

**PUBLIC LIBRARY IN KOKORO LIBRARY ANIMATED SERIES
BY TAKAGI NOBUYUKI**

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Abstract

This paper elaborate the representation of public libraries in *Kokoro Library* animated series by Takagi Nobuyuki. The purpose of this research is to understand the representation of public library in the culture of Japanese society as in *Kokoro Library* animated series. This study is using semiotic method with Roland Barthes' syntagmatic-paradigmatic analysis. The result of this study is that public library is described as a very valuable part of the life of families in Japan. This is supported by the roles of the three main characters as librarians running their libraries located on the mountain, communicating with users, keeping valuable collections, promoting and finding ways to protect the library from being closed down. Not only the three main characters, but urban society also supports the existence of the library.

Keywords: representation, public library, semiotic analysis Roland Barthes, Kokoro Library, Japanese society

Introduction

Representation is the production of meaning and concept within mind which is manifested through language (Hall, 2013). Representation can connect concepts in 'real' world, such as things or events through language and communicate it to others. Representation is an important part of production and meaning process among members of society and within particular culture. This research is analyzed library representation on the animated film. The film reflects public libraries which is interpreted by Japanese society. Generally, library is only represented as a building to store books without significant role. However, library has the opportunity as the main part of the story.

The topic of public library representation has been widely studied. The following two studies address the same topic from the eyes of American society. The first research topic was published in a movie film format and the second topic in the book format. Both studies used Roland Barthes' syntagmatic and paradigmatic semiotic method. The first research was conducted by Mira Azzasyofia with research titled *Representation of libraries and librarians in the movie The Librarian: Quest for The Spear* (2012). The result is representation of libraries and librarians is reflected from the description by characters and background. Conclusion, this film represents libraries as place to store valuable collections and the safest place to store works of science. Librarians are depicted as professional and responsive towards challenges.

Another research is Asti Yulia Sundari titled *Representation of librarian on public library in Dewey novel* (2012) discussing the representation of librarian as profession based on task, professionalism, as well as its relation with society. The finding is the story represents librarians who understand, perform their tasks, as well as builds good relationship with local government, thus it is necessary to add more popular books such as novels which can inform about librarian precisely. In contrast to the two studies, this study will analyze the representation contained in the animated film. Description, roles, and the meaning of public library either for families or society in Japan are among those that will be explained in this research.

Kokoro Library animated film is chosen because it displays public library as the main part and librarian as the main character. Based on the background previously presented, the problem in this research is how is the representation of library displayed in *Kokoro Library* animated series? Based on the research statement above, the purpose of this research is to understand the representation of public library in the culture of Japanese society as in related animated film.

The result of this research is expected to benefit academically, that is to contribute in developing library and information science, especially about library representation in films with Roland Barthes' semiotic method. As for practical benefit, this research can be an inspiration for next research, especially research with semiotic analysis in animated films.

Theoretical Review

1. The Concept of Representation

Representation is a method of assigning meaning to things or reality described through words, images, media, or utterance (Hall, 2013). Representation is related to all types of objects or events correlated with a set of concepts within each head. Meaning depends on concept system formed in mind which can be considered as 'representing' description of world, enabling someone to refer to

something inside or outside of their minds. Language is used to express and unite those different concepts.

Thus, representation of a reality will be interpreted differently in different culture. Culture can be defined with a term “shared meaning” because of culture similarity owned by each society. Every culture owns the same set of concepts; thus, someone can share concepts using the same way to interpret language signs effectively. Relationship between objects, concepts and signs owns important position in the meaning production of language. Every person or group can decide different representation of the same intention by agreement.

Representation is part of semiotic, a studying of analyzing sign. All that is present in social, cultural and natural phenomena, is seen as sign, something to be interpreted (Hoed, 2007). Definition of sign is the encounter between form (which is reflected in someone’s cognition), and meaning (or content, which is something understood by people). *Signifier* is the form aspect of sign and *signified* is the meaning aspect.

Barthes called the first simple descriptive level as *denotation*. The second level is *connotation*, which are connecting meaning to wider cultural field and forming new signified as meaning extension. For example, ‘clothes’ as *signifier* has simple descriptive meaning to ‘cover one’s body’. Then, it extends when the clothes are ‘gown’ as *signified* which means ‘elegance’. This stage is signification theory as shown in the following Figure 1 (Hall, 2013).

