  
Linda kenal dengan nama itu, ia pun teringat saat-saat ia pertama kali mengenal nama Mira.  
Han, anak kita mau dikasih nama apa ya?  
Hmmm, aku mikirnya Matthew, atau James .  
Yaah, jangan yang pasaran dong, terus anak kita kan cewek, masa dikasih nama cowok?  
Cewek? Tahu darimana?  
Intuisi.  
Hahaha! Memangnya kamu bisa yakin?  
Seratus persen yakin.

Ya udah, kita taruhan aja, kalau anak kita cowok aku yang namain, kalau cewek berarti kamu yang namain.

Ok, deal. Berarti namanya terserah aku ya.

Nda? Linda?

Em ah ngga kenapa-kenapa kok mah.

Jangan ngelamun aja dong.

Ah ngga mah, cuma ada yang kepikiran aja.

Eh itu, sop kacang merahnya udah jadi, kamu makan dulu sana, jangan sampai telat makan, ngga baik buat anakmu.

Iya mah. kata Linda, menutup rasa gundahnya dengan tersenyum.

Aku harus bertemu dengan anak itu. tekad Linda dalam hatinya.

\*\*\*

Hmm! Enak banget ini pah!

Setelah berkendara menembus kemacetan untuk pulang ke rumah, Nathan segera memasak makanan untuknya dan Mira, saat ini keduanya duduk bersebrangan dari meja makan.

Iya dong.

Mira baru tahu papah bisa masak.

Gitu ya Linda mamahmu ngga pernah cerita apa-apa ya.

Ngga pah, Mira juga kalau nanya, jawabnya .

Iya ngga apa, papah ngerti kok.

Tapi pertanyaan Nathan kepada Mira, membuat Mira tersadar, banyak yang ia tidak tahu tentang kedua orang tuanya, ia bahkan tidak tahu alasan kenapa kedua orang tuanya berpisah, karena itu .

Pah, kenapa sih mamah bisa sampai benci gitu sama papah?

Haah Nathan menghela nafasnya, ia tidak yakin apa reaksi Mira bila mendengar cerita itu, karenanya Nathan memutuskan untuk tidak bercerita, Mira, ada hal-hal yang kamu tidak akan mengerti sampai kamu dewasa.

Papah ngga mau cerita?

Daripada itu, mending sekarang, kamu kembali Mira. kata Nathan mengalihkan pembicaraan.

Kembali?

Iya kembali ke masa depan.

Kenapa?

Karena dengar Mira, papah sangat mencintai mamah, sungguh, tapi jika sampai 13 tahun papah dan mamah ngga bisa akur, papah ragu kalau keberadaan kamu di sini akan membantu, ditambah sekarang HP mu rusak, jadi sulit membuktikan kalau kamu berasal dari masa depan.

Tapi pah .

Tapi apa?

MiMira ngga mau, pokoknya papah harus baikan dulu sama mamah!

Mira, kamu bilang kalau di masa depan, kamu dan ibumu baik-baik saja tanpa papah kan?

Iya tapi tetep aja.

Mira, kamu punya masa depan, jangan buang waktumu di masa lalu.

Mira ngga mau! Mira berdiri dari kursinya, kedua tangannya di atas meja.

Mira.

Pah, coba bayangin, ketika papah ngga punya uang sedikit pun, terus ada seseorang yang baik hati mau bayarin semuanya, mau nanggung semuanya, tapi papah ngga boleh ketemu sama orang itu!"

Sebentar sebentar, apa? Apa maksudnya ngga punya uang?

Ih pah! Bukan itu .

Jawab dulu pertanyaan papah, mamahmu sebenarnya kerja apa?

Mamah mamah cuma nulis-nulis di rumah.

Nah kan. Terus apa maksudnya dibayarin? Siapa yang bayarin?

Itu .

Mira, papah ngga mau punya anak yang suka nyembunyiin hal-hal dari orang tuanya, apalagi sampai berbohong.

Tapi papah juga nutup-nutupin.

Ini demi kebaikan kamu.

