



UNIVERSITAS  
**SANATA DHARMA**  
Y O G Y A K A R T A



# PROCEEDINGS

The 7<sup>th</sup> Literary Studies Conference

# Rethinking Environmental Issues through Literature, Language, Culture, and Education

9-10 October 2019



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Fakultas Sastra  
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2019

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## The 7<sup>th</sup> LITERARY STUDIES CONFERENCE

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“Rethinking Environmental Issues through Literature, Language, Culture, and Education”

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# Greetings from the Chair

Today is the seventh year that Literary Studies Conference has established and asserted itself as an academic forum for humanities scholars all over the world to share their researches and concerns on various issues, be it literature, language, culture, education, and translation.

Ecocriticism is initially a study to see the relationship between literature and the environment. To some extent, ecocriticism, which first emerged during the environmental movement in 1980s with the publication of Carson's *Silent Spring*, has become, as Glotfelty (1996) puts it, "an earth-centered approach" which believes that "human culture is connected to the physical world, affecting it and affected by it". The environmental crisis we are now facing is by all means a crisis of consciousness, a challenge to our generation as we are now perceiving that our environment is, slowly but surely, degrading and depraving, affecting our life and all living beings on planet Earth. Our generation has inevitably been given a mammoth task of halting the destruction, and eventually reversing the damage.

Humanity has to assume the responsibility of preserving the nature, and be united shoulder to shoulder to deaccelerate the decline. It is with this very issue on our mind that the 7<sup>th</sup> Literary Studies Conference "Rethinking Environmental Issues through Literature, Language, Culture, and Education" was conceived, and today it comes into being. The environmental crisis must be addressed comprehensively and globally by all humanity, including us, the literary scholars. The 67 papers on environmental concerns seen from literature, language, culture, and education are expected to enrich our repertoire on ecocriticism research and to ease the pain Mother Earth is now experiencing.

During this two-day conference, it is expected that we will be enlightened and enriched by the abundant ideas on combating environmental crisis. This conference will also attempt at reducing waste by trying to be as paperless as possible, and managing to be as environmentally friendly as possible by providing water and tumbler to refill, not using bottled water.

The conference will be held on two venues. The first day, the plenary session, as well as the business meeting, is held in Gedung Pusat, and the second day, the parallel session, will be held at our brand new building, Fakultas Sastra Building, located not far away from here.

In this special occasion, we would like to extend our gratitude to University President, the Faculty Dean, the Department Chair, and especially to the LSC committee members, whose hard work and persistence has made this conference into reality.

This conference, aptly called Literary Studies Conference, has been on its 7<sup>th</sup> season, determining to be held annually and has provided a theme for 2020, the 8<sup>th</sup> season, (Dis)Empowering Discourses in Literature: Portraits of the Weak and the Marginalized throughout history with its 27 topic areas reflecting the interconnected and interdisciplinary nature of the conference. You are all welcome to send your paper to be presented next year, and as usual will be co-hosted with Ateneo de Manila University, Philippines.

Have a fruitful conference, and enjoy Yogyakarta's blazing heat! Thank you!

Yogyakarta, 1 October 2019

**Harris Hermansyah Setiajid, M.Hum.**  
Committee Chair

# Welcome Note from the President



On behalf of Sanata Dharma University, I feel honored to welcome all speakers and participants of The 7<sup>th</sup> Literary Studies Conference (LSC). I also would like to extend my warmest regards to all of you. Let us first thanks to Almighty God for the grace we have received in preparing this conference. I do hope this conference facilitates us an effective means to strengthen our role and improve our knowledge contribution as lecturers or researchers. I also wish that The 7<sup>th</sup> LSC conference facilitates a fruitful sharing and exchange of ideas related to the conference's theme on 'Rethinking Environmental Issues through Literature, Language, Culture, and Education'

Sanata Dharma University appreciates and supports this conference especially when it takes its theme on 'Environmental Issues.' As a Jesuit University Sanata Dharma strongly supports the so called Universal Apostolic Preferences (UAPs). These preferences function

as a guideline as well as an orientation established by Society of Jesus for 2019 to 2029. UAPs deal with 4 big concerns of the Society namely: *to show the way to God through discernment and the Spiritual Exercises; to walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice; to accompany young people in the creation of a hope-filled future; to collaborate in the care of our Common Home.* The conference amplifies at least one of these UAPs and becomes a good opportunity to strengthen our commitment to support them academically.

