

**KIDS' ADVENTURE AND BRAVERY SEEN THROUGH  
HERO'S JOURNEY IN ERICH KÄSTNER'S *EMIL AND THE  
DETECTIVES***

**THESIS**



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Declares that thesis under the title **Kids' Adventure and Bravery seen through Hero's Journey in Erich Kästner's *Emil and the Detectives*** is my original work which has been conducted as a partial fulfillment of the requirements for the Bachelor Degree and submitted to the English Department, Arts and Humanities Faculty Sunan Ampel State Islamic University. Additionally, it does not incorporate any other text from the previous expert except the quotations and theories itself. If the thesis later is found as a plagiarism work, the writer truthfully responsible with any kind of suitable rules and consequences.

Surabaya, July 2<sup>nd</sup> 2019

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Graham (1970:1) stated that literature is considered as a reflection of human life. It occupies the highest position in human civilization, since humankind has been used it as criticism to express thoughts, and narrate social phenomena in chronological ways. Chamber(1867:16) defines literature as the best expression of the human imagination and most usable meaning to comprehend with human ideas about human-self, he also believes that literature belongs to all people in their living time, as it is known that childhood is a part of human-self living time, and childhood is stated which all people grew away from

Baratz (2012:33) claimed that literary works for children, throughout the time, reflect ideology and the value of society. He also emphasized that children's literature is always considered as one of the clear ways to educate and train young readers. This is how literature affects children in their childhood

Schneider (2016:11) describes children literature as a baby book, predictable or artless stories, and endures basic illustration. It generally states children literature as a collection of stories which is written, read by, and written about children. It also attempts every particular existent are supposed to 'children'. On the other hand, to distinguish children and adults book, Hunt (2002:77) characterizes children books from adult books which have different audience, reading approach, and needs; children as the reader, how the children

understand the story, and what the children needs to understand the story. Children literature leads children to learn in early ages because children's story represents human-life values and adequate human behavior.

In literature, human – life values could be expressed through the theme. The theme is an idea at each literary work which determined by the author and used to develop the story (Nurgiyantoro, 2007:82). According to Abrams (2009:205), the theme is sometimes used interchangeably with “motif”, but the term is more usefully applied to a general concept weather implicit, which an imaginative work designed to involve and make persuasive to the reader. Simplicity is not a feature to define a theme, since the reader is necessary to understand and construe the story formerly. Hence, by comprehending the story, the researcher discovers major theme in the novel of *Emil and the Detectives* as the subject in this research, there are heroism and bravery.

According to Kohen(2016:5) in his research, a hero defined as person who faces their deadly journey and took risky significant difficulties. Stated in the journal by Spandothymiou, Kyrindis, Christodoulou, and Kanatsuli, a hero depicted as a person who conveys a character's value, requires and reflects a highest human's expectation, also as an inspiration's sources in humanity. A hero is an individual who has moral attitude and behavior which is widely accepted by most people, own personal interest, and constantly enforce a justice (2015:47). A hero featured certain characteristics which are identified as bravery, the integrity of moral, confidence, self-denial, protect, and so forth (Kinsella, Ritchie, Igou,

2017:20). Then, Keczer (2016:10) stated that bravery is dominantly depicted as “strong” and “self – denial”.

Lockwood stated the importance of heroism in children literature is, that the conceptual, emotional, ideological, and other expenses it carries. Literature helps to maintain the imagination and construct new meanings in the learning process (Spandothymiou, Kyrindis, Christodoulou, and Kanatsuli, 2015:47). According to moral education’s proponent, the use of heroes as educational media can be a helpful tool in teaching or training moral behavior (White & O’Brien, 1999:81-95). Nevertheless, there are unexpected hidden risks in terms of heroes as role models affecting children’s behavior. Plastidial (Spandothymiou, et al, 2015:47) also stated that the heroic role models take a play in psychological development in children, ever since the children gain some to learn from early ages to present an act in the story that contains brave feats, integrity, and altruistic behavior

*Emil and the Detectives* is a children literature written by Erich Kästner which depicts criminalization in a journey of a child named Emil and his friends. Emil’s journey began when his mother asked Emil to visit their relatives in Berlin. By living there for one week, his mother brought some money for Emil and the deposit money for his grandmother. Emil’s mother told to keep money safely because the money she made is from her hard work as a hair stylist and only get a sufficient salary.