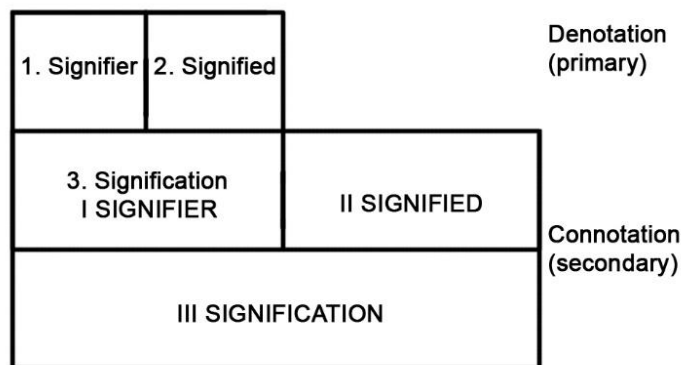


Figure 1. Signification Diagram

Sign in text is manifested in the relation of syntagmatic and paradigmatic (Zaimar, 2008). Syntagmatic relation is relation among linear elements in sequence, and shows unit of story which has logical relation with other units of story, called main function. Meanwhile, paradigmatic relation is relation between sign and objects it represents. Thus, it is possible to analyze characters, background, and ideas in text (Hall, 2013).

2. Public library

Public library is defined by IFLA as library funded by public board and open for those who use it. UNESCO Manifesto (1994) stated that public library is a universal education institution for life-long learning and aims to make all knowledge and information accessible to the public (Laksmi et al., 2011). Five principles and characteristics of public library (McMenemy, 2009) are (1) funded by public, (2) managed by public board, (3) available for public, (4) fulfil public needs and interest, (5) provide access to collections without restraint.

The rising development of cities turns public library to be community center and attract new users. Library can perform as education environment, including cultural, geographical and historical context, as well as representative property as social, political and informational space (Griffis, 2013; Vårheim, 2008). Library provides program, meeting space for ideas and discussion, computer access and resources fulfilling public's needs. Not only do it serves as place to find books, but library also provides digital content. Particularly, in small towns libraries are often communities center, providing place for people to meet as well as study, and socializing (Senville, 2009; Evans, 2011). The developing social relation between staff and users when performing library service is almost as important as the operational library service (Johnson, 2012).

Public library characteristic is social inclusion (Laksmi et al., 2011, McMenemy, 2009) closely related to social capital, which is social relationship based on mutual trust. The existence of slowly-growing, developing relationship encourages users and librarians to help each other thus creating social inclusion (McMenemy, 2009; Vårheim, 2008).

In this case, the library becomes a place for the society because of the elements that make up the community, which among other things is the sense of belonging. These feelings arise from the feelings of individuals who feel welcome in a community, thus creating a society that can feel the need for a library (Laksmi et al., 2011; Sutarno, 2006). Public library can also gather and build collection specially related to local and regional identity of the society it serves, as well as continues to enhance collection about local history in which it resides (McMenemy, 2009).

In this research, public library location influences the existence of library because if the place of library resides isn't appealing or even far from where most people live, visiting library will require hard effort and is difficult to do (McMenemy, 2009).

3. Animated Film

Animated film is generally a type of film created by using individual images and photographed frame by frame, resulting in illusion as if they were moving when displayed rapidly, because every frame is created by using diverse media, such as computer (Beaver, 2006). Animated film originated from Japan is

usually known as “*anime*”. Anime has developed culture influenced by traditional Japanese art, such as *kabuki*, as well as complemented the use of art tradition from all over the world, such as movie (Napier, 2000). Animated film types consist of 2D or 3D animations, usually called cartoons, and clay animations, using plasticin, flexible materials such as chewing gum.

There are some basic principles of animation. Animated films should give the impression of a flexible image, as well as the weight of the object and volume (eg. bounce ball); describe the motion that the audience is ready for (such as jumping or punching); draw attention and explain the scene; describe intent and purpose very clearly through a series of movements from the beginning to the end of frames; describe a natural movement; describe rapid and slow body movements; using arch patterns; enriching the main movements (such as strengthening and reinforcing to appear alive); describe motion details (such as sighing, angry or sad expression); describe shape, volume/body weight and solidity; and describe the charisma or personality.