Therefore, I position this conference as an appropriate and a timely response to the civilization's call to all of us in embracing one of the most crucial global problem that will affect million people whom mostly are the poor. I do hope the conference become a good avenue not only to discuss our research findings but also to facilitate a fruitful dialogue in which sharing knowledge, values and awareness on 'environmental issues' takes place with joy and respect to each other. It is through such an orientation that we can proactively contribute to solve our urgent global problem. May the conference be successful and enjoyable, for God Almighty always bless our efforts. Thank you.

Yogyakarta, 5 October 2019

**Johanes Eka Priyatma, Ph.D.**  
President, Universitas Sanata Dharma



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## Literature Saves Mother Earth: A Sharing of Experience in Using Literature to Teach the Children of Cawang and Jatinegara Communities to Help Save the World

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### Abstract

We are all well aware of the current environmental crisis we are in. The whole world is doing its best effort to minimize the impact of the damage that has been done. Environmental issues are not issues exclusive to the fields of science and technology. These environmental problems are also concerns of Literature. One way of contributing through Literature is through using story-telling to raise awareness to children about the importance of saving Mother Earth. Fakultas Sastra, Universitas Kristen Indonesia (FS-UKI) has various programs of “Pengabdian kepada Masyarakat” which center on educating children living around the university. One activity is teaching English to children with the technique of story-telling. Through story-telling and the inclusion of literature in the form of folktales, the children can learn many aspects of life, including how they can participate in keeping Mother Earth safe. The paper shares the experience of contributing to the betterment of environment through teaching children using story telling with literary contents. This project of “Pengabdian kepada Masyarakat” is a collaboration of FS-UKI and Komunitas Gumul Juang, a non-profit organization specializing in helping out children in urban areas. The children will be introduced to famous Indonesian folktales, such as Bawang Merah, Bawang Putih, which have been adapted to fit the children’s current situation. Environmental contents are added in the storytelling. This project is hoped to be an example of how we can use literature in making the world a better place.

**Keywords:** *story telling, environment*

### Introduction

The world is now in danger of environmental damages caused by human: pollution, global warming, overpopulation, natural resource depletion, waste disposal, climate change, loss of biodiversity, deforestation, water pollution, urban sprawl, public health issues, just to mention a few of the biggest threats. The world is now in a critical situation - a condition which everyone should be aware of so that one can take action and participate in saving Mother Earth. Everyone is responsible for the damage, and everyone should participate to remedy the situation.

Since efforts to save the Earth should be done by everyone living on the planet, there should exist a continuous and well-planned effort to raise the awareness of all of the population. Both adults and children should know the threats the Earth is facing and work together in saving Mother Earth.

Fakultas Sastra, Universitas Kristen Indonesia, (FS-UKI) realizes its potential and beneficial position in this environmental issues. In Fakultas Sastra, the students have started a save-the-earth campaign by saying “no” to using plastics, especially using straws and plastic cups. This is one example of how students want to contribute. Another effort is by raising awareness of children around Cawang (the neighborhood near campus) about environmental issues, introducing them to the danger of, for example, littering and polluting the environment. To make this campaign interesting, the students use the method of storytelling to talk about environmental and invite these children to participate in saving the Earth. This paper is a showcase of how we can use literature to save Mother Earth. The article talks about one program of *Pengabdian kepada Masyarakat* or *PkM* in FS-UKI which is conducted together with *Komunitas Gumul Juang (KGJ)* and *Kelurahan Cawang* in saving the environment. Through the program, it is hoped that the children in the areas of Cawang and Jatinegara can participate in making their neighborhood a clean and healthy space to live. This project is an example that all elements of the society can contribute and participate in saving Mother Earth. In addition, this paper will give an explanation of what storytelling is and what the project is and how it is done. The paper also discusses the challenges and the results of this effort to save the world through literature.

### On Storytelling

Lugmayr, Sutinen, and Suhonen (2017) in their article titled “Serious storytelling - a first definition and review” state that in the tradition of human culture, storytelling has been in existence for a long time. People have been telling stories since the beginning of human existence. Stories are told for different purposes, among others to entertain, to pass on knowledge from one generation to the next, to keep the cultural values intact and also to “warn others of dangers.”

Hamilton and Weiss (2005) calls storytelling as “an ancient tool with enduring power.” They assert that as “the oldest form of education” storytelling has been used as the tool to pass down beliefs, traditions and history from one generation to another. Humans exist in narrative or stories. Through stories, humans keep their knowledge and information in the brain. Caine and Caine as quoted in Hamilton and Weiss (2005) state that “stories help us to organize and remember information and tie content together.” It is further explained that “stories go straight to the heart.” Stories help develop positive environment which in turn leads to positive attitude from the children.