Emil headed to Berlin by train. In the train, Emil met some adults, and one of them is Grundeis who were then sharing stories with Emil and made Emil

suspicious and wary of the money his mother had left for him. However, on the way to Berlin, Emil fell asleep, and he woke up, but the money in his mantle lost. Emil remembered his mother's hard work to collect the money, it makes Emil being not flinched and fought his fear to find the perpetrators who had stolen the money. In confusion, Emil finally met a group of other children who decided to help Emil in getting his money back. Children who also had enthusiasm and courage to capture the thief, especially named The Professor and Gustav. After they acted as if they were detectives in one night, they found the thief and also arrested him. Unexpectedly, Emil was suddenly famous for his face appearing in newspapers and getting more money, as a prize, than before, Emil was then proud to be able to invite his mother to Berlin and buy her a hairdryer as her mother's remuneration so far.

Considering the story above, the researcher found certain themes in *Emil and the Detectives* novel written by Erich Kästner, there are kids' bravery and heroism as the story narrates about kids who had courage such a hero in facing their journey.

Concerning the theme of bravery and heroism which is implied in the novel, the researcher interested to conduct this research to find how Erich Kästner expressed the detectives' bravery especially in the three main characters who are Emil, The Professor, and Gustav, in the novel and the adventure as the plot seen through hero's journey theory by Joseph Campbell in his book entitled *The Hero with a Thousand Faces* (1949). Based on the issue above, the suitable title used



### **1.5. Significance of the Study**

The readers of the English Department can acquire new knowledge about Hero's Journey theory portrayed in literary works of kids' adventure, especially how the plot and the bravery in *Emil and the Detectives* that reflects to the theory. The most important value to the readers in general is everyone can learn if children can be a hero in their own life, bravery does not always appear in adult life but also when they are in childhood.

### **1.6. Method of the Study**

#### **1.6.1. Research Design**

This study was library research. The data which the researcher gathers were from referential book, previous studies, website, and other data sources. The researcher did not do any interview. To present the data analysis, the descriptive qualitative method was used. *Emil and the Detectives* was the novel which was chosen to be the main data source and the object of analysis of this study. While, New Criticism and Campbell's Hero's Journey applied as the theory of this study.

#### **1.6.2. Source of Data**

The primary data of this study were taken from the text of Erich Kästner's novel *Emil and the Detectives*. The secondary data, which were the review literature, were collected from a referential book, journal, online sources, and another thesis which was related to the study.

### 1.6.3. Method of Collecting Data

To collect the data of this current study, the researcher used some techniques. At first, the researcher read the novel as the primary data of this study to get an understanding of the whole story. Second, the researcher found book and other sources which related to this study. Third, the researcher took any notes and statements related to the analysis of the problem in this study. In this case, the researcher focused on New Criticism and Hero's Journey Theory.

### 1.6.4. Procedure of Analyzing Data

The procedure of analyzing data is described as follow:

1. Analyzing the three main characters to find their traits and attitude in the novel.
2. Analyzing the selected data about the plot into the stages of Hero's Journey by Joseph Campbell, which portrayed in the novel of Erich Kästner's *Emil and the Detectives*.



## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

This chapter is focused on some theories which would serve as the basis of the analysis. The explanation of these theories in this chapter is going to be used as the tool of analyzing the novel *Emil and The Detectives* by Erich Kästner. Since the study analysis is focused on character and characterization, also the journey of the characters in the novel mentioned in advanced, this analysis is going to use New Criticism theory to be applied in analyzing character and characterization, and second is Hero's Journey by Joseph Campbell to analyze the journey of the characters.

##### 2.1.1 New Criticism

New Criticism is Formalism in an Anglo-American variety which in the early twentieth century until the early 1960s, dominated for teaching and scholarship (Castle, 2013:121). Simply, Selden (1993:15) stated that, in the 1920s, New Criticism was arisen for the first time and proceeded to elaborate until the 1960s.

In America, New Criticism is well known as “close reading”. Close reading is a method which observes carefully at the text analysis and marks at its figure of speech, syntax, structure, and so forth (Tyson, 2006:137). New Criticism is not concerned with the context of intellectual, historical, biographical, and so

on, it is clearly concerned with text and in itself (Selden, 1993:19). According to Tyson (1993:137), the text and in itself counted as its plot, character, characterization, metaphor, images, rhyme, point of view, setting, etc.

Therefore, New Criticism is a theory which serves the intrinsic element in literary work as an important object in analyzing the literary work. Based on Gillespie (2010:176) statement that New Criticism developed as a response to the theory of literary criticism and its biography which positioned the extrinsic elements excessively such as the biography of the author or and the history of the literary work.

