

CHAPTER I

INTRODUCTION

1.1 Background of research

Teacher without learning material seems soldier without their weapon. Learning material becomes teacher's weapon to give education for students. Students are generally taught, educated, and trained to have knowledge, skills, and attitudes. These are stated in Indonesian education law of 2003, the stated outcome was to produce citizens who has 'belief in God the Almighty and had high morality, good health, knowledge, intelligence, creativity, independence, and would be democratic and responsible citizens'. To reach the goal of Indonesia education, learning material should be infused materials which make students become citizens in a world that demands knowledge, problem solving skills, competence and care since it becomes the bridge of transfered and shared education. 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). It includes such as; textbooks, magazines, newspapers, pictures, videos etc. Learning material is developed systematically based on national curriculum which can appeal good environment for students to learn so that they may reach the competency standards and the basic standards. For this necessary, the choice of learning material for students is noteworthy based on the kind of media they involve or the skill they foster. Thus, learning material must be able to fulfill students' needs to improve their knowledge, skills and moral.

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, especially for those four skills so that they may share to the global community and take a part concerning to global issue or get some feedback from its community. However, English learning material is not merely to aid students meet the four English skills, but the main point of learning material is worthier to share values and messages to students. Learning material provides information and knowledge in which, students will absorb. Learning material which is given to students commonly involves some information related to real life either in the form of authentic or non-authentic material as types of learning material. It means that they learn contextually. This is assumed to make students have understanding about their environment. They might get some examples on how to preserve their environment for instance in which, it is relevant with their real life. These will not only affect their cognitive, but also affective involvement.

21st century demands those ways for global education, including Indonesia. It challenges Indonesian teacher searching for ways to prepare students for the future. This is what makes Indonesia educational system has been evolving faster. Before of all, students were learning to memorize and understand the concept only which was called as *Lower Order Thinking Skill* (LOTS). 21st learning supposes Indonesian teacher to think creative and innovative on how to make students have a *Higher Order Thinking Skill* (HOTS); applying, analyzing, evaluating and creating, and teacher is no more becoming centered of learning.

Nowadays, it is shifted to students becoming the centered learning. These reforms are supposed to create curriculum that develops skills in: critical thinking and reasoning, problem-solving, communication, team-work, and selfdirected leaning skills. Fortunately, Indonesia education has been trying to apply these ways of learning for students having those skills. They are expected to not only have the knowledge, but they are also supposed to develop their skills and attitudes in order that they may become aware of being contributing members of society. Moreover, their skills are significantly required to communicate to whole nation and to make this nation aware of how to solve national problem faced in this 21st century.

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). These ecological threats have happened around the globe, Indonesia as well.

The ecological degradations above show how vital ecological awareness for Indonesia. People need to be aware of concerning to the needs of ecological future. Bartos et al. as cited in Yuan et al. (2017) indicated that ecological education, some people defined it as environmental education, aims to have the public aware of environmental problems, understand and concern about the relationship between resources and living environment, and further become the practitioners to maintain ecological equilibrium and environmental quality in order to achieve the sustainable use of resources and have the generation enjoy safe and healthy living environment. To create awareness on ecology so that they can protect it, Indonesia education must refocus on ecological education by introducing environmental approach-based learning in which, the environment becomes a learning strategies that is utilized as the aim, source, and tool of learning. This can be used to promote scientific approach as the 21st learning which emphasizes students to have High Order Thinking Skills (HOTS). This approach becomes an alternative ways to train student's critical thinking, and so to have solution for environmental issues (Putra, 2019). Therefore, ecological education shall be infused as a continuous lifelong process beginning at the pre-school level and continuing through all stages since increasing ecological awareness is directly benefit to environment management sustainability. To continue its sustainability then, Singh (2011) emphasize the role of intitutions, referring specifically to institutions of high education or senior high school, as reinforcement stage with the initiation in grade school even introduction of environmental approach for high school may be too late of a starting point.

However, these are important for students in order that they may manage, preserve, and protect their environment for the future.

1.2 Problem of research

In line with the background of study, the researcher formulates the problems as follows:

1. How does English textbook represent the ecological themes?
2. How are EFL teachers' perspectives on ecology presented in English textbook?

1.3 Objectives of research

In general, this study is objectively to:

1. Find out ecological themes that are represented in English textbook of senior high school.
2. Gain teachers' perspectives on ecology presented in English textbook.

1.4 Operational definition of the research

The definition of this study operationally aims to give guidance related to understanding the concept of this study. It is done to avoid the board interpretation or ambiguity of the terms used between the writer and the readers. The terms that are necessary to be defined are as follows:

1.4.1 Ecological themes

Ecological themes consists of few terms whether it can be words or phrases that will be talked in this research. There are four lights of global theme proposed by Bowen (2009) as cited in Jamal and Omari (2014) study, those are:

ecological sensitivity, ecological knowledge, ecological skill, and ecological contribution.

1.4.2 Senior high school endorsed-English textbook

The English textbook is used for senior high school students. The used English textbook is endorsed by the Indonesian Minister of Culture and Education which has based on national curriculum. This English textbook is commonly obligated for students to have.

1.5 Significances of the Research

The result of this study are expected to give some significances theoretically and practically which are written as bellow:

1.5.1 Theoretical significance

Basically, this research gives new findings related to ecology in English textbook of senior high school which is useful for the development of science, especially for education science. The result of this research is generally able to provide contributions of English education for the whole science development.

1.5.2 Practical significance

Practically, this research 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. This enables students have skill to face all problems come to their life.

1.6 Scope of the Research

This study identifies English textbook which represents ecological themes. The national endorsed-English textbooks for senior high school will be the focus of this study.