In the animated film, color is the most appropriate method in the delivery of messages. Color can express fantasy, recall time, place and produce an emotional beauty/reaction. Cool color is symbolized by blue, green, turquoise, silver; exciting color is described by red, orange, yellow, gold; both cool and warm color with purple, lavender, green; neutral color with brown, beige, ivory, gray, black, white. Psychologically, the color red has a bright meaning, bold, life, and passion. Yellow means fresh, fast, honest, fair and intelligent, represents an energetic and motivating effect. Green has a harmonious, natural, stable, and tolerant meaning. Chocolate has a meaning of stability and natural. Orange has a young, creative, and intimate, energy, warm, and cheerful meaning. The character of the design explains that the character must follow the function, which is easily understood by the human brain; following basic shapes, styles and aesthetics, such as eyes, ears, and physical appearance in general.

4. Japanese Society

Japanese society literacy culture has been built since the Meiji restoration era by publishing diverse books from the West in bulk (Nurhadi, 2006). In Japan, public libraries are located in downtown and accessible to villages in remote places. Libraries in Japan are very easy to find and managed by government. With the support of institutions fostering reading activities, Japanese society grew into a nation that loves reading and has a high-rate of reading culture (Harmawan, 2016).

Research Methode

Qualitative research is explores and understands the meaning of individual and group considered from social or human problems (Creswell, 2014).

Qualitative focuses on flexible structure and on meaning. The value of qualitative lies on the ability to understand and show the uniqueness and complexity of context under research, as well as emphasizes the importance of putting meaning about something in context (Pendit, 2003).

This research uses Roland Barthes' semiotic analysis, namely syntagmatic relation and paradigmatic relation. Analysis unit of this research is sequence of story content units or sequence order (Zaimar, 2008). Sequence is characterized with units of story content center on a focus with the same single object within a particular coherent time and space, or a combination of several places and times (Zaimar, 2008). As the object, its *Kokoro Library* animated series. Each 13 episodes' total with 24 minutes' duration's analyzed to see the sentences or statements along with the dialogues and pictures.

Analysis and Data Interpretation

1. Syntagmatic and Paradigmatic Analysis

1.1 Syntagmatic Analysis

a. Story Flow Analysis

This analysis contains a sequence of events which will form a story. Story sequence will be given single number. In episode 1-13, total 546 sequences which sorted scenes for this animated series. Sequences related to public library are 1, 8, 9, 11, 21, 22, 23, 25, 26, 28, 30, 60, 66, 67, 69, 71, 72, 75, 77, 78, 80, 81, 82, 84, 88, 92, 108, 200, 203, 204, 207, 232, 240, 241, 247, 248, 310, 381, 384, 385, 386, 393, 394, 395, 396, 409, 412, 418, 419, 458, 463, 465, 466, 467, 472, 502, 503, 504, 510, 511 with total of 60 units.

The first episode is the episode with many descriptions of library as a space, which is a particular activity, including socialization can take place (Evans, 2011). As a librarian, Kokoro could build friendship with user named Kaede. The evidence that there is slowly-growing, developing relationship which creates social inclusion (McMenemy, 2009) is Kokoro built close relationship with users and offered library service. On the other hand, Kaede was pleased chatting with Kokoro and didn't hesitate to ask help. This shows that public library is a place for developing social relation between librarian and users. The interaction results in relation among people, that is not only useful to obtain access to information resources, but also in emotional relation which can contribute to the 'feeling of prosperous' in each individual (Johnson, 2012).

Next, library is also represented as free public space and available for all. This is seen from the fifth episode when the thief eyed valuable collection, which was a locked book, with the reason that the thief was 'challenged' by the founder of the library so that he could take care of his three daughters. However, Kokoro decided to lend him the precious collection. In the end, the thief returned the

book. Thus, public library is described as an open place for public and its collection can be borrowed by anyone, which one of the characteristics of public library (McMenemy, 2009), providing access to collection without restraint.

In addition, Kokoro library stored special collection related to their family history. It is revealed that the locked book was diary belonged to Jordi, the father of three sisters; it tells stories about their father's past and how Kokoro library was established. Thus, it can be concluded that Kokoro library is a place to store special collection of important information about family history and library establishment. This is in accordance with public library function which collects and establish special collection related to local and regional identity of the society it serves, as well as continues to enhance collection about local history in which it resides (McMenemy, 2009).