#### **2.1.1.1 Character**

It is not merely to make the story alive, character has an important role in the literacy works. In the form of “character”, the author can convey something in the story. A character takes a role in story line by action and utterance, it is going to be a good story and the reader attention is going to be caught in those interesting story due to the character arrangement by the author. Bennet and Royle (2009:60) stated that literature is alive because of the character; they are an object of the reader’s affection and dislike, curiosity and fascination, admiration, and condemnation.

According to Larry M. Sutton (1971:16) in his book entitled *Introduction to Literature*, character divided into four types, those are: flat character, round character, static character, and dynamic character.

A flat character is a figure that has only one major personality. The flat character does not reveal more by the author for the aim of the story, it usually a

kind of static character (Henderson et al, 2006:9). Another statement belongs to Perrine and Thomas, which says that a flat character has more than one personality and can be easily recognized by one sentence (2006:68). From two explanations above, a flat character is a character that has one or two personalities, which are dominant and it easily to be known as a static character.

Other type of character is round character. It is a greater achievement rather than flat character, which means round characters grow, changes, and possess a reasonable personality. According to Perrine and Thomas (1988:67) a round character is more complex and has many character traits, it also needs full analysis to understand the character. Pickering and Hoepfer (1962:26) state that round character is opposite of the flat character, round character tends to has many characterization and complexities, not only about the intelligent but also the emotion of the character.

Pickering and Hoepfer (1962:97) defined A dynamic character is the opposite of the static character. Dynamic character tends to changes over time, it is usually a result of resolving the main conflict or facing a huge or major crisis. While a static character is a character who does not change over time, the personalities do not evolve or transform.

### **2.1.1.2 Characterization**

Characterization is a way to understand and to identify the character in the story, it is the way how the character is created (Gill, 2006:127). The reader can

see the traits of the character through action and sayings, or what other thinking or saying about the character mentioned.

According to Jack Salzman (1994:146), there are two ways uses to deliver how the character is created, it is dynamic and analytic method. The dynamic method generally is known as an indirect presentation where the author delivers the character personality as he place on other character's opinion, the conversation, past life, and action. While, analytic method is where the reader can recognize the character from the thought, attitude, manner, appearance, and also the direct command from the author toward the character.

From those understanding above it, can be concluded that the characterization is a type of methods by the author to develop the character in the story and make to the character alive and seem real.

### **2.1.2 Hero's Journey**

Begins from Jung's theory of Hero's Archetype, Joseph Campbell (2004:10) expressed Hero's Journey theory forward and also divided into a few stages in a journey of a hero. In Campbell's book entitled *The Hero with a Thousand Faces*, it is stated that a hero is one who steps outside from his life and has a journey to somewhere, faces some enemies, being a winner which bring up a treasure and a power around the folks.

Hero's Journey by Joseph Campbell is divided into 17 stages and 3 acts which passed through by a hero in his journey. The 3 acts based on the book is a classification of the stages, those are departure, initiation, and return.











gained during the adventure, it to be shared with the community. This task which obtained by the hero is a difficult task.

#### **2.1.2.3.5 Master of Two Worlds**

The hero has the power in the community because of his achievements in which obtained during the journey which change him (Campbell, 2004:213). The power which makes him deserves a high position

#### **2.1.2.3.6 Freedom to Live**

Due to the hero could manage the master spiritual and physical strength, he finally obtained a life which frees from fear of death and living life without remorse of his future destiny and remorse from the past. It symbolize whether it's becoming a king, marrying, or returning to adventure (Campbell, 2004:221). Here, hero reaches his greatest happiness,

For more details, the following table divides the stages of the hero journey in 3 acts and the mapping with the chronological flow contained in the story. Those 17 stages are going to narrate the plot of the hero undergoes the journey.



broaden knowledge about the research which has the same theory, focus, and topic.

The first previous study belongs to Taufik Andy Prastiyo in his graduating paper at State Islamic University SunanKalijaga Yogyakarta entitled *I Spit on Your Grave: a Study on Hero's Journey*. In this study, Prastiyo found that every hero is not always a man, but every person can be categorized as a hero or heroine. The main character whose name is Jennifer proves that heroine exists and it categorized as a heroine based on the hero's journey theory. The conclusion states that the main character presented only undergoes the stages until the initiation stage, which means the last stages, Return, cannot be found in the analysis. However, the aim of Prastiyo's study has only analyzed the plot seen through Hero's Journey theory without any other analysis and discussion,

