

## The Implementation of Ecocriticism Approach for Healthy Earth and strengthen the English Writing Skill of Literary Appreciation Class

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### Abstract

Due to the research by Greenpeace and Air Visual IQ published on March 5 2019, monitored air quality in hundreds of cities across the globe, Jakarta was ranked first. In accordance with educational character based on Indonesian curriculum about 18 standard characters interpreted, and one of them was environmental care. The problem was the way a teacher to blend those characters into a good educational system in the class. In fact there were no definite process to transfer that character to the student in term of plan, proses, content, and evaluation. It proofed that there were many difficulties by the teacher to conduct evaluation to the student about their character because the teacher only focuses on a cognitive area. So that's why this research try to transform the area of ecology and education to solve those conditions. Due to the condition, the researcher tends to strengthen the educational method on the field of Ecology with Literary Criticism as the media with the title The Implementation of Ecocriticism Approach for Healthy Earth and strengthen the English skill of Literary Appreciation Class at Islamic University of Majapahit – Mojokerto.

**Keywords:** Ecocriticism, English Skill, Literary Appreciation Class

### INTRODUCTION

This research is driven from combining two major knowledges become one significance sources, which is known as Ecocriticism, or the combination of ecology and literary criticism. This being a new field, different thinkers and critics have used the approach and mode variously, and, accordingly, defined the term ecocriticism in different ways. However, their basic concerns being similar, the various approaches generally focus on the relationship between man and the earth. Ecocriticism is the study of literature and environment from an interdisciplinary point of view where all sciences come together to analyse the environment and arrive at possible solutions for the correction of the contemporary environmental situation.

According Garrard (2012), ecocritics may not be qualified to contribute to debates about "problems in ecology" but they must nevertheless transgress disciplinary boundaries and develop their own 'ecological literacy' as far as possible. In his book, he discusses broadly the extent to which one uses, saves, or ignores the environment. According to him this capacity to define, explore and even resolve ecological problems in this wider sense, contributes to the uniqueness of ecocriticism among contemporary literary and cultural theories. Ecocriticism explores the ways in which we imagine and potray the relationship between human and the environment in all areas of cultural production.

Due to the earth day at 22<sup>nd</sup> April 2019, this research which is focuses on ecocriticism area is one of the solutions of our bad pollution in Indonesia. Our country especially Jakarta ranks first as city with the worst air quality in Southeast Asia last year, a recent study has shown. The study by Greenpeace and AirVisual IQ published on March 5 2019, monitored air quality in hundreds of cities across the globe. Jakarta was ranked first, followed by Hanoi, for the worst air quality, the head of Greenpeace Indonesia, Leonard Simanjuntak, said. Due to the condition, the researcher tends to strengthen the educational method on the field of Ecology with Literary Criticism as the media with the title The Implementation of Ecocriticism Approach for Healthy Earth and strengthen the English skill of Writing Class at Universitas Islam Majapahit – Mojokerto.

Ecocriticism emerged as a scientific study of the combination of literature and environment in the mid-1990s. Ecocritics or in Indonesia known as Ekologi Sastra are a term that comes from the Greek Oikos and Critics. "Oikos" means "household," nature, and transcendental spirit in the form of the earth. "Critics" means judge, mediator who wants the house to remain neat in all respects (Howarth, 1988: 163).

Because this is a new field of science, several different researchers and critics have used various approaches and methods to define the term Ecocriticism in various ways. However, because their basic concerns are similar, concerns about natural and environmental conditions are increasingly worrisome with various approaches that focus on the relationship between humans and the earth. Ecocriticism is a study of literature and

environment from an interdisciplinary point of view where the two scientific paradigms collaborate to analyze the environment and find possible solutions for the correction of environmental situations.

According to Garrard (2012), Ecocriticism may not be eligible to contribute to the discourse on problems in ecology but this discourse must continue to go beyond disciplinary boundaries and develop 'ecological literacy' as far as possible. In his book, Garrard discusses broadly the extent to which someone uses, stores, or ignores the environment. According to him, the ability to define, explore, and even solve ecological problems in a broader sense is how to contribute to the uniqueness of Ecocriticism between literary and cultural theories. Ecocriticism explores the ways in which we imagine and describe the relationship between humans and the environment in all fields of cultural production, from Wordsworth and Thoreau to Google Earth, JM Coetzee and Werner Herzog's Grizzly.

