

How does Indonesian Secondary-ELT Textbook Shape Environmental Consciousness? An Ecocritical Discourse Analysis

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Abstract

In numerous studies conducted worldwide researchers, academics, and educators have been drawn to the environmental values present in English Language Teaching (ELT) textbooks. Nevertheless, there is a scarcity of literature that examines the environmental values of EFL textbook, particularly in Indonesia. This study employs Eco-Critical Discourse Analysis (ECDA) to scrutinize the representation of environmental issues in ELT textbooks for secondary school affect Indonesian students' environmental awareness. The verbal data was analysed using Halliday's Systemic Functional Analysis. Kress and Van Leeuwen's Visual Grammar Theory was implemented to explore, comprehend, and investigate visual representations from selected ELT Textbook. This investigation assists in the development of ELT textbook that is consistent with environmental education principles. It is regarded necessary to conduct additional educational on environmental issues in Indonesian ELT textbooks that are used in the majority of Secondary Schools in order to foster a greater understanding of the application of environmental awareness principles in the ELT context.

Keywords: Ecocritical Discourse Analysis, ELT Textbook, Environmental Education

INTRODUCTION

Over the past few decades, research on the environmental topics in Language Textbooks used in schools for non-native speakers (Lee, 2023; Moseley, Summerford, Paschke, Parks, C., & Utley, J. 2019; Stibbe, 2014; Tao, 2014). The researches have been conducted in US, China, Japan, Korea. Global citizens started to understand that taking care of the environment is the responsibility of all (Boca & Saracli, 2019; Alter; 2015). Central to this imperative is the recognition that environmental stewardship is a responsibility shared by all individuals. Consequently, there is a pressing need to enhance understanding of environmental issues and solutions, with language education through EFL Textbook emerging as a pivotal tool in this endeavor. It plays a significant role in promoting environmental consciousness. Indeed, textbooks serve as essential teaching materials utilized by educators to convey subject matter to students. Additionally, books are crucial in helping implement curriculum (Sulistiyo et al., 2020). Indonesian education integrates environmental issues into several subjects. The new curriculum, *Kurikulum Merdeka*, aligns with Pancasila's Student Profile to raise students' social awareness. According to the Decision of the Head of The Board of Standards, Curriculum, and Educational Assessment (2022), Morals to the Environment falls under faith, Fear of God Almighty, and Noble Morals. This element teacher's pupil's responsibility, compassion, and caring. Since English is an integral part of extracurricular learning, environmental values should be seamlessly integrated into English Language Teaching (ELT) in Indonesia, reinforcing environmental conservation and sustainability from an early age.

Formal education, such as environmental subjects in schools, can raise students' awareness of environmental issues. By 2025, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) requests that all countries incorporate Environmental Education (EE) into their basic curricula (UNESCO, 2021). The EE movement was initiated by UNESCO in 1972 and culminated in the adoption of the Belgrade Charter (UNESCO-UNEP, 1975). The goals and significance of environmental education are outlined in the charter. However, the 1977 Tbilisi Declaration (UNESCO & UNEP) is the document that serves as the official framework for Environmental Education (EE). The Tbilisi declaration states the objectives of EE as follows: 1) raising awareness of and concern for the interdependence of humans and ecosystems; 2) providing people with the information, values, attitudes, and skills they need to preserve the environment; and 3) encouraging engagement in environmental protection. Moreover, the document states awareness, knowledge, attitude, skills, and participation as the five objectives of EE (UNESCO & UNEP, 1977).

Environmental content embedded in language learning and aims to shape students-teachers understanding air and water pollution, plastic waste, global warming and energy use that go beyond the linguistic proficiency. Opportunities for students to express their environmental concerns promotes environmental stewardship and language development through meaningful language choices (Castillo & Rojas, 2014; Dahniar et al., 2019). In textbooks, environmental awareness values are conveyed through a combination of textual content and visual elements. Written passages provide explanations, descriptions, and narratives related to environmental issues, fostering understanding and

awareness among students. Additionally, visual aids such as photographs, illustrations, diagrams, and infographics are utilized to complement the textual information and reinforce key concepts. This study examines textbook's portrayals of environmental awareness values, focusing on the educational module's different representations. For this reason, research on eco-critical discourse analysis has both theoretical and practical contributions.