The second previous study belongs to UtariPradita in her non-seminar paper from the University of Indonesia entitled *Social Criticism in Children Literature Emil and the Detectives*. This study found which the writer of the novel, Erich Kästner, who also experienced this period was very worried about the negative effects of what was happening in German during the time on the social life, especially children. This research used literary sociology to describe how changes in economic condition influence on the moral, attitude, future, and moral of social life in German.in conclusion, this research result explains that Erich Kästner clearly illustrated the portrait of Berlin at the time by critics and various concern which depicted in his literary work. Moreover, Erich Kästner continues to



























acquaintance. My name is Grundies”. Emil was taking the time alone with the strangers during the trip, even with Mr. Grundeis. At the beginning of the trip, two passengers and Mr. Grundeis were chatting with Emil. Even though Emil is not around their age, he could maintain his behavior towards older people, especially Mr. Grundeis. At the beginning of meeting Emil, he gave chocolate to Emil, and then Emil received the chocolate happily and politely.

But the longer the journey was, Mr. Grundeis seemed to reveal who he was. Oddities arose when Mr. Grundeis was getting more and more incomprehensible about what he said to children as old as Emil so that other passengers warned him to pay attention to his attitude. Mr. Grundies was annoyed because people wanted him to maintain his attitude, so they clashed with arguments, but Emil preferred not to care about the attitude of the adults around him, until when the people got off the train and only left Emil and Mr. Grundeis.

“After that he and the man in the bowler hat were left alone in the carriage, and Emil began to feel rather anxious. There was something queer about the man. One moment he was giving you chocolate, the next he was trying to make a fool of you with a lot of nonsense. Emil would have liked to check his money again, just to pass the time, but he did not care to risk it, alone with Mr. Grundeis, as soon as the train moved off he went into the adjoining toilet, and took the envelope out of his pocket” (23)

They were left alone and it made Emil feel anxious. He was worried about the money his mother had left him, the money in his jacket was now moved to be clipped to his jacket with another envelope. Emil felt it made his money safer from Mr. Grundeis's eyesight. But Emil felt even more strange and worried because Mr. Grundeis falls asleep in a position that people don't normally do.









surprised Emil was a boy carrying a motor-horn. Here is the beginning of Emil met a new figure or character who would influence his journey to arrest the thief. The boy is just laughing when finding out Emil is surprised. “These miserable reflections were interrupted by a motor-horn which honked loudly just behind him. It made him jump, but when he looked round there was only a boy standing there, laughing.” (58)

The arrival of the boy who distracted Emil’s concentration when focusing on watching the thief, made Emil shocked because there was only Emil around it, but the boy was laughing when discovered Emil aghast because of his motor-horn.

In the quotation above, Emil was taking a focus to spy the thief. After an incident that made Emil shocked by the motor-horn, the boy offered some help to Emil to arrest the thief. Campbell stated that it would come up something wise or a bear-leader who gives the character a deterrent or something new strength and knowledge or understanding to confront his enemy in his follow up the journey (69), and Emil found someone who will help him to arrest the thief. Before arresting the thief, someone with the motor-horn introduced himself as Gustav. He helped Emil by thinking of how to arrest the thief.

“The boy with the motor-horn thought hard for a minute, then he said,  
 “Going after a real thief and catching him would be something! Cool!  
 I think I’ll help you, if you don’t mind.”  
 “I’d awfully glad.” Emil replied warmly.  
 “That’s settled then. By the way, my name’s Gustav.”” (62)

Gustav, with his pleasure, helped Emil to arrest the thief. He thought it would be very impressive and pleasing if it really would arrest the thief, it because Emil was just watching, seeing, and spying, what the thief was doing. When













Furthermore, detective will carry out plans that have been guided by the Professor to be followed, and they will face obstacles ahead to achieve the final desired, which is to arrest the thief successfully.

### **3.2.2. Initiation**

In the Initiation, all phases are traversed by characters except the Apotheosis phase because in that phase it is explained that this stage is the fall of the hero because of his confrontation with the big enemy in Atonement with the Father. Whereas in this novel, the characters are not confronted by the enemy. So, this stage is passed and goes straight to the Ultimate Boon stage.

#### **3.2.2.1. The Road of Trials**

As the name implies The Road of Trials is a road full of obstacles. This stage is a series of tests that will form a hero to be better prepared to face his enemies. Here will be seen the development of characters from the hero. After passing the obstacles, the hero will be faced with a test that must be passed. Heroes are provided with various advice, information, and help from others. This stage makes the hero realize that there is a lot of help from friends and allies accompanying him on his journey.