Mira juga demi kebaikan papah sama mamah!

Mira.

Kalau papah ngga mau cerita, Mira juga ngga mau. perkataan Mira yang tegas mengingatkan Nathan akan Linda, yang juga keras kepala.

Sekarang keduanya terdiam, tentunya Nathan ingin tahu seluk beluk masalah yang dialami Mira, agar Nathan bisa membantunya mencari solusi, sama halnya dengan Mira, karena itu Nathan memutuskan untuk mengalah.

Baiklah, papah akan cerita, tapi Mira cerita dulu sama papah.

Janji?

Iya, papah janji.

Haah Mira menghela nafasnya dan mulai bercerita, Mira sering lihat om Rein ngasih amplop ke mamah, waktu Mira selidiki, ternyata isinya uang, Mira pikir, baik banget om Rein ngasih uang terus ke mamah.

Jadi Rein ya.

Tunggu dulu belum selesai, terus beberapa hari lalu waktu Mira pulang sekolah, Mira lihat ada seorang pria yang ngasih amplop ke om Rein, setelah pria itu pergi, Mira tanya ke om Rein, awalnya om ngga mau ngasih tahu, tapi setelah Mira tanya terus om Rein akhirnya ngasih tahu kalau orang itu papahnya Mira.

Hmm. Nathan menghela nafas lega, ia tidak sanggup membayangkan bila istri dan sahabatnya memiliki hubungan khusus.

Tapi waktu Mira cerita ke mamah, mamah malah marah-marah sama Mira, Mira ngga ngerti lagi sama mamah, Mira tidak sanggup lagi menahan rasa kesalnya, rasa kesal itu pun berubah menjadi pengungkapan, dan tangisan, kenapa mamah gitu pah? Kenapa mamah bisa sejahat itu sama orang sebaik papah?

Mira Nathan berjalan mendekati Mira dan memeluknya, jadi itu alasan kamu kesini? tanya Nathan dengan suara pelan.

Mira menjawabnya dengan anggukan dan suara isak tangis.

Setelah Mira berhasil menenangkan dirinya, ia langsung menagih janji ayahnya.

"Sekarang, giliran papah ya"

Yah, karena papah sudah janji .

Nathan berjalan ke sebuah rak di pojok ruangan, ia membuka dan mengeluarkan sebuah kertas yang dibingkai kayu, Nathan pun menaruhnya di atas meja makan.

Tertulis di atas kertas, adalah rangkaian simbol-simbol yang belum pernah Mira lihat atau kenali sebelumnya.

Ini apa pah?

Ini adalah alasan kenapa mamah mu sangat membenci papah. "Kok bisa?" tanya Mira terheran-heran. "Sebenarnya, yang dikatakan mamahmu itu benar, papah ini adalah iblis."

## C.2 Participant 2

**Title** Sebuah Kisah Cinta

**Prolog: September, Sebelas Tahun Lalu**

Sebelas tahun lalu, aku bertemu dengan seorang perempuan. Ingatanku tentang sore di bulan September itu mungkin sedikit samar tapi aku masih mengingat

garis besar ceritanya. Waktu itu aku masih berumur lima tahun satu bulan. Aku berdiri di samping kanan ayahku. Di hadapan kami ada seorang perempuan paruh baya berumur sekitar empat puluh tahunan, mungkin lima puluhan dan seorang anak perempuan yang seumuran dengan ku.

Aku memperhatikan dengan seksama. Melakukan penilaian terhadap mereka. Pertama, anak perempuan yang seumuran dengan aku itu terlihat malu. Tidak sekali pun, baik padaku atau ayahku, dia melakukan kontak mata. Matanya tertuju hanya pada lantai. Dia memiliki kulit yang putih dan wajahnya manis. Rambutnya pendek, sebau. Matanya berwarna coklat. Dia mengenakan one-piece dress tanpa lengan berwarna putih polos. Sedangkan perempuan paruh baya itu yang berada di sampingnya mengenakan kerudung berwarna putih, kemeja lengan panjang berwarna krem dan rok panjang berwarna coklat.