According to Garrard (2012), Ecocriticism has eight types and characteristics for the development of science and exploring paradigm concepts that must be implemented in students, including:

### **1. Pollution**

Ecocriticism aims to explain, explore, and even solve ecological problems in a broader sense. The first thing that must exist in the ecology of literature is the word "Pollution" or pollution that comes from the Latin "Polluere" which means to pollute or act that is considered to support the activities of contamination of nature. This subjective basic definition gradually turns out to be exterior or objective in reality, specifically the environmental definition. Pollution is an ecological problem that does not mention a substance or class of substances, but rather a normative claim which implies that there is too much of something in the wrong place or in the proper environment.

Pollution has various levels of representation from implicit environmental problems to explicit environmental problems. Environmental problems require analysis in cultural and scientific terms, because they are the result of interactions between natural ecological knowledge and cultural inflection, especially environmentalists. Environmentalists are those who care about environmental problems such as global warming and pollution, those who do not want to accept radical social change. They appreciate the rural way of life, hiking or camping. They are concerned with natural scarcity or natural pollution.

### **2. Position**

Although relatively new environmentalism is as a social movement, political, and philosophical, but it appears a number of different ekofilofis that seems to compete with each other as to join the revolutionary synthesis. "Position" is a term that means the general environmental conditions on earth today. Position can also be understood as the position of the earth as an approach to understanding environmental crises in their own way, emphasizing aspects that produce solutions in terms of which they support or threaten the environment, thereby creating a range or possibilities for knowledge in which each of them can provide a basis for ecocritical approaches that differ from certain literary or cultural affinities and criticisms.

### **3. Pastoral**

Pastoral is a literary mode where researchers use various techniques to place and compare several environmental conditions in the past and present. As an example of natural conditions is before and after the industrial revolution that is packaged in literary works past and present. Moreover, the industrial revolution 4.0 has penetrated even we have to surpass in the current era. Many impacts have become the benchmarks and consequences that need to be the bottom line affected for the sustainability of our environment.

### **4. Wildernes**

Literary Ecology examines whether site inspection should be a distinctive category, gender and race. Literary Ecology examines the human perception of Wildness or belantaranya nature, environment, forests and other other. Literary Ecology put forward the concept of the Wilderness in various ways. The notion of wilderness refers to the absence of humans, but wilderness has no meaning outside the context of the civilization that defines it. Wilderness is often seen as a sacred space, sanctuary, or even a condition that needs to be challenged. Wilderness is the highest figure of authenticity. This integrates all habitats into ecological communities, which are symbiotic. For example, the forest can be seen as a genuine entity, a dwelling and teacher for humans.

The idea of wilderness, signifying nature, is a state not contaminated by civilization. Wilderness has an almost sacramental value: it provides power about a renewed and authentic relationship between humans and nature. Shakespeare views wilderness / nature as moral purity and no contamination of current technology. Unlike pastoralism, the concept of wilderness became culturally famous only in the 18th century, and the wilderness texts discussed by the ecocritics consisted mainly of nonfiction writings. Wilderness narratives share runaway motives and return with typical pastoral narratives, but the natural construction they propose and affirm is fundamentally different. If pastoral is a different old-world construction in nature, suitable for a long-lived and tamed picture, wilderness is compatible with human experience in the world

On the one hand, humans are lifelong travelers and on the other hand they are always identified with a familiar physical and cultural environment. The next explanation results from the fact that humans feel very threatened in an ecologically degraded world. The threat of wilderness from logging, hydroelectric projects, war

and commercial tourism pushes a person into an increasingly alienated and paranoid nation. Excessive exploitation of natural resources and humans who ignore the air, water and land that supports them have raised questions about the survival of humans and the earth. Awareness will this paranoia leads to a discussion about the Rapture in modern literature.