Figure 2. Special collection
Retrieved on 8 Oct 2017, from:

<https://anime.thehylia.com/downloads/series/kokoro-library>

Kokoro library has the characteristics, which can be found in public library (McMenemy, 2009). First, operational activity of Kokoro library is funded by public, which is tax from city inhabitants as stated in episode 10. Next, public library is available for public and provides access to collection without restraint. It is seen in episode 5, when Kokoro decided that the locked book can be lent to the thief because library is a place in which collection can be borrowed by anyone. Kokoro library is shown providing public needs in the form of lending and membership service, as well as owning diverse collection and available for all. Thus, it can be concluded, Kokoro library fulfils the characteristics as public library, namely funded by public, available for public, fulfils the needs and interest of public and provides access to collection without restraint.

However, Kokoro library is managed by a family, not by a public board. There is no explanation in the series how library which was established by Jordi, could turn into public library nowadays funded by tax from city. Nevertheless, Kokoro library can be categorized as public library because its funded by public,

available for public, fulfils the needs and interest of public as well as provides access to collection without restraint.

For the three sisters, Kokoro library is a place which has emotional and trust bond. Besides that, Kokoro library also has historical relation and particular memory with Toaru city inhabitants. It is told in Jordi's diary that city inhabitants were grateful to the founder of the library because he has given courage through the books. Thus, Jordi could establish library.

This is also the reasons why city inhabitants gathered in front of the mayor's office to reject the closing down of the library. That makes the existence of Kokoro library has one of elements which forms community, namely sense of belonging (Vårheim, 2008) and there is public needs of the importance of library (Sutarno, 2006). Not only does it emerge from individual's feeling but also the sense of belonging to a shared place. This shows that Kokoro library has emotional relation with city inhabitants and it has been a part of them. Their emotional relation is help for made the plan to close Kokoro library failed.

b. Plot Analysis

Plot described in *Kokoro Library* animated series is chronological plot and has cause-effect relation. Plot analysis uses main function in its description. Main function has 32 sequences with the following details:

0. Story begins when a soldier named Sun Jordi arrived in Toaru city which was raging in war.
1. Then, he was assigned in division three troops whose members were Sergeant Momochi, Uezawa, Kajihara, Kameyan Aigame, *droid* named July.
2. After his troops protected the city from enemy, they split. Jordi decided to stay.
3. Jordi and the nurse, Shindou, then carried the books from ruined library, went around distributing them to all citizens.
4. Akari, Shindou's patient, met Jordi and returned the book along with other city inhabitants. They all thanked him.
5. Jordi agreed with Shindou's suggestion to build library. Thus, Jordi could lend more books to city inhabitants.
6. Then, the time moves to the present time when Kokoro was preparing herself on her first day as librarian. However, there was no user visiting because the library was located up on the mountain.
7. A user named Kaede came. She asked Kokoro to find the book and she managed to find it.
8. A week later Kokoro waited for Kaede. However, she did not come. The next day, Kokoro decided to go to downtown to find her.
9. It turned out that Kaede had moved out. However, she returned the book via mail service.

10. The next morning, library received new collection. Due to little number of visitors, they planned to perform promotion.
11. Flyer was done. Although they were pessimistic at the beginning, many city inhabitants came to visit library.
12. Kokoro and Iina talked about a book by Kirin enthusiastically, without know that Aruto was Kirin.
13. Kokoro received a phone call that she was chosen to join discussion with Kirin.
14. On summer holiday, the three of them had a vacation to a beach. Kokoro then helped user, Misato went to the beach.
15. After vacation, the three of them received notification letter from Funny Tortoise thief who would steal the locked book. That provoked Inspector Kajihara to arrest him.
16. They all ran after the thief, except Kokoro. Kokoro found the locked book which was once disappeared and decided to lend it to the thief.
17. The thief met Kokoro. Kokoro offered the thief to borrow it. He agreed and escaped. Then, the thief unlocked of the book.
18. On the next day, Kokoro attended librarian training along with *comparoid* named June.
19. During training, Kokoro left the library to get the book asked by user. She got lost. June found Kokoro and got the book.
20. Although Kokoro and June left the training, they didn't fail and were able to attend the next training.
 - 20.1 However, on the day when Kokoro went, Iina was very upset, although the night before Kokoro has phoned her.
 - 20.2 Then, Iina woke up in the middle of the night and went to library. She found the locked book has been opened.
21. A little girl named Hikari came to receive training. The three of them welcomed her but received cold response. It was later revealed that Hikari's mother was ill.
22. Kokoro decided to invite Hikari to perform librarian task. When Hikari's picture fell and Kokoro took it, Hikari went mad.
23. At night, Hikari went out and ran to the forest. Kokoro ran after her. Together they both expressed their longing for mother.
24. Next, Hikari received a phone call that her mother was going to undergo a surgery. Hikari decided to stay.
25. Then, a phone call rang bringing happy news about surgery. Hikari went home without saying goodbye, followed by Kokoro.
26. Then, Aruto received a phone call about Marie, the new mayor, will come to the library tomorrow. Aruto and Iina were suspicious of her arrival.
27. The next day, Marie informed the decision that library funding would be stopped and library would be closed because of lack of users.

