

THE REPRESENTATION OF ECOLOGICAL THEMES ON ENDORSED-ENGLISH TEXTBOOK

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Abstract

This study aims to examine national endorsed-English textbook for senior high school class X, XI, and XII on ecological themes since national endorsed-English textbook is the main learning media for students. It is supposed to contain knowledge or information which encourages students to improve their worthy critical thinking skill for ecological sustainability. It is very fundamental to represent ecological themes on national endorsed-English textbook. Data were collected from analyzing national endorsed-English textbook and also conducting interviews to gain additional data strengthening the previous collected data. Documented data were analyzed by doing critical discourse analysis based on ecological themes; ecological sensitivity, ecological knowledge, ecological skill, and ecological contribution. Critical discourse analysis is used to finding hidden meaning not only from texts, but also from pictures. The study reported that the highest number of ecological themes represented in national endorsed-English textbook for senior high school class X, XI, and XII was ecological knowledge for 19 items with total percentage 34,04%. About 31,91% in 15 items of the themes represented ecological sensitivity. Only 19,15% with 9 items and 14,90% with 7 items of the themes represented ecological contribution and ecological skill. The result shows that national endorsed-English textbook for senior high school class X, XI, and XII has represented the ecological themes while teacher's perspective shows that it is lack of ecological themes representation. Therefore, English textbook should be given more of ecological themes to raise students' awareness on ecological sustainability.

Key Words : Endorsed-English Textbook, Ecological Themes

INTRODUCTION

Basically, learning material is often called as instructional material which means as print or non-print items which assist teacher to impact information to students in educational process (Igiri, C. E., & Effiong, O. E., 2015:27, Majid, 2012, Tomlinson, 2011).). It includes such as; textbooks, magazines, newspapers, pictures, videos; anything related to classroom learning and provide a convenience in understanding the material taught by

educators or teachers to students which presents or informs about the material being learned.

For English as Foreign Language (EFL) or English as Second Language (ESL), learning material serves to create an optimal affective environment for students to meet four English skills, those are; reading, listening, writing, and speaking. It helps students to build their competence in English. Experts say that communicative competence (CC) becomes the goal of teaching language. This is the ability to the use of language for communication properly. It helps students share to the global community and take a part concernig to global issue or get some feedback from its community.

As the starting point of facing the 21st century demands for education particularly, Indonesia tries to answer it by renewing the available curriculum. Curriculum 2013 (K-13) supposes the learning process to carry out the use of scientific approach in which it must meet student's knowledge, skills, and attitudes. In the learning process using scientific approach, according to Chuntala (2019), all subjects includes digging information through

observation, asking questions, experimenting, then processing data or information, presenting data or information, followed by analyzing, reasoning, then concluding, and creating. It is generally demonstrated the 4c, including (1) Communication, (2) collaboration, (3) Critical thinking and problem solving, and (4) Creative and innovative. Learning by applying a scientific approach is expected to spur students to actively observe the phenomena that exist in their environment (Lieung, et. al, 2019) and to create students who are productive, creative, innovative, and effective through strengthening integrated attitudes, skills, and knowledge (Daryanto, 2014).

Besides, the 21st century raises various changes in the ways of every life. These changes are driven by rapid developments in knowledge and technology that affect communication, transportation, infrastructure, trades, and other ways of life. 21st century changes might have given some fortunes in some aspects, such economic development. The 21st changes, on the other hand, becomes the threat of ecological chaos (Martinne and Alves, 2015). They

listed nine recent ecological threat described as; climate change; biosphere integrity (loss of biodiversity and extinction of species); stratospheric ozone depletion; ocean acidification; biogeochemical flows (phosphorus and nitrogen cycles); landsystem change (such as deforestation); freshwater use; atmospheric aerosol loading (such as organic pollutants, radioactive materials, nanomaterials and micro-plastics); and novel entities (defined as new substances, new forms of existing substances, and modified life forms that have the potential for unwanted geophysical and/or biological effects).

The ecological degradations before show how vital ecological awareness for Indonesian. People need to be aware of concerning to the needs of ecological future. To create awareness on ecosystem, they need to be accustomed to ecological issue, ecological definition, ecological prevention, ecological conservation and all ecological matters. The role of school here is very important to share ecological issue in early age. By infusing ecology in students textbook as their learning material makes them accustomed and more aware of ecological issue. As a matter of fact

the ecological studies are not yet integrated into other fields (Buza, 2010) and are only taken in particular subject such a science. Therefore, ecological studies have to be emphasized and integrated into other subjects in order that people, especially students, have an understanding towards ecological conservation (knowledge), are aware of ecological problems (attitude), and offer some solution towards the need to protect the ecological systems (skill). They do not only gain about the concept and percept but how to value it, care for it, and take action to protect it (Omoogun, et al, 2016).

This study is objectively to find ecological themes that are represented in English textbook of senior high school and gain teachers' perspectives on ecology presented in English textbook. Expectedly, this study gives more contributions of English education for the whole development of science and gives benefit in developing learning material which focuses on how school learning material can build student's knowledge and enrich student's information about other studies.

METHOD

In this study, the researcher employed a descriptive-qualitative method. It was a descriptive because the objectives of this study were finding ecological themes presented in English textbooks. To explain how English textbook represent ecological themes, the researcher used Critical Discourse Analysis (CDA) proposed by Fairclough (2003). In this study, to find ecological themes in form of texts or pictures, the researcher collected the data from Documentation and Interview in which the data were analyzed based on four ecological themes (Bowen, 2009, Jamal and Omari, 2014), those are; ecological sensitivity, ecological knowledge, ecological skill, and ecological contribution. It had been validated by the expert in biology as this research was still in the scope of biology. Data validation was important to make sure that the collected data was accurate and no misinterpretation.