Ayahku dan perempuan paruh baya itu bertukar salam dan berjabat tangan. Ayahku berterima kasih kepadanya karena sudah datang jauh-jauh ke rumah kami. Perempuan paruh baya itu tersenyum dan menjelaskan bawa itu bukanlah masalah yang besar baginya. Kemudian ayahku mengalihkan pandangannya ke anak perempuan yang berdiri di sebelah kanan perempuan paruh baya itu.

Ayahku mengusap halus kepalanya.

Selamat datang di rumah barumu, Karin, ucap ayahku padanya.

Oh iya. Dan perkenalkan kakak laki-laki kamu, Rean, ayahku lalu menunjuk ke arah tempat aku berdiri.

Huh?

Aku hanya diam karena bingung.

Apa yang baru saja terjadi?

Untuk pertama kalinya. Perempuan yang bernama Karin itu mengangkat kepalanya dan menatapku.

Aneh, kenapa dia menangis?

Bagian Pertama: Di Bawah Atap yang Sama

Aku adalah seorang remaja yang sehat, baik secara fisik mau pun secara mental. Jika melihat seorang perempuan yang berpakaian minim sedang tidur, tentu itu menstimulasi bagian tertentu pada tubuhku.

Di depanku saat ini ada seorang perempuan sedang tidur terlentang. Dia mengenakan piyama dengan model baju terusan atau daster bercorak polkadot warna-warni. Tubuhnya tidak tertutup selimut. Kain yang seharusnya menutup tubuhnya berada di lantai, tidak jauh dari tempat aku berdiri. Aku bisa melihat celana dalamnya tanpa bersusah payah karena piyamanya yang tersingkap.



Aku memungut selimut itu dari lantai lalu meletakan di tempat yang seharusnya, di atas tubuh perempuan yang berpakaian minim itu. Aku mencondongkan badanku ke arahnya, medekatkan kepalaku dan kepalanya. Tanpa pikir panjang, aku mengigit pelan lobulus telinga kanannya. Dia mengerang dan menunjukan sebuah ekspresi yang menggemaskan. Puas menggodanya, aku lalu mencium keningnya sebagai ucapan selamat malam dan pergi meninggalkannya.

Saat aku membalikan badanku, aku mendengar seseorang memanggil namaku. Kak Rean? panggil suara yang berasal dari belakangku.

Tubuhku secara otomatis berbalik dan melihat perempuan yang tadi tertidur sekarang terbangun.

Matanya masih setengah terbuka dan rambut sebahunya acak-acakan. Tangan kirinya menopang posisi duduknya, sedangkan tangan satunya menggosok mata kanannya. Sosok yang ada di hadapanku ini adalah adik kecilku, Karin.

Aku menjawab panggilannya dengan duduk di ujung tempat tidur tepat di sampingnya.

Aduh, adik kecilku kebangun? ucap ku dengan nada yang menjengkelkan.

Karin menyandarkan kepalanya di atas bahu kiriku.

Kak, tidur bareng aku yuk, Karin mengucapkannya sambil memejamkan matanya.

Mendengar itu aku langsung tersenyum. Karena berdasarkan pengalaman, kalau Karin sudah mengajak ku untuk tidur bersamanya tanpa percakapan yang berputar-putar, itu menandakan kalau dia tidak bisa tidur karena menonton film seram sebelumnya.

Aku memiringkan kepalaku ke kiri dan menyimpannya dia atas kepala Karin yang sedang beristirahat di bahunya. Untuk tangan kiriku, aku gunakan untuk merangkul tubuhnya lalu mengusap lengan kirinya ke atas dan ke bawah.

Kamu habis nonton apaan gitu tadi? tanya ku pelan.

The Walking Dead di Star Movies.

The Walking Dead? Menurutku itu bukanlah serial yang menyeramkan. Lebih banyak adegan drama seperti argumen antarkarakter atau konflik batin pada salah satu karekturnya dari pada adegan horor yang mencekam seperti dikejar mayat hidup di lorong gelap. Walau begitu, aku tidak bisa melupakan fakta bahwa Karin itu seorang penakut.