### **5. Apocalypse**

Apocalypse is interpreted as an apocalypse (from the ancient Greek word : apokalypsis meaning "open"), translated literally from Greek, is the expression of knowledge, the removal of the veil. In a religious context it is usually a disclosure of something hidden. As explained in the Bible, Doomsday is the final destruction of the world. Apocalyptic narratives begin around 1200 BC, in the thought of the Iranian prophets Zoroaster or Zarathustra. Orthodox, Roman Catholic and for the most part, Protestant Christians have promoted comic apocalypticism. Apocalyptic rhetoric seems to be an important component of environmental discourse. The classic "Silent Spring" by Rachel Carson (1962) highlights the dangers of pesticides and sparked intense environmental debate in the twentieth century. Nuclear wars, tidal waves, biotechnology, global ecological disasters, man-made or natural, the list is very diverse and seems to be endless. Lawrence Buell's work on American culture, *The Environmental Imagination*, (1995) states that apocalypse is the single most powerful metaphor that environmental imagination has.

Earth First, a powerful environmental organization, has adopted the basic assumptions of apocalyptic environmentalism, seeing species death as unavoidable. Their humans oppose the evidence that places humans almost entirely on the side of evil when juxtaposed with the earth. In most cases, works of apocalyptic imagination see little hope for the earth. Therefore, the ecocritics contemplate the protection of the earth and human contribution to the reconstruction of nature in the event of destruction.

### **6. Dwelling**

Dwelling is defined as a temporary dwelling, in fact the dwelling is not a temporary condition, but rather implies a long-term erosion of humans in terms of death, ritual life and life cycle. As the historian Shepard Krech III said, he said that from the cover of the book to the film screen to the gallery exhibition, the dominant image was an Indian who understood the systemic consequences of his actions, felt deep sympathy with all forms of living things, and took steps to preserving so that the harmony of the earth never happened. in imbalances and natural resources (1999: 21). Pastoral and aesthetic perspective implies wilderness dwelling, while doomsday vision of imagination terrestrial conditions encode future will come. But housing represents humanity's long-term relationship with the landscape in which humans are born on earth, earth and no other temporary places.

### **7. Animal**

Research related to the relationship between "Animal" or animals with humans in the humanities discourse is divided between analysis of animal representation in history and culture, and philosophical considerations about the rights possessed by animals. Like pastoral and natural forests inhabited by a variety of natural animals, animals also have a variety of important functions. The Utilitarian philosopher Jeremy Bentham (1748) states that cruelty to animals is analogous to slavery and claims that the capacity to feel pain, not the power of reason, has the right to be a moral consideration. The utilitarian principle of equality states that everyone has the same moral consideration, regardless of family, race, nation or species. Plus, one of the main concerns of wildlife documentaries is that some species may become extinct. It is humans who are responsible for much local extinction. As such, eco-criticism addresses the problem of the problematic boundaries between humans and other creatures.

### **8. Future, The Earth**

Future here is defined as the same imaginary action in order to understand the earth as a fragile totality in which we are a part that we do not have, or a biological system to produce unlimited nonmonetary wealth given entirely by rational management, and that both sciences enough to claim to be ecological. (Legleer, 2000: 245).

Andrew Ross, one of the few eco-critics who worked on popular culture and literature, analyzed photographs of the Earth taken by Apollo astronauts, among his ecological images. He argues that in recent years, human civilization on earth has become commonplace when looking at pictures of planets that are actually dying, photographs exhibited in monstrous ecological depletion poses and circulated by all industrial sectors, often on the spot reserved for the costs of exploitation of cruelty genocide that poisoned the earth itself (1994: 171). As Ross pointed out, the US military has historically avoided environmental laws, while preparing for a war that destroyed tremendous ecological damage. It is important for ecocritics to give greater consideration than they have so far made for the transformation in the dominant meaning of the word earth: from the land most directly present, land, to the largest relevant life context, the biosphere, because the future is as important as caring echocritical as it does.