RESULT AND DISCUSSION

Based on the data findings done by the researcher, ecological knowledge is represented in the national endorsed-English textbooks through series of text. The text exposes information about experience and lesson of preserving the interaction environment and organism. It describes habitat for animal to live and shows harmful action mostly done by human toward ecosystem sustainability. Meanwhile, ecological knowledge is also represented in form of pictures which describe about habitats of animal. It can be in wild which is a place for many animals and be created-home for such rehabilitation place. Ecological knowledge is very needed to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of the environment and its associate problems (Omoogun, et al, 2016).

Picture 1. Example of Ecological Knowledge (Chapter 4, Page. 53)

since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat.

The second ecological themes English textbook of Senior High represented in national endorsed-School is *Ecological sensitivity*. It is

represented in the national endorsed-English textbooks through series of text and picture. The text puts institutional efforts as one of the representation of ecological sensitivity because it is to raise awareness on ecosystem sustainability and ecological problem through their policies. It is also institutional efforts in conserving animals in order not to be extinct.

Meanwhile, the picture also describes institutional efforts in protecting the environment. It raises one's awareness on see problems happened in the environment. Ecological sensitivity mainly helps help social groups and individuals acquire an awareness of and sensitivity to the total environment and its allied problems (Omoogun, et al, 2016).

Picture 2. Example of Ecological Sensitivity (Chapter 2, Page. 24)

Smoking should be banned in public places.

The third ecological themes which is represented in national endorsed-English textbook of Senior High School is Ecological contribution. It is already represented in national endorsed-English textbook of Senior High School through series of text. The text describes one's action in taking care of ecosystem either environment or any parts of living organis. It tells their activities in contributing ecological preservation and conservation, such offering ecological

problem-solving. Besides, it is also represented by picture which describes mutual contribution between human and animal. It shows one's contribution by loving and taking care of animal According to UNESCO (1978) and Omoogun, et al (2016), ecological contribution is meant to provide social groups and individuals with an opportunity to be actively involved at all levels in working towards resolution of environmental problems.

Picture 3. Example of Ecological Skill (Chapter 6, Page. 82)

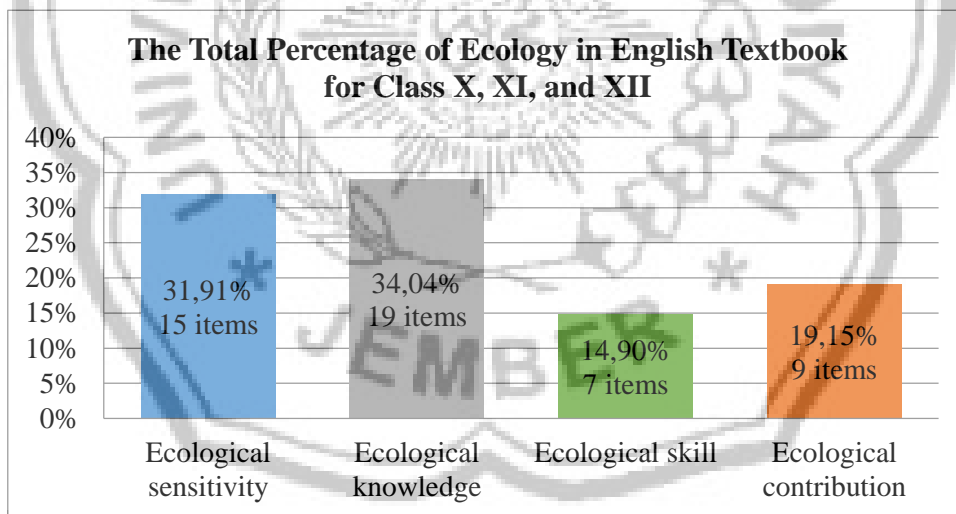
With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.

The last ecological themes which have the lowest number represented in national endorsed-English textbook of Senior High School is Ecological skill. Ecological skill in national endorsed-English textbook of Senior High School is represented through series of text and picture. The text and picture exposes one's critical thinking skill on overcoming and preventing ecological problem. It shows people's creativity and skill in exploiting waste to be valuable thing. This idea may minimize waste in the environment. According to Omoogun, et al (2016), ecological skill is required to help social groups and individuals acquire the skills for identifying and solving environmental problems.

Picture 4. Example of Ecological Contribution (Chapter 13, Page. 200)

4. It takes years for plastic waste to _____. Therefore, live a zero waste life by bringing your own (plastic) bags or containers wherever you go.

Diagram 4.1. The total presentage of ecology in English textbook for class X, XI, and XII



The diagram above is th calculation data of ecological themes from class X, XI, and XII. It shows ecological sensitivity has 15 items with the rate 31,91% infused in English textbook of senior high school.

Ecological knowledge is found for 19 items with the rate 34,04% infused in English textbook of senior high school. While ecological skill has 7 items with the rate 14,90% infused in English textbook of senior high school. The last

is ecological contribution which has 9 items with the rate 19,15% infused in English textbook of senior high school.

CONCLUSION

Based on the researcher's description and analysis in the previous chapter, the researcher sums up that the national endorsed-English language teaching (Elt) textbooks used for Senior high school (Class X, XI, and XII) in Indonesia have been represented the ecological themes. It is represented by mostly texts. Meanwhile, ecological themes are also represented by some pictures.

In another points of view, based on teacher's perspectives, the available English textbooks for all classes are still lack of infusing material about ecological themes. There must be any supplementary which contains ecological issue in English textbook. By having supplementary textbook, it will make student got more portion of ecological issue so that they become accustomed to its issue. Also, It creates more students with more awareness on ecological sustainability.

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