Baiklah, kakak akan menemani kamu tidur malam ini.

Percuma bagiku jika aku menolak keinginannya. Karena untuk masalah seperti ini, Karin tidak mau menerima kata tidak untuk jawabannya. Pernah sekali saat dia selesai menonton Residen Evil, aku meninggalkannya dan pergi tidur duluan.

Kesal karena aku tidak jadi menemaninya, Karim menyiram ku dengan air dingin saat aku terlelap. Walau begitu, terkadang aku suka membuatnya untuk memohon dan mengemis agar aku mau menemaninya. Bukankah itu gunanya seorang kakak? Haha.

Mendengar jawabanku, Karin mengangkat kepalanya dan menatapku dengan mata yang berbinar-binar. Kedua mata yang berwarna coklat itu bertemu dengan mataku yang berwarna hitam. Dia sepertinya senang karena tidak harus melewati malam ini sendirian.

Karin melingkarkan tangannya di sekitar leherku. Ia memejamkan matanya dan mendekatkan kepalanya dengan kepalaku. Bibir kecilnya membuat sebuah bukaan kecil untuk menyambu bibir milikku.

Menyambut undangan itu, aku juga memejamkan mataku. Bibir kami bersentuhan lalu lidah kami bertemu. Aku mulai menggerakkan lidahku di dalam mulutnya, begitu juga dengan Karin. Terbawa suasana, aku melingkarkan kedua tanganku pada pinggang Karin. Merasakan daging yang kasar miliknya bersentuhan dengan milikku selalu membuat pikiranku menjadi kosong. Sebelum aku lepas kendali, aku menyudahi ciuman ini. Bibir kami terpisah dan mulai mengatur nafas lagi.

Usai melakukan ciuman itu, Karin tersenyum pada ku.

Itu Karin bayar dimuka, ucap Karin dengan nada yang genit.

Aku membalas senyumannya tanpa memberikan komentar atas perkataannya.

Karin, ayo tidur sudah malam, ucap ku singkat.

Kami menarik selimut secara bersamaan dan bersembunyi di dalamnya. Karin tidur menghadap ke kiri dan memunggungi ku. Aku memeluknya dari belakang, melingkarkan tanganku di sekitar perutnya. Hanya pakaian kami yang memisahkan, aku dapat merasakan panas tubuhnya. Dapat aku katakan, kalau memeluk Karin itu lebih menyenangkan dari pada memeluk sebuah bantal.

Karin, kita seperti pasangan pengantin baru ya? bisik ku pada telinga kanannya.

Ah, kakak bisa aja. Kita kan udah sering tidur bareng, balas Karin tanpa menoleh.

Aku sudah lelah, mari akhiri malam ini.

Mimpi indah, Karin.

Kakak juga.

Setelah berpanitan, aku memejamkan mataku. Tidak memerlukan waktu yang lama sampai aku tertidur. Dunia berubah hitam.

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### **Bagian Kedua: Rutinitas Sehari-hari**

Saat membuka mata dari sebuah tidur di pagi hari, hal pertama yang biasa aku lihat adalah langit-langit kamar yang berwarna putih. Pagi ini mungkin sebuah pengecualian. Hal pertama yang aku lihat ada sosok adikku, Karin. Dia duduk di atas pinggulku, tubuhnya condong ke depan ditahan oleh kedua tangannya yang ditempatkan di sebelah kiri dan kanan dari kepalaku.

Good morning, sleepy head, Karin mengucapkan dengan sangat riang.

Sebelum aku sempat membalas, Karin menurunkan kepalanya dan mencium bibirku. Berbeda dengan yang semalam kami lakukan, kali ini hanya sebatas bibir dengan bibir. Tidak ada lidah yang terlibat.

Aku menerimanya dengan pasrah, pikiranku belum nyala seratus persen dan semua ini terjadi terlalu cepat.