28. At night, Aruto and Iina discussed how to maintain the library. Kokoro secretly listened to her sisters' discussion mentioning about their father's diary. Kokoro went to the library to read it.
29. After reading the diary, Kokoro decided to keep the library running.
30. The next day, Kokoro decided to go downtown to see Marie.
31. Marie told Kokoro that city inhabitants themselves rejected her decision by gathering in front of the mayor's office.
32. In spring, library provided collection delivery service to users' home. Kokoro delivery requested book to user's home.

Those main function sequences is arranged into a diagram based on the plot of the story. Here is the diagram:

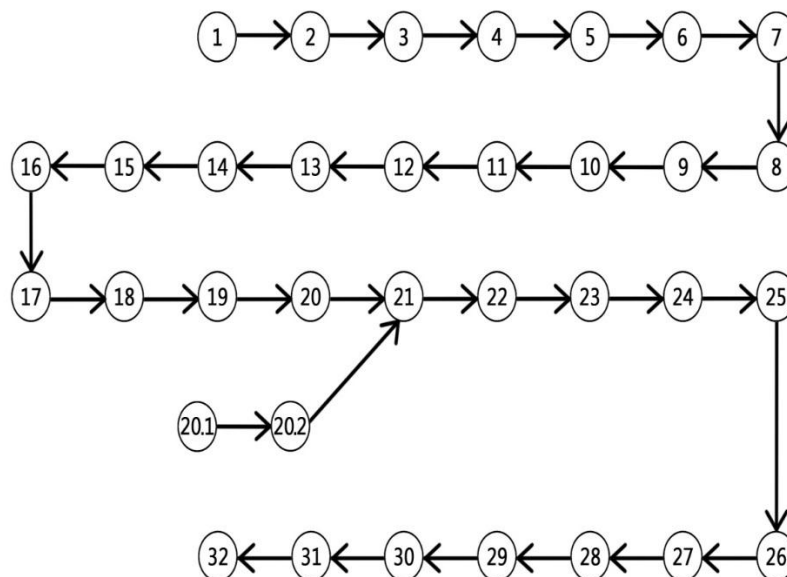


Figure 3. The Diagram of the main sequences

Note: → : showing cause-effect relation (logical relation)
 1 – 32 : showing sequence of events chronologically. Event number 1 occurred prior to event number 2, and so forth

Main function is sequence of events which has logical relation or causality as the foundation of the story. Based on plot analysis, there are two plots in this animated series, namely Jordi's plot in the wartime and Kokoro's plot who works as librarian. The explanation of main function diagram is as the following:

Story begins when a soldier named Sun Jordi arrived in Toaru city which was raging in war. Then, he was assigned in division three troops whose members

were Sergeant Momochi, Uezawa, Kajihara, Kameyan Aigame, *droid* named July (1). After his troops protected the city from enemy, they split. Jordi decided to stay (2). Jordi and the nurse, Shindou, then carried the books from ruined library, went around distributing them to all citizens (3). Akari, Shindou's patient, met Jordi and returned the book along with other city inhabitants. They all thanked him (4). Jordi agreed with Shindou's suggestion to build library. Thus, Jordi could lend more books to city inhabitants (5).