This stage began when some kid detectives followed the thief, they quietly followed the thief, and carried out the plan correctly. At first, it didn't seem like a big problem, only pretense and surveillance by detectives from a distance. To prioritize circumspection, detectives maintain their attitude in stalking the thief so that it is not easily recognized and seen by the thief.















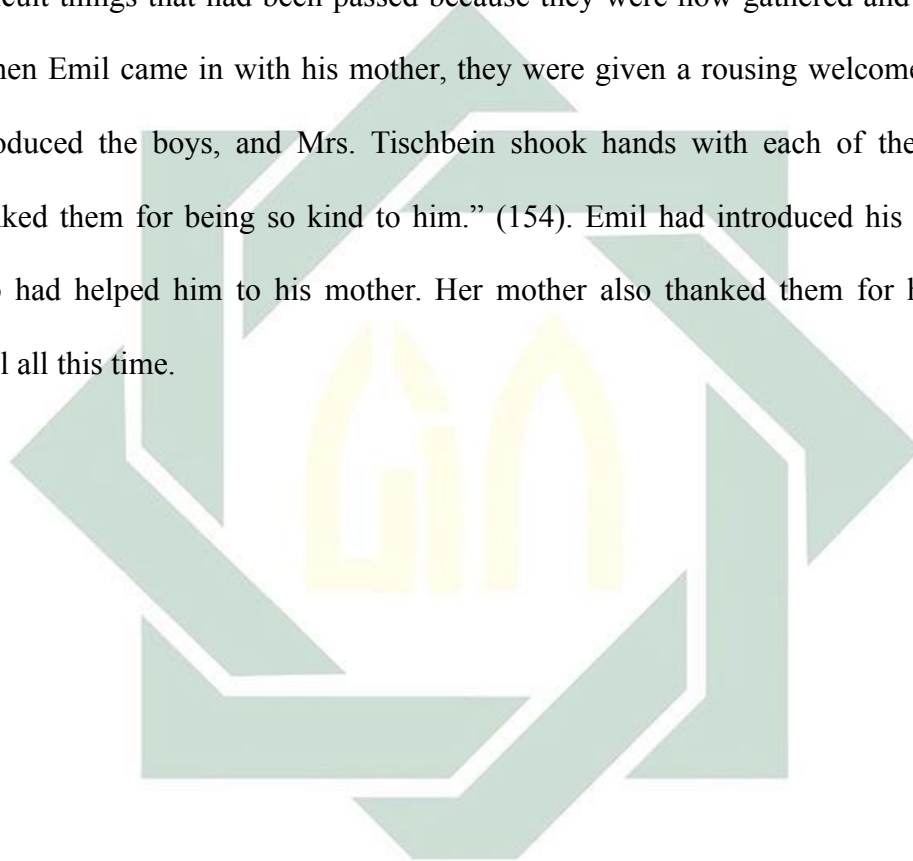








Gustav, the Professor, Krumm, the Mittlers, Gerold, Frederick the First, Traut, little Tuesday and several more. There were hardly enough chairs for them all...” (152). Even though they were noisy, but when Emil's mother arrived, they were very polite and welcomed her very lively, as if they had forgotten about the difficult things that had been passed because they were now gathered and happy. “When Emil came in with his mother, they were given a rousing welcome, Emil introduced the boys, and Mrs. Tischbein shook hands with each of them and thanked them for being so kind to him.” (154). Emil had introduced his friends who had helped him to his mother. Her mother also thanked them for helping Emil all this time.





is an enthusiastic boy who could not wait the time to catch the thief, second, he also a brave boy, he could handle and spy the thief himself. It is stated that each character has different traits and attitudes but one which equates them is a characterization that is bravery. Then the bravery becomes a reference for further analysis of how their journey is depicted in the novel.

The second point is, after analyzing the storyline of *Emil and the Detectives*, everyone can be categorized as a hero, including Emil and his friends. Emil and his friends' journey go from the stages of departure, initiation, and return. The Plot of the novel is found as follow; first, departure is marked when Emil began the journey. In this stage there are five things marked each event. Second, in the initiation, all the paths of heroism are passed by Emil and his friends except the Apotheosis stage because at this stage Emil and other characters do not lose anything which is caused by his enemy and goes straight to the ultimate boon stage which is the last stage in the initiation where Emil and his friends were relieved that they had caught the enemy. Third, in the return stage, Emil and his friend only go through two stages of six events because the other stages are magical stages, which this novel does not tell the magical world at all.

Finally, in the explanation above, it is explained that Emil and his friends, the Professor and Gustav, had the same traits which is the bravery and their adventure did not go through all the stages in the theory of Hero's Journey by Joseph Campbell.

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