Di depanku, atau mungkin tepatnya di atasku, Karin sedang menciumku. Aku dapat melihatnya sedang memejamkan matanya. Nafas yang dia hembuskan dari hidungnya pada pipi kananku membuatku geli sekaligus terangsang.

Karin mengangkat kepalanya maka dengan itu menandakan berakhirnya ciuman kami. Dia memasang senyum di wajahnya sambil mennyisir rambutnya dengan jarinya dan menyelipkannya di daun telinga kirinya.

Selamat pagi juga untuk adikku yang tersayang.

Aku tidak tahu mengapa dia sangat senang hari ini tapi aku tetap membalas senyumannya. Akan sangat tidak sopan jika tidak.

Karin akhirnya memutuskan untuk berdiri. Dia melakukannya seperti saat seseorang sedang turun, yaitu mengangkat kaki kanannya lalu turun di sisi kiri.

Aku bertanya-tanya dalam pikiranku sendiri.

Apa yang hendak dia lakukan?

Dengan pertanyaan yang belum terjawab itu, aku bangkit dari tidurku. Aku duduk bersandar pada kepala kasur.

Aku memperhatikan Karin dengan seksama. Dia pagi ini mengenakan sebuah kaos polos lengan panjang berwarna merah muda dengan rok panjang berwarna coklat agak muda. Karin membungkukan badannya untuk mengambil sesuatu yang berada di atas lantai sebelah tempat tidur ini. Aku tidak bisa melihat apa yang sedang dia pungut karena terhalang oleh bokongnya.

Karin menyimpan sebuah meja lipat bergambarkan sebuah karakter tikus dari sebuah film animasi produksi Walt Disney di hadapanku. Lalu Karin menyimpan sebuah vas bunga kecil dengan bunga plastik di dalamnya, sepiring kue penekuk

yang dilumuri madu setinggi empat lapis, dan sepiring omelet. Oh ya, Karin juga meletakkan gelas yang berisi air berwarna kuning, aku menduganya itu Minute Maid.

Melihat apa yang ada di hadapanku ini jelas sebuah jamuan in bed breakfast tapi dalam rangka apa, aku tidak bisa menjawabnya. Jelas ini bukan ulang tahunku karena sekarang adalah bulan Desember, sedangkan aku merayakannya pada bulan Agustus. Ulang tahun Karin pun masih tiga hari lagi.

Aku tidak mengerti.

Karin, sarapannya mewah sekali, aku membuka percakapan baru.

Hari ini kan giliran Karin yang masak jadi harus keren.

Jadi papa, mama belum pulang?

Tadi sih mama telepon, katanya pesawatnya delay jadi mungkin sore baru sampai rumah, jelas Karin.

Aku mengangguk tanda mengerti.

Baik teman-temanku atau teman-temannya Karin tahu bahwa orang tua kami adalah orang-orang yang sibuk. Mereka bergerak dibidang makanan dan minuman. Menyediakan mulai dari kue penekuk seperti yang Karin buat sampai ice green tea ala Jepang. Secara keseluruhan sudah ada tiga cafe yang terletak di tiga kota, yaitu Bandung, Jakarta dan Bogor terhitung 2009.

Sebenarnya, ayah kami belum rela melepas pekerjaannya sebagai pegawai BUMN. Ibu kami di lain sisi, sudah dua tahun berhenti mengajar di sebuah universitas negeri dan sejak itu mulai mendedikasikan dirinya ke dalam bisnis ini.

Tiba-tiba perutku berbunyi, begitu kerasnya Karin pun dapat mendengarnya. Aku tersipu malu dan Karin berusaha menahan tawanya.

Karin kemudian duduk di ujung tempat tidur, bersebelahan dengan ku. Dia memiringkan kepalanya dan tersenyum kecil. Mengambil piring dengan omelet, memotong kecil benda kuning menggunakan sendok. Kemudian digunakannya untuk mengangkat potongan kecil omelet tersebut. Karin menyimpan tangan kirinya beberapa centimeter di bawahnya dengan maksud menjaganya kalau-kalau omeletnya jatuh.