**METHOD**

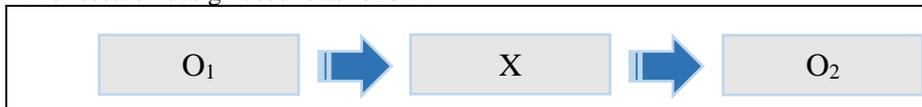
Research method refers to the general strategy followed in gathering and analysis the data necessary for answering the question. In this research, the researcher also using pre-experiment research method with the one group pretest-posttest as a design. This research method design is the experiment used only one group without comparison group. Based on Arikunto (2002:77) his research that the research used experimental method with the following stages:

Stage 1 : The implementation of the pretest by using test instrument

Stage 2 : The prevision of the treatment by using Ecocrticism Approach to develop English skill

Stage 3 :The implementation of the posttest by using instrument

The research design used is as follow:



Explanation:

O<sub>1</sub> = The reseacher conducted a pretest to determine the ability of the students before the given treatment

X = The researcher conducted a treatment to the participant

O<sub>2</sub> = The reseacher conducted a posttest to determine the ability of the students after the given treatment

In this research, the effectiveness of using Ecocrticism movies on student’s writing ability will be known after knowing the significant differences scores of the students on writing ability before and after being impalanting some Ecocrticism movies

**1. Respondents**

This research is implemented at English Department of Islamic University of Majapahit and the place of this research is at Writing Class year 2018-2019. This research will cover for a month started from 22<sup>nd</sup> April 2019.

**2. Instruments of the Research**

*1. The Test*

Test is an important part of an experimental study. Brown (2004) states that test is “a method of measuring a person’s ability, knowledge or performance in a given domain”. The purpose of pre-test is to know the students’ ability in writing before giving the treatment, and the purpose of post-test is to find out whether the use of pyramid strategy can help the students’ ability in writing narrative text or not.

*2. Scoring scheme*

The scoring scheme was used by the researcher to asses the students’ English skill in the test given by the researcher. It focused on four aspects of skill as Writing, Writing, Reading, and Listening.. In assessing the student’s writing test, the analytic scale used is adapted from scoring rubric proposed by Brown (2004) as attached below:

**Table 1. Scoring Scheme of Writing in Five Components Adapted from Brown and Bailey (1984, 39-41) in Brown (2004)**

No.	Aspect of Writing	Level	Score	Criteria
1.	Content (Logical development)	Excellent to very good	24-30	<ul style="list-style-type: none"> <li>Relevant to assigned topic and give detail information</li> <li>Matches the social purposes pf the text</li> </ul>
		Good to average	16-23	<ul style="list-style-type: none"> <li>Mostly relevant to topic but lacks of detail information</li> <li>Matches the social purposes of the text but lacks of the detail</li> </ul>
		Fair to poor	8-15	<ul style="list-style-type: none"> <li>Inadequate development of topic</li> <li>Almost matches the social purpose of the text</li> </ul>
		Very poor	1-7	<ul style="list-style-type: none"> <li>Not related to the topic</li> <li>Does not match the social purpose of the text</li> </ul>
2.	Organization (Introduction, body, conclusion)	Excellent to very good	16-20	<ul style="list-style-type: none"> <li>Well organized (the text’s structure)</li> </ul>
		Good to average	11-15	<ul style="list-style-type: none"> <li>Loosely organized of the text but main ideas stand out</li> </ul>
		Fair to poor	6-10	<ul style="list-style-type: none"> <li>Confusing ideas or disconnected</li> </ul>
		Very poor	1-5	<ul style="list-style-type: none"> <li>No organization</li> </ul>