LITERATURE REVIEW

CDA and Its Application in Educational Research

Driven by Halliday (1978), discourse as text functions as both a process and a product, formed and understood within a particular social context. Consequently, Critical Discourse Analysis (CDA) scholars argue that language choices made by individuals reflect their intentions, ideologies, and thoughts (Widodo, 2018).

Critical Discourse Analysis (CDA) is a methodological approach that examines both linguistic and non-linguistic elements in textbooks to uncover the underlying ideologies and power structures influencing the representation of knowledge and culture (Zhang, 2022; Handayani & Amelia, 2023; Setyono & Widodo, 2019). This analysis involves scrutinizing linguistic features such as syntax, semantics, and pragmatics, as well as non-linguistic elements like images and layout, to identify discursive strategies used in presenting knowledge, cultural values, and societal norms (Zhang, 2022; Handayani & Amelia, 2023).

Moreover, CDA seeks to reveal how dominant ideologies are constructed within textbooks and how they shape readers' perceptions of the world. By examining the ways in which language and visual representations interact, CDA

provides insights into how textbooks convey cultural values, linguistic norms, and communication skills, particularly in the context of English language education (Handayani & Amelia, 2023; Setyono & Widodo, 2019). Additionally, CDA's multimodal analysis extends to examining how images, graphs, and multimedia components within textbooks contribute to constructing meaning and influencing readers' interpretations of societal roles and identities (Handayani & Amelia, 2023; Smith & Sheyholislami, 2022).

Ecocritical Discourse Analysis in ELT Textbook

This study used ecocritical discourse analysis (EDA) to investigate the environmental education representations depicted in Indonesia's nationally adopted English textbook. Ecocritical Discourse Analysis (EDA) is a branch of ecolinguistics that focuses on analyzing connection between language and the environment. EDA aims to reveal the fundamental assumptions, values, and power dynamics in environmental discourse (Alexander and Stibbe, 2014; Buell, 2009; Fill and Mulhhausler, 2001; Garrad, 2011; Stibbe, 2015).

Buell, Heise and Thomber (2011) establish a connection between ecocriticism and globalization, asserting that environmental concerns should encompass both global ecosystems and civilizations. Sustainability is influenced by both global environmental challenges and cultural narratives. This demonstrates the necessity for environmental challenges to transcend national and regional boundaries.

Greg Garrad's (2011) framework for EDA encompasses various fundamental components that facilitate examination of how environmental matters portrayed in discourse by entails analyzing the linguistic characteristics used to depict natural

elements, the metaphors utilized and the general representation of nature, such as being pristine, endangered, or exploitable.

Environmental Education in Curriculum

Environmental education is a crucial component of the global curriculum, designed to equip students with the knowledge and skills necessary to become environmentally responsible citizens. Represented by several criteria, including knowledge of basic ecological concepts, environmental sensitivity or appreciation, awareness of environmental issues and problems, and skills and behavior to prevent and resolve problems as critical attributes of the environmentally literate individual (McBride et al., 2013).

Moreover, environmental education encourages critical thinking and problem-solving skills (Geng, 2014; Bruner, 2009). Students are taught to analyze environmental problems, evaluate different perspectives, and develop sustainable solutions. These skills are essential for fostering a proactive approach to environmental stewardship, enabling students to take informed actions that contribute to the well-being of the planet.

The Merdeka Curriculum, designed to provide schools with flexibility in developing teaching materials, allows for more effective and contextual integration of environmental education. Through this approach, students are encouraged to understand environmental issues such as climate change, resource conservation, and sustainability (Ministry of Education and Culture, 2021).

Environmental Education (EE) within Indonesia's Merdeka Curriculum is designed to be a foundational component of education,

aiming to instill a deep-rooted sense of environmental responsibility in students. This curriculum integrates EE systematically throughout various subjects, emphasizing the significance of environmental conservation and empowering students with practical skills to actively engage in environmental stewardship. By prioritizing EE as a core rather than peripheral activity, the Merdeka Curriculum fosters a holistic approach to environmental learning that goes beyond theoretical knowledge.