Another term used in the process of storytelling is *storying*, which is defined as "the process of constructing stories in the mind." *Storying* is considered as "one of the most fundamental ways of making meaning," which "pervades all aspects of learning, regardless of age". New ideas are easily absorbed and understood when presented in stories (Hamilton and Weiss, 2005).

## On Environment

The world is now facing a great danger, which is caused by humans themselves: environmental threats. Environmental issues are the harmful effects of human activity on the environment. The threats come in different forms, such as climate change, water pollution, air pollution, resource depletion, and many more. These environmental threats are the results of the activities done by the human population. Humans commit environmental sins day to day. The human population exploits the Earth continuously without realizing the danger it brings to humanity.

One world figure that is calling the world's attention to the danger the Earth is currently facing is Pope Francis. He says destroying the environment is a sin and that "humans are turning planet into 'wasteland full of debris, desolation and filth.'" He further asserts that "[a]ny harm done to the environment, therefore is harm done to humanity." The Pope is calling for "urgent action on climate change" (McKenna, 2018). The Pope starts an environmental movement through his provocative encyclical on the environment, *Laudato si'*. The Pope states that "[w]e must not be indifferent or resigned to the loss of biodiversity and the destruction of ecosystems, often caused by our irresponsible and selfish [behavior]." He further says "[b]ecause of us, thousands of species will no longer give glory to God by their very existence ... We have no such right." (Goldenberg and Kirchgassner, 2019)

The Pope calls for a change of lifestyle of the inhabitants of the Earth. He states "[t]he resolve to live differently should affect our various contributions to shaping the culture and society in which we live." The Pope encourages everyone to contribute and participate in what he calls as "ecological conversion." He urges for everyone to contribute and to participate in various efforts of saving Mother Earth. Everyone can contribute and participate. The Pope states "[w]e should not think that our efforts - even our small gestures - don't matter," he said. "Virtue, including ecological virtue, can be infectious." (Goldenberg and Kirchgassner, 2019)

Children are members of the inhabitants of the Earth that should also play an important role in saving Mother Earth because in the future, the world is theirs. Involving children in efforts to save the Earth is a must. The realization that Mother Earth is in danger now and that actions to save it are called for must be instilled in the children. One way of making this happen is through the use of Literature - the use of storytelling to inform them of the danger and how they can help save Mother Earth.

## Dongeng Bagi Dunia: Storytelling to Save Mother Earth

On September 2019, Fakultas Sastra, Universitas Kristen Indonesia, Jakarta (FS-UKI) in collaboration with Komunitas Gumul Juang (KGJ) worked together and formed a group of student storytellers called Dongeng Bagi Dunia. Dongeng Bagi Dunia is also the name of a project aimed at helping children around UKI and in Jakarta through the act of storytelling. Dongeng Bagi Dunia is one project of the many social programs held by FS-UKI and KGJ, such as *Bimbingan Belajar (Bimbel) Gratis*, or free lessons, visits to museums and house of worship around Jakarta and many other activities.

Dongeng Bagi Dunia uses storytelling to teach children in a fun and interesting way. *Dongeng* or storytelling is a great way of touching the hearts of the children and of teaching them effectively. One issue that Dongeng Bagi Dunia wishes to touch first is the environmental issue. The first project done is telling stories to children in Cawang and Jatinegara areas - stories with messages of saving Mother Earth. The stories picked are folktales (literature) for the reason of preserving the culture of Indonesia and introducing to the children the earliest form of literature of Indonesia.

### Preparation: Training and Internal Meeting

On September 7, 2019, the student storytellers were given a one-day training on storytelling. Around 40 students from Fakultas Sastra UKI joined the storyteller training led by an expert in storytelling, Ratih Sumiringratri. In the beginning, the students practiced how to mirror, mimic, and impersonate. They also learned about voice exploration techniques which has 4 points such as adjustment of speed, using different styles (arrogant, obedient, etc.), using different accents, and impersonation and voice making. At the end, all the students practiced how to be a storyteller.

The training was then followed by another preparation, which is an internal meeting. In the meeting, the students discussed about the environmental issues they wished to impart to the children through storytelling. They also talked about the current condition of Mother Earth. At the end of the discussion, the team made a list of the simple actions that children can do to save Mother Earth. The messages were to be inserted in the stories used.