3.	Vocabulary	Excellent to very good	16-20	<ul style="list-style-type: none"> <li>• Uses effective words</li> <li>• Word form mastery</li> </ul>
		Good to average	11-15	<ul style="list-style-type: none"> <li>• Occasional errors or word form, choice or usage but meaning not obscured</li> </ul>
		Fair to poor	6-10	<ul style="list-style-type: none"> <li>• Frequent errors of word form, choice or usage</li> <li>• Meaning obscured</li> </ul>
		Very poor	1-5	<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary and word form, choice or usage</li> </ul>
4.	Language use	Excellent to very good	19-25	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, word order, articles, pronoun, preposition</li> </ul>
		Good to average	13-18	<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, word order, articles, pronoun, preposition</li> <li>• Meaning seldom obscured</li> </ul>
		Fair to poor	7-12	<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, word order, articles, pronoun, preposition</li> <li>• Meaning obscured</li> </ul>
		Very poor	1-6	<ul style="list-style-type: none"> <li>• Dominated by errors</li> <li>• Does not communicate or not enough to evaluate</li> </ul>
5.	Mechanics	Excellent to very good	5	<ul style="list-style-type: none"> <li>• Demonstrates mastery of convention</li> <li>• Few errors of spelling, punctuation, capitalization and paragraphing</li> </ul>
		Good to average	4	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization and paragraphing</li> </ul>
		Fair to poor	3	<ul style="list-style-type: none"> <li>• Quite many errors of spelling, punctuation, capitalization and paragraphing</li> <li>• Poor handwriting</li> </ul>
		Very poor	2	<ul style="list-style-type: none"> <li>• No mastery of convention</li> <li>• Dominated by errors of spelling, punctuation, capitalization and paragraphing</li> <li>• Illegible handwriting</li> </ul>

### 3. Procedures

The researcher will apply pre-test and post-test. Pre-test will take before do an experimental research or before teaching by Ecocriticism movie. The function of Pre-test is to measure. The students preliminary their writing ability before they entered the experimental class. The instrument of the pretest was attached in table below

Table 2. Pretest Instrument

<p><b>WORKSHEET</b>  <b>TEST OF WRITING RECOUNT TEXT</b></p> <p>Write a Story about <b>“Life of Pi”</b> in your experience:</p> <ul style="list-style-type: none"> <li>• You have 60 minutes to write your story.</li> <li>• Scoring will be based on content(Logical development), organizational structure, vocabulary, language use (grammatical) and mechanism of writing.</li> <li>• Amount of words : 100-250 words</li> </ul>
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After getting the result of pre-test, the researcher gave treatment to teach writing for all the students in class by using Ecocriticism movies. After doing an experimental research or after teaching by using Ecocriticism movies the researcher ask student to deco criticism the movie with record their voice. After treatment researcher will give post-test as attached bellow

Table 3. Pretest Instrument

<p><b>WORKSHEET</b>  <b>TEST OF WRITING RECOUNT TEXT</b></p> <p>Write a Story about <b>“Intersteallar”</b> in your experience:</p> <ul style="list-style-type: none"> <li>• You have 60 minutes to write your story.</li> <li>• Scoring will be based on content(Logical development), organizational structure, vocabulary, language use (grammatical) and mechanism of writing.</li> <li>• Amount of words : 100-250 words</li> </ul>
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Post-test use to know the students writing ability after taught using Ecocriticism movies. The researcher wants to know how far the students can write when treatment on progress. On the pre-test, posttest and during the treatment the researcher will record student’s voice so the researcher easy to analyses the data. The result of the test will show that the students writing ability improve significantly or not so we will know the effectiveness of dEcocriticism movie on student writing skill.

**4. Data Collection**

The data collection technique in this research used testing (pre-test and post-test) results to know the improvement of students’ ability in writing narrative texts.

1. Testing

The researcher used testing to collect data from this research. According to Arikunto (2013:266) test is a tool or procedure which is used to know something in a situation with manner and the rolea which used it. For collecting data, the researcher used a written test which the students was assigned to write a text related to the topic which has been given by the teacher. In this research, the writer used pretest and posttest.

2. Pretest

The pretest was given before doing the treatment to the class. Creswell (2012:297) states that a pretest provides a measure on some attribute or characteristic that was assessed for participants in an experiment before the students received a treatment. The purpose of giving pretest to the students was to know the students’ ability in learning writing before implementing story Ecocriticism Movies. And the result of the students’ work would be check and scored by two raters.