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A central strategy within the Merdeka Curriculum is the implementation of project-based learning in EE. This method immerses students in hands-on environmental projects, providing them with opportunities to apply classroom learning to real-world scenarios. Through these projects, students not only deepen their understanding of environmental issues but also develop critical thinking and problem-solving skills essential for addressing complex environmental challenges (Silvia & Tirtoni, 2023). Furthermore, EE is integrated seamlessly with subjects such as Ecology and Indonesia's rich biodiversity, promoting interdisciplinary connections and highlighting the interconnected nature of environmental issues (Mahaswa, et al., 2024).

This comprehensive approach not only enhances students' environmental literacy but

also prepares them to be proactive agents of change in sustainable development. By nurturing a generation of informed and responsible environmental stewards, the Merdeka Curriculum plays a crucial role in shaping a future where environmental sustainability is prioritized and actively pursued across Indonesian society.

Environmental Education in English Textbooks for Secondary Students in Indonesia

Environmental Education in English textbooks for secondary students in Indonesia plays a pivotal role within the broader framework of the country's education system. The Ministry of Education and Culture has implemented significant initiatives, such as the *ADIWIYATA* program, to enhance environmental awareness and responsibility among students. This program integrates environmental themes into various educational activities, including the content of English textbooks, aiming to educate students about environmental issues and foster a sense of stewardship towards nature (Gusnaini, et al. 2023; Parker & Prabawa-Sear, 2019).

An analysis of environmental awareness within these English textbooks reveals several key aspects. Descriptive texts are commonly used to provide information about environmental topics, helping students understand the importance of conservation efforts (Gusnaini, et al. 2023; Inayati, 2016). Moreover, Critical Discourse Analysis (CDA) is employed to scrutinize how environmental awareness is portrayed linguistically and structurally within the textbooks. This method examines the underlying ideologies and power dynamics that influence the representation of environmental issues, shedding light on how language shapes perceptions and

attitudes towards environmental stewardship (Gusnaini, et al. 2023; Inayati, 2016).

Furthermore, textbook analysis involves a comprehensive examination of the content and presentation methods used to convey environmental messages. Beyond descriptive texts, images, multimedia components, and thematic integration are scrutinized to evaluate their effectiveness in promoting environmental consciousness among students (Gusnaini, et al. 2023; Inayati, 2016). Together, these approaches underscore the multifaceted strategies employed to embed environmental education within English language learning in Indonesia, aiming to equip students with both knowledge and a proactive mindset towards sustainability.

METHODS

The current study applies critical discourse analysis (CDA) to look into the representatives of environmental education in an English textbook that has been widely adopted in Indonesia. Critical discourse analysis (CDA) is an interdisciplinary approach that explores the intricate relationship between language and social practice, revealing both explicit and implicit ideologies within texts (Fairclough, 2003; Wodak, 2009; Widodo, 2018). CDA views discourse as a social practice that shapes and reflects power dynamics, ideologies, and inequalities (Fairclough, 2013). By examining how language constructs and perpetuates social realities, CDA highlights the role of discourse in forming and reinforcing social identities and ideologies (Wodak & Meyer, 2009). The study employs lexico-grammatical analysis based on Halliday's (1978) systemic functional linguistics (SFL) to uncover how environmental education is represented through the linguistic and visual elements of the selected textbook, as explained by Kress and van Leeuwen (2020).

The data for our current research "as gathered from a textbook titled English for Nusantara *untuk SMP/MTs Kelas VIII* (English for Junior High School Grade VIII) published by the Ministry of Education, Culture, Research and Technology (*Kemdikbudristek*) in 2022. The textbook was created collaboratively by a team of seasoned ELT textbook writers who have extensive knowledge of local ELT practices in Indonesia. Designed to fit the cultural context of Indonesia, it is widely used across the country and available for download from the Ministry of Education and Culture's (MONEC) official website. To ensure quality, the peer-review process included contributions from respected Indonesian ELT experts. Several factors led to the selection of this textbook for analysis (1) this textbook is widely used in public and private secondary schools in Indonesia; (2) this textbook was chosen as an example of the Merdeka Curriculum for ELT. This may improve content validity because we analyzed one of the current curricular materials used by both English teachers and students (Setyono & Widodo, 2019); (3) this textbook meets the stringent standards set by the Indonesian Board of National Education Standards (*BSNP*).

