

ABSTRACT

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English textbook is kind of learning material which is used to be a media for EFL teachers to teach and media for EFL students to learn. In English textbook, there are many information or knowledge that can be learn and absorbed by students. By this, it is necessary to have a textbook which contains some issue in real life so that it can help students in their real life. One example is by infusing ecological themes in English textbook. However, there are many questions whether the endorsed-English textbook has represented ecological themes or not. Therefore it is more important to do the research entitled “The Representation of Ecological Themes on Senior High School Endorsed-English Textbook”

The problems of the research are “how does English textbook represent about ecological themes? and how are EFL teachers’ perspectives on ecology presented in English textbook?”. The aim of the research are to discover ecological themes representation in senior high school endorsed-English textbook and teacher’s perspective on ecology presented in English textbook.

Kind of the research is descriptive qualitative research. The research subject is senior high school endorsed-English textbook from class X, XI, and XII and 2 English teachers in Lumajang. While the research instrument applies in this research is documentation and interview. In order to analyze the data from documentation, Critical Discourse Analysis purposed by Fairclough (2003) is used.

The available English textbook shows that it represents ecological themes through series of text and picture. According to two English teacher, the available English textbook is still less portion of ecological themes representation in the textbook. There should supplementary book which contains about ecology to support ecological sustainability.