Few years later they both got married and had three daughters named Iina, Aruto and Kokoro. Both of them then died. Story continues when Kokoro was preparing herself as librarian. However, there was no user visiting because the library was located up on the mountain (6). A user named Kaede came. She asked Kokoro to find a book and she managed to find it (7). A week later Kokoro waited for Kaede. However, she did not come. The next day, Kokoro decided to go to downtown to find her (8). It turned out that Kaede had moved out. However, she returned the book via mail service (9).

The next morning, library received new collection. Due to little number of visitors, they planned to perform promotion (10). Flyer was done. Although they were pessimistic at the beginning, many city inhabitants came to visit library (11). Kokoro and Iina talked about a book by Kirin enthusiastically without know that Aruto was Kirin (12). Kokoro received a phone call that she was chosen to join discussion with Kirin (13).

On summer holiday, the three of them had a vacation to a beach. Kokoro then helped user, Misato went to the beach (14). After vacation, the three of them received notification letter from Funny Tortoise thief who would steal the locked book. That provoked Inspector Kajihara to arrest him (15). They all ran after the thief, except Kokoro. Kokoro found the locked book which was once disappeared and decided to lend it to the thief (16). The thief met Kokoro. Kokoro offered the thief to borrow it. He agreed and escaped. Then, the thief unlocked of the book (17).

On the next day, Kokoro attended librarian training along with *comparoid* named (18). During training, Kokoro left the library to get the book asked by user. She got lost. June found Kokoro and got the book (19). Although Kokoro and June left the training, they didn't fail and were able to attend the next training (20). However, on the day when Kokoro went, Iina was very upset, although the night before Kokoro has phoned her (20.1). Then, Iina woke up in the middle of the night and went to library. She found the locked book has been opened (20.2).

A little girl named Hikari came to receive training. The three of them welcomed her but received cold response. It was later revealed that Hikari's mother was ill (21). Kokoro decided to invite Hikari to perform librarian task. When Hikari's picture fell and Kokoro took it, Hikari went mad (22). At night, Hikari went out and ran to the forest. Kokoro ran after her. Together they both expressed their longing for mother (23). Next, Hikari received a phone call that her mother was going to undergo a surgery. Hikari decided to stay (24). Then, a

phone call rang bringing happy news about surgery. Hikari went home without saying goodbye and Kokoro followed her (25).

Then, Aruto received a phone call about Marie, the new mayor, will come to the library tomorrow. Aruto and Iina were suspicious of her arrival (26). The next day, Marie informed the decision that library funding would be stopped and library would be closed because of lack of users (27). At night, Aruto and Iina discussed how to maintain the library. Kokoro secretly listened to her sisters' discussion mentioning about their father's diary. Kokoro went to the library to read it (28). After reading the diary, Kokoro decided to keep the library running (29). The next day, Kokoro decided to go downtown to see Marie (30). Marie told Kokoro that city inhabitants themselves rejected her decision by gathering in front of the mayor's office (31). In spring, library provided collection delivery service to users' home. Kokoro delivery requested book to user's home (32).

1.2 Paradigmatic Analysis

a. Characters Analysis

In relation with the whole story, character's role is not going to be the same if it is seen in terms of the importance of character's role in a story. There is a character considered important, its appearance is priority and displayed continuously in that it dominates most of the story, which can be called as main character. On the other hand, there is a character who appears once or several times in the story in a relatively short period, which can be called additional characters (Nurgiyantoro, 2007).

Total main characters are three characters, named Kokoro, Iina and Aruto who have main roles and the most told and act as librarians. Meanwhile, additional characters are sixteen characters. As in most Japanese animated movies in 2D format, the characters' movements do not look alive, but they all have faces and expression that appeal to most people. In addition, the three main characters seem to have a certain soul and personality. Here are the details of the characters:



Figure 4. Kokoro



Figure 5. Iina



Figure 6. Aruto

Retrieved on 8 Oct 2017, from:

<https://anime.thehyla.com/downloads/series/kokoro-library>

Figure 4 retrieved from Episode 5; Figure 5 from Episode 8; Figure 6 from Episode 3

Figure 4 shows Kokoro, the youngest child of three. She is naive, enthusiastic and always tries to satisfy users. It is seen in the first episode when Kokoro retrieved information enthusiastically to find books and was able to build close relation with users. Kokoro also made friends with fellow librarians during training. In another sequence, Kokoro showed how to satisfy users as much as possible, such as taking the initiative to retrieve books that haven't been returned to the user's home. Besides that, Kokoro also has simple viewpoint about library. It is seen when a thief wanted to steal valuable book, Kokoro thought that it was best to lend the book to the thief because library is a place where books are to be borrowed by anyone. When library was under the threat of being closed down, Kokoro tried to keep it open. In the whole story, Kokoro was able to perform technical activities commonly performed by librarians, such as serving at the circulation desk. This is seen throughout the whole episode how Kokoro performing such tasks.