This research begins with a systematic data collection process, which involves identifying and categorizing verbal-visual texts within the textbook. These texts, which include photographs, images, and other visuals, and reading text, statements, instructions, conversations, and other relevant data, serve as mediums for conveying environmental education. In the next phase, visual grammar theory by Kress and Van Leeuwen (2020) is applied to analyze and interpret the visual elements within the selected texts.

To ensure the trustworthiness of this study's research techniques, several procedures

were implemented. A clear and well-defined research design was developed, outlining the study's objectives, scope, and methods. Rigorous data collection processes included selecting appropriate EFL textbook used in junior high schools. Using Critical Discourse Analysis (CDA) along with Kress & Van Leeuwen's (2020) visual grammar theory, a systematic analysis was conducted to evaluate the representation of environmental education in the textbooks. The researchers also addressed potential biases by emphasizing reflexivity and positionality, critically reflecting on their backgrounds and perspectives to ensure transparency and enhance the trustworthiness of their interpretations (Van Dijk, 1993). By adhering to these considerations, the researchers aimed to provide a robust and reliable analysis contributing to CDA, while recognizing the importance of ongoing professional critique to further strengthen the study's validity and reliability.

RESULTS AND DISCUSSION

This analysis focuses on how environmental education content is represented in the EFL textbook endorsed by the Indonesian Ministry of Education and Culture for junior high schools. It evaluates the extent to which the textbook effectively incorporates environmental education for Indonesian students. The textbook presents a realistic portrayal of environmental education through a variety of verbal-visual elements, including photographs, images, other visuals, reading texts, statements, instructions, conversations, and other relevant content. These components hold significant meanings that educators and students need to thoroughly understand, yet they are often overlooked or superficially accepted. Consequently, this study aims to reveal the impartiality of environmental education content in the EFL course textbook, enabling EFL teachers and learners to cultivate a

deeper understanding and appreciation of the environment.

Table 1. The Depiction of Environmental education from visual data in the Textbook, English For Nusantara *SMP/MTs Kelas VIII*

Chapter	Theme	Context	Description	Page	Picture Number	Value / Message
N / A	Book Cover	N / A	No picture and photograph discursively visualize Environmental education	N / A	N / A	N / A
3	Love Our World	Unit 1 Cover	The picture depicts the handwashing culture performed by two male students and one female student.	130	-	Awareness of personal health
		Section 2 – Listening	Illustration of a turtle crying with a plaque that says “No More Plastic”	132	-	Reduce or stop the use of plastic to protect marine life and ecosystems
		Section 1 – Say What You Know	Environment campaign through social media.	149	-	Increased public awareness
		Unit 3 Cover	Illustration the use of smart phones and books for environmental sustainability.	162	-	Education on sustainability, creativity and innovation
4	No Littering	Section 1 – Say What You Know	An illustration of a poster about donating old books.	164	Pic 3.5	Waste reduction, recycling
		Unit 1 Cover	An illustration of the natural disaster, the flood, that hit the settlements of the citizens.	182	-	Awareness of natural disasters, disaster mitigation, preparedness and responses
		Section 1 – Say What You Know	An illustration that explains that the flooding is caused by the bad habits of the people, for example, dumping garbage without delay.	183	Pic 4.1 – 4.2	Awareness of the impact of individual actions, garbage management
		Unit 2 Cover	A turtle tied in a net thrown into the sea.	203	-	Protection of marine animals, conservation, responsibility
		Section 2 – Reading	A group of environmental enthusiasts are providing education related to garbage disposal.	221	Pic 4.14	Environmental awareness education, garbage handling

Visual representation of Environmental education

For the current study, visual data such as photography and images depicting environmental education were provided and included below (see Table 1). Due to limited space, only significant visual depictions related to Environmental education were chosen for the corpus of Environmental education and in-depth study.