### Storytelling: Asal Usul Danau (The Origin of Lake Toba)

The story that will be discussed in this paper as a sample of the project done bagi Dongeng Bagi Dunia is the story of the origin of Toba Lake.

The student storyteller improvised the story and added the message to educate children to save Mother Earth by taking certain simple actions. The messages inserted were:

1. Do not litter.

This message was inserted when the Father of Samosir goes sailing at the river. The father only gets garbage during the many attempts in fishing. It took a very long time to finally get a fish. The children were told that if people litter at the river, the fish will eat the garbage and all the food will impact to humans.

2. Save Energy

In the story, there was an addition to the story. In the story, Samosir fell asleep after having lunch. While he was sleeping, the lamp was still on. His father came in and woke him up and told him to save energy and turned off the lamp.

3. Do not use plastics; use lunch boxes instead

There is additional scenario when Samosir ate lunch, his father told him to use lunch box to prevent Samosir from using plastic for a single use. The story emphasizes the importance of not using plastics and of using lunch boxes is good for Mother Earth.

#### ***Dongeng Bagi Dunia: Cawang Community***

Dongeng Bagi Dunia delivered the story The Origin of Lake Toba to children in Cawang Ceria Community on September 16, 2019 to around 25 children. The project went on as follows:

The students attracted the attention of the children by playing music and singing through the speaker. The group used one Mobil Baca (or Mobile Library) to encourage the children to come and read books after the story telling. Then, the students warmed up and tried to attract the children by singing together. The students prepared properties such as: the background of the river, the fish, the bail, and the garbage. They also prepared simple costume to represent their own characters in the story. The result was the children were very excited to see and listen to the story. They were also attracted by the properties that the students used.

After the storytelling ended, the children were able to mention kinds of simple actions for protecting Earth from the story. The children were able to learn how simple actions matter to save the Earth. The place was also a good place because it is the attractive place where kids and mothers spend their afternoon by playing and chit chat around so that the message of protecting Earth can be delivered not only to the children but also to the adults.

After delivering the story, the student storytellers held an evaluation activity. From the discussion, they learned that there were still some challenges. At the end of the storytelling, the student storytellers recalled what the children could learn about the story. It seemed that most of the children were not really interested on the environmental issue. They understood that the act of littering is a bad thing however after the activity ended, they did not really care about their own garbage. This means that there should be more stories with messages about environment delivered to these children.

#### ***Dongeng Bagi Dunia: Jatinegara Community***

The project of storytelling was then continued to Jatinegara. It is one area that had just suffered from fire. The fire destroyed the area immensely. Many children lost their houses and other belongings. So, Dongeng Bagi Dunia went to the area to entertain the children and to educate as well. The session took place on October 2, 2019 with 45 children participating. The session began with the students preparing properties for the stories, such as the background of the river, the fish, the bail, and the garbage, mic, and the gifts for children. They also prepared simple costume to represent their own characters in the story.

The children were very excited to see and listen to the story. They were also attracted by the properties that the students used. After the storytelling ended, the children were able to mention kinds of simple actions for protecting Earth from the story.

The children were able to learn how simple actions matter to save the Earth. There were many children attended this activity and they were active children. The children had many ideas to save the earth. They understood about saving energy and save water. After the activities, they did not litter and they were responsible with their garbage. However, there were some challenges. The students were not able to spend more time with the children because the location is in mosque. When a call for prayer began in the afternoon, they had to end the activity. Furthermore, because the children were very active, sometimes it is a little bit hard for students to take care of their excitement.

### **Conclusions and Future Plans**

Storytelling is a one approach to reach to the children, to make them aware of the dangerous actions that destroy the Earth. They can be invited to contribute and participate in saving the world, starting from their own environment. Storytelling is interesting and fun for children. FS-UKI students become more creative in making the folklore more interesting by adding the "environment" touch. They are invited to find ways to attract the children and make them become more responsible citizens.

For now, the student storytellers still use Bahasa Indonesia. Perhaps, later on, they can start using English in delivering the stories. The benefits are 1. Student storytellers practice English 2. The children study English 3. Both sides learn about Indonesian folktales and its virtues and ideals 4. Both student storytellers and the children realize they can contribute and participate in saving Mother Earth (agents of change and transformation).

Repeating what was cited earlier, one should remember that "We should not think that our efforts - even our small gestures - don't matter. Virtue, including ecological virtue, can be infectious.

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