Figure 5 shows Iina, the eldest child in the family. She took the role as mother for both of her sisters. Iina was also able to work as librarian and to perform household chores at home. Iina understood the importance of library along with the collections contained in it as source of knowledge and science. She is also depicted as librarian who is slowly experiencing development throughout the story. It is seen when Iina was very worried about Kokoro who went to attend training and it affected her work. However, when she read her father's diary, Iina was happy again and she could perform librarian tasks well.

Figure 6 shows Aruto as the second child of the three sisters. As a librarian, Aruto is strong-willed and assertive, which is seen throughout the story. Aruto is also depicted as able to be realistic when she proposed the idea for library promotion. Compared to Iina who got worried easily about Kokoro, Aruto was more relaxed and believed that Kokoro was able to overcome her own problems. When the library was about to be closed, Aruto showed her determination to keep library operation although she had to use her own money. She also hid her identity as Himemiya Kirin.

b. Background Analysis

Background analysis in this research is used to show space setting used to support library description. Background or space (Zaimar, 2008) is used to give impression of reality on a story, such as physical description with detail information and other social cultural condition explanation. Background analysis generally supports meaning. Figure 7 shows main background in this animated

series, which is Kokoro library. Other backgrounds are Toaru city, Chuo library, Toaru station, hospital, division three Toaru town library, and mayor's office.



Figure 7. Kokoro Library
Retrieved on 8 Oct 2017, from:
<https://anime.thehyla.com/downloads/series/kokoro-library>

Kokoro library is the most often appeared. Kokoro library is the place where Kokoro, Ina and Aruto work as librarian, also their house. It's European architectural design with building dominated by white color, purple roof, windows, and it consists of two floors. The library has adequate facility appropriate to run its functions.

In addition to physical form, the place in which public library is built also influences the story flows. In figure 8 and 9 below, library is surrounded with dense forest and located on the mountain. The basic colors in this animated film are dominated by green and blue, to impress a peaceful environment. The film also tries to impress the true environmental conditions in the mountainous regions of Japan, in addition to natural green, the environment also seem isolated. Public library locations are hard to reach. When visit it takes more than two-hour trip from downtown. This poses difficulty to users; thus, library only receives few visitors. Library location can affect users interest because it is located far from where most people live. Therefore, visiting library will require hard effort and is difficult to do (McMenemy, 2009).



Figure 8. Library location



Figure 9. Toaru city

Retrieved on 8 Oct 2017, from:

<https://anime.thehylia.com/downloads/series/kokoro-library>
Figure 8 retrieved from Episode 11; Figure 9 from Episode 8

c. Time Analysis

As background, time serves to make the story rooted in reality. Particular date, month and year mentioned in fiction works may cause the impression that the event told actually occurred (Zaimar, 2008). In this animated series, only date and month are mentioned. From the technology, which appeared in this story, such as the use of *droid*, or transportation. It is assumed that time setting is around the year 2000s when the technology starts to develop but past relics are still used, like steam locomotive train. Most of the time is peaceful time, a few years after the war is over. Meanwhile, the time in Jordi's diary is when the war broke out between two countries, which may be inspired by World War 2 in the real world.

Conclusion

Representation of public library in *Kokoro Library* animated series describes a public library as a very valuable part of a Japanese family, consisting of three sisters named Kokoro, Iina and Aruto. The three of them work as

librarians who strive to maintain the existence of library located on the mountain and has only few users, and they look for ways to keep the library running although it is going to be closed down.

The film, which shows that the public library as a valuable asset, in addition to representing the meaning of the library as a place to store science, this film also illustrates the way the three sisters build experiences and deep emotional relationships in Kokoro's library. This is seen from how the three sisters strive to defend library which was forced to close by the major. Toaru city inhabitants also contribute in maintaining the library. This shows that Kokoro library has an inseparable experience and has been a part of its society. This is the description that public library can build emotional attachment thus it has been integrated into family or society life in Japan.

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