Based on the research reported in Table 1, the data revealed three key environmental education topics represented by visual artifacts: (1) environmental awareness; (2) reduction or recycling for sustainability; and (3) biodiversity protection or conservation. These varied environmental education images serve as lesson and discussion material for both students and teachers, increasing their awareness of the environmental issues espoused by the textbook's writers. Furthermore, the explanation of those principles is believed to aid in the moral development of students as they learn and discuss the hidden value recommendations in the textbook.

Several environmental values conveyed in this illustration are subtle. In the picture on chapter 3-page 132 Section 2 – Listening, a crying turtle holds a sign that reads “No More Plastic.” At first glance, this image appears simple and straightforward. However, a deeper analysis reveals several hidden values embedded in this illustration. The crying turtle symbolizes the distress and suffering of marine life due to plastic pollution. The sign “No More Plastic” underscores the urgent need for reducing plastic usage and protecting our environment. The image of the turtle highlights the severe impact of plastic waste on wildlife, emphasizing the importance of sustainable practices. As supported by Thompson et al. (2009), plastic pollution poses a significant

threat to marine biodiversity, causing physical harm to numerous marine species. Additionally, according to Gregory (2009), ingestion of plastic debris can lead to severe health issues and even death in marine animals. Further, Wilcox et al. (2016) reported that nearly 52% of sea turtles have ingested plastic, showcasing the widespread and devastating effects of plastic pollution on marine life. Aside from illustrating the dire consequences of plastic waste, the turtle holding the sign also represents a call to action. It aims to inspire viewers to take concrete steps toward reducing plastic consumption and adopting more environmentally friendly habits. This sentiment is echoed by Jambeck et al. (2015), who emphasize the importance of collective action and policy changes to mitigate plastic pollution effectively. Through this powerful imagery, the creators aim to raise awareness about the environmental crisis and motivate individuals to contribute to the global effort in combating plastic pollution.

The crying turtle holding a sign that reads “No More Plastic” can be interpreted in the context of our reality. Firstly, it highlights the widespread issue of plastic pollution in our oceans. As noted by experts, plastic waste poses a severe threat to marine life, with Thompson et al. (2009) emphasizing that plastic debris can cause physical harm to sea creatures. Gregory (2009) further elaborates that ingestion of plastic can lead to serious health problems and even death among marine animals. This image of a distressed turtle serves as a powerful visual representation of these findings, symbolizing the suffering of countless marine species due to human negligence. Secondly, the illustration reflects the growing movement towards environmental consciousness and advocacy. The message “No More Plastic”

signifies a call to action, urging individuals and communities to reduce their reliance on single-use plastics. Wilcox et al. (2016) have documented that a significant percentage of sea turtles have ingested plastic, which highlights the urgent need for behavioral and policy changes to protect marine ecosystems. In line with this, Jambeck et al. (2015) stress the importance of collective efforts and regulatory measures to mitigate plastic pollution effectively. Therefore, the writers aim to use this image to raise awareness and foster a sense of responsibility among readers, teachers and students. The discourse that emerges from this picture is one of environmental stewardship and collective action (Gusnaini, et al. 2023; Parker & Prabawa-Sear, 2019). It serves as a reminder that every individual has a role to play in combating plastic pollution and preserving the natural world. By promoting this message, the illustration seeks to inspire proactive steps towards a more sustainable future, emphasizing that small changes in daily habits can lead to significant positive impacts on the environment.

Next, our analysis shifted to the illustration of a turtle entangled in a plastic net that was carelessly discarded into the sea by humans on page 203 chapter 4. This illustration depicts the real impact of plastic pollution on marine life. In the image, the turtle is seen struggling to free itself from the plastic net, highlighting the suffering of sea creatures caused by human actions. The discourse that emerges from this image is one of deep environmental concern and the need for action to prevent further damage. The entangled turtle represents the many marine animals that are trapped and injured by plastic waste every day. According to experts like Gregory (2009) and Thompson et al. (2009), plastic pollution is a major

threat to marine ecosystems and can lead to the death of animals that accidentally ingest it or become entangled in it. This illustration clearly shows the tragic consequences of careless littering. Through this image, the writers seeks to convey an important message about environmental responsibility and the negative impact of irresponsible human behavior. Experts such as Wilcox et al. (2016) emphasize that collective measures are necessary to reduce plastic pollution and protect marine life. Therefore, the image of the entangled turtle calls on all of us to be more aware and take concrete actions to preserve the ocean. The discourse that emerges is a call to action for a better future for our planet.