3. Posttest

The posttest was given at the end of the treatment to do the class. It was given after teacher gave the treatment of teaching writing using story pyramid strategy. Creswell (2012:297) states that a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after the students received a treatment. The purpose of this test was to measure students’ ability in writing narrative text. The same as pretest, two raters would check and give score to the students’ works. The result of this test was compared with the result of pretest in order to know the effect of teaching writing narrative text using Ecocriticism Movies. from the posttest, the researcher was able to get the data that can be used to measure the students’ progress taught by using Ecocriticism Movies.

**FINDING AND DISCUSSION**

**Descriptive statistic of students writing pre-test**

The researcher makes descriptive statistic of students’ pretest score. The purpose of this process was to know the mean value, minimum value, maximum value and the sum value of students’ pretest score. To analyze that value the researcher used SPSS 25.00 and the result was showed below:

Statistics		
Pretest_EC		
N	Valid	15
	Missing	0
Mean		8.07
Minimum		5
Maximum		13
Sum		121

Source : SPSS, Processed

**Table 5. The descriptive statistic of pre-test Score**

From the result above the score of pre-tests in experimental class showed that the highest score on the pre-test was 13. Student who got the highest score has good control of his organization, vocabulary, language use, and mechanics of the story, but he didn’t good on organizing the flow of story. On the pretest session the researcher needs to speak slowly and repeat the story broad to make him understand and able to write the complete story.

The lowest score was 5. Student who got the lowest score has low writing ability such as organization, vocabulary, language use, and mechanics of the story. On pretest session the researcher often repeated her question or changes the subtitle into Indonesian language to make that student understand than the student often replies with Indonesian language because he can’t express their idea into written English language.

Then the mean score was 8.07 and the sum of pretest was 121. The pretest was followed by 15 students of the experimental group and was conducted on 16<sup>th</sup> April 2019. The students were given individually oral pretest with the researcher, it means test by face to face in front of the class, after conducted the pretest, the researcher conducted the experimental treatment. In the experimental treatment the researcher ask student's to watching movie and try to retell it again into written form this step was conducted on 25<sup>th</sup> April 2019.

**Descriptive statistic of students writing post test**

After conducted the pretest and got the score, the researcher did treatment and did a post test. To know the mean value, minimum value, maximum value and the sum value of students' pretest score the researcher make descriptive statistic of students' post test score tso analyze that value the researcher used SPSS 25.00 and the result was showed below:

Statistics		
Posttest_EC		
N	Valid	15
	Missing	0
Mean		11.67
Minimum		7
Maximum		19
Sum		175

Source : SPSS. Processed

**Table 6 The descriptive statistic of post-test Score**

The result above displayed the score of posttest in experimental class showed that the highest score was 19. Student who got the highest score has good increase on organization, vocabulary, language use, and mechanics of the story, but he didn't good on organizing the flow of story be better than before treatment, beside that their comprehension be better to, the researcher ask some questions without repeat them or translate to Indonesian language and the student was understand and able to answer the question with good pronounce and normal writing rate.

Then the lowest score on post test was 7. Student who got the lowest score on posttest has increased score but not too much, after got treatment by ecological movie strategy he has better on organization, vocabulary, language use, and mechanics of the story, but he didn't good on organizing the flow of story still bad. On posttest session the researcher needs to repeat her question or change the subtitle into Indonesian language to make that student understand than the student sometimes reply with Indonesian language because he can't express their idea in English language. The mean of post test score was 11.67 and the sum was 175.

From the descriptive analysis above, the researcher compared the data in both pre-test and post-test score. the mean of post-test is higher than the mean of pre-test, the cause of that was look of the content, organization, vocabulary, language use and mechanics is the most effective between that the aspects of writing was content and vocabulary. So, the researcher concludes that there was an improvement in students' score in writing recount text after they were taught by using s ecological movies strategy.

**CONCLUSION**

The result of this research shows that there are increases between pretest score and post test score, based on the result of this research was concluded that Ecocriticism movies has significant effect toward student's writing ability at writing class. It can be seen from the data with the stastical hypothesis of significance level 5% which is calculated by using SPSS 25.00 version showed that  $t_{value} (5.125) > the t_{table} (1.761)$ . It means that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It means that using ecocriticism movies in teaching writing in academic year 2018/2019 is effective.

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