Aaaa, Karin melakukannya dengan membuka lebar mulutnya. Memberi isyarat agar aku juga melakukan hal yang sama.

Sendok itu melayang menghampiri mulutku. Aku membukanya dan membiarkan omelet itu masuk.

Aku menutup mulutku sedangkan Karin menarik sendoknya keluar.

Gimana omelet buatan Karin, kak? Karin tidak sabar menunggu jawaban dari

ku. Aku mengunyahnya beberapa kali lalu menelannya. Dapat ku rasakan bahwa dalam omelet itu berisi keju yang dilelehkan, potongan tomat, cabai, dan jamur.

Tidak usah repot-repot berbohong kalau omelet ini enak karena memang sesungguhnya omelet ini enak. Karin memasak telurnya dengan tepat, tidak undercook atau overcook. Intinya semua yang aku rasakan tadi itu sempurna. Dan untuk sekedar catatan, omelet merupakan makanan favoritku.

Harus aku akui, disuapi oleh Karin adalah sebuah kesenangan tersendiri tapi aku merasa ada yang salah dengan ini. Dalam film-film yang biasanya menampilkan in bed breakfast itu adalah laki-laki tapi sekarang yang terjadi adalah sebaliknya. Aku juga tidak merasakan kesan romantis seperti yang terjadi pada film-film. Kalau diingat-ingat adegan seperti itu biasanya terjadi dalam sebuah ruang hotel berbintang. Si laki-laki bangun sebelum si perempuan dan memesan makanan melalui room service, kemudian dia mempersiapkannya sebagaimana rupa agar saat si perempuan bangun semua terlihat sempurna. Bahkan biasanya ada wine atau sampanye dalam sebuah ember aluminium yang berisi es untuk mendinginkannya.

Menjaga harga diri laki-lakiku yang tersisa, aku meminta Karin untuk berhenti menyuapi ku dan membiarkan aku untuk melakukannya sendiri.

Karin terlihat kecewa. Senyum yang tadi menghiasi wajahnya tiba-tiba hilang. Walau sepertinya keberatan, dia menuruti apa keinginanku, tanpa keluhan.

Aku merasakan ada yang janggal dengan tingkah laku Karin pagi ini. Aku tidak dapat menyebutkan apa, tapi ada motif tersembunyi di balik omelet enak ini, dan juga kue penekuknya.

Haha.

Dan dengan susah payah akhirnya aku berhasil menghabiskan sarapan yang dibuat oleh Karin. Perutku terasa sangat penuh, sepertinya aku tidak bisa bergerak untuk satu atau dua jam kedepan.

Seperti dugaanku sebelumnya. Karin ternyata memiliki sebuah motif tersembunyi. Setelah membuat ku lengah dia mulai menceritakan rencananya. Singkatnya, hari ini Karin berencana untuk menonton sebuah film di bioskop bersama teman-teman perempuannya, yang kebetulan juga adalah teman-temanku karena kami sekelas. Tapi dikarenakan ini adalah girls day out maka kehadiran laki-laki tentu sangat tidak diharapkan.

Karin tidak mengganti pakaiannya, dia berangkat dengan mengenakan kaos polos lengan panjang berwarna merah muda dengan rok panjang berwarna coklat agak muda. Ternyata dia sudah berdandan sejak dia selesai memasan sarapan

pagi. Bodohnya aku tidak menyadarinya.

Aku mengantari kepergian Karin sampai pada pintu gerbang garasi rumah kami. Memandangnya dengan mata dewasa. Entah kenapa, pakaian itu seperti memberikan ilusi optik yang menjadikan Karin terlihat dewasa.

Karin berjanji padaku tidak akan pulang malam-malam. Dia melirik ke kiri dan ke kanan dan tiba-tiba mengecup pipi kiriku.

Kakak, Karin pergi dulu ya, sambil melambaikan tangannya.

Ya, hati-hati. Adikku yang tersayang, membalas lambaian tangannya.

Pada akhirnya, aku ditinggal sendirian di rumah.

Aku merasa forever alone.

Haha.

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