Afterwards, this study attempted to analyze the discourse presented by the authors through the representation of Environmental Education adopted into the Merdeka Curriculum in Indonesia. The integration of environmental education into the curriculum serves as biographical information rich with values that can stimulate readers' curiosity. Biography can be defined as the depiction of someone's life that provides insights into their life experiences (Widodo, 2018). Students and educators can learn various values through biographical information about this environmental education practice. For example, through collaborative projects on water conservation, students can learn values of responsibility, environmental concern, and interpersonal collaboration (Smith, 2020). Similarly, inquiry-based learning on organic waste management (Thapa, 2013) can instill values of courage, innovation, and sustainability in natural resource management. The use of digital technology for monitoring air pollution also teaches the importance of technological innovation

in maintaining environmental sustainability. Through this approach, the Merdeka Curriculum aims to shape a generation that not only possesses academic knowledge but also has a high awareness of environmental sustainability.

Verbal text (with or without Visual Accompaniment) of Environmental education

Aside from visual representations, English textbook use verbal text, occasionally accompanied by visual features, to convey environmental knowledge. The verbal text is semiotically represented by both written and verbal language (Widodo, 2015). In this discourse analysis study, verbal and written texts are inextricably linked. To conduct a thorough investigation of how environmental education is presented in textual form inside textbook, a number of texts will be briefly explored.

To start, the series of statements that accompany the picture on chapter 3 worksheet 3.1 page 131 specifically mention environmental awareness or the importance of environmental awareness in promoting early environmental education in Indonesia. The statements accompanying the images focus on environmental behavior and hygiene.

Each statement paired with a picture highlights specific environmental and hygiene situations. For example, "Your hands are dirty" underscores the importance of washing hands for personal hygiene and health, while "You have a used plastic bag in your hand" points out the negative environmental impact of using plastic bags. "You see a faucet with running water" indicates the need to stop water waste, and "The light is on during the day" highlights the unnecessary waste of electrical energy. Together, these statements

emphasize environmental awareness and promote sustainable practices to protect the environment.

In addition, it is important to realize that good behavior towards the environment and hygiene can start from simple daily actions. By highlighting concrete examples such as not littering, saving water, and turning off lights when not in use, educators can inspire students to apply these habits in their lives. This can motivate students to act more environmentally responsible at home, at school and in the community. Ultimately, it is up to educators and the context in which these materials are used to analyze and discuss their relevance in promoting environmental awareness in Indonesia.

The next text, a conversation between Andre and Monita, is presented in text and audio 3.1 on pages 133-134 chapter 3. Andre and Monita, who felt full after eating, decided to go back to class. Before they did, Andre suggested that they dispose of the trash properly. As they approached the trash can, they saw that it was full, with trash scattered all over the place. Monita pointed out that other bins nearby were also full, especially with plastic waste from snack wrappers and straws. This observation made them realize a significant problem: excessive plastic waste. They discussed how this was not only damaging the environment but also posed health risks. Understanding the severity of the problem, Andre proposed a practical solution: reduce plastic use by bringing your own containers next time. He emphasizes that using less plastic can reduce its negative impact on the environment and health. Monita agreed, recognizing that they should start making more environmentally conscious choices. Monita expressed her support for Andre's idea and committed to adopting this more sustainable practice. The text overtly addresses environmental values, the themes presented in the conversation are

aligned with those environmental education values and can be an inspiration for everyone to adopt more sustainable habits.

The text, located on chapter 4 page 210 from Worksheet 4.10, recounts the experience of scientists from Texas University who were sailing near the coast of Costa Rica. The text highlights several important values. Firstly, it underscores the urgent need for environmental awareness, particularly regarding the detrimental impact of plastic pollution on marine life. The scientists' actions reflect empathy and concern for the welfare of animals, demonstrating a proactive approach to addressing environmental issues. Their intervention also exemplifies a sense of responsibility towards the environment, emphasizing the significance of taking concrete steps to mitigate human-induced harm to wildlife.

For educators and students, this narrative serves as a compelling lesson about the consequences of plastic pollution and the importance of proactive environmental stewardship. It encourages discussions on sustainable practices and encourages individuals to consider their role in preserving biodiversity and protecting natural habitats. By reflecting on this story, educators can inspire students to become advocates for environmental conservation and responsible global citizenship.

Based on the analysis of several texts, it can be stated that in this textbook there are several verbal texts that overtly represent environmental education. Most of the representations contained in the verbal texts in this book are more related to education in order to increase environmental awareness. In other words, the author intends to raise awareness of environmental issues to the readers. Not only that, implicitly, the author also

wants to provide concrete solutions for readers to contribute to environmental conservation more effectively.

This study reveals that the EFL textbook supported by the Indonesian Ministry of Education and Culture for Secondary School adequately represent environmental education due to the sufficiency of explicit content. The textbook highlights the importance of environmental awareness through various texts covering environmental issues. The texts not only convey information, but also invite readers, both teachers and students, to understand and act on environmental issues. This reflects the commitment to integrate environmental values in language learning activities, thus having a positive impact on increasing environmental awareness among learners. As well as, verbal texts accompanied by pictures in this textbook are rich with the portrayal of Environmental education. Because of this specific reason, "both educators and learners must grasp the semantic, pragmatic, and ideological implications of these texts, as texts are not impartial but carry embedded values" (Widodo, 2018). This understanding can serve as a catalyst to elevate students' environmental consciousness throughout language learning exercises.

Integrating environmental values into English language learning is an effective strategy to increase students' environmental awareness. By using authentic materials, research projects, class discussions, literature, and interdisciplinary approaches, educators can help students develop the knowledge, attitudes, and skills necessary to become environmentally responsible global citizens. Customizing English textbooks to cover local contexts and specific environmental issues can further enhance this effectiveness. Through the

integration of local materials, visual resources, community-based projects, and curriculum customization, educators can build a deeper and more relevant understanding of the importance of environmental conservation. Environment-based learning strategies can significantly increase awareness and influence students' behavior towards environmental issues. By incorporating various learning methods that emphasize understanding, engagement, and action, educators can create meaningful and impactful learning experiences. This strategy not only improves students' academic skills but also shapes a generation that is more responsible and proactive in protecting the environment.

CONCLUSION

This present study aims to focused on analyzing the representation of environmental education in English textbooks for junior high school students in Indonesia through a critical discourse analysis (CDA) approach (Fairclough, 2001; Wodak 2001). It delved into how environmental issues are presented in textbooks and the implications these representations have for students' environmental awareness. It revealed that the textbook is highly effective in representing environmental education through a diverse array of texts addressing environmental issues. These texts are crafted not only to impart information but also to engage readers in understanding and acting upon environmental concerns. This research underscores the textbook's potential in fostering environmental awareness among students and teachers. The textbook employs several strategic approaches to represent environmental education, including:

1. **Visual Representation:** The textbook incorporates pictures, illustrations, and diagrams to visually communicate

environmental issues. For instance, an image of a sea turtle ensnared in a net starkly illustrates the detrimental effects of plastic pollution on marine life. Such visual elements are potent tools for evoking emotional responses and fostering a deeper understanding of environmental issues.

2. **Verbal Text:** Written texts within the textbook elucidate various environmental issues and suggest practical solutions. For example, discussions on the importance of reducing plastic usage and advocating for personal reusable containers aim to instill eco-friendly habits in students. The verbal content serves as a critical vehicle for delivering detailed information and actionable advice.
3. **Biographical Information:** The textbook incorporates biographical narratives that highlight the contributions of individuals to environmental preservation. Stories about scientists researching plastic pollution in oceans serve to inspire students by showcasing real-life examples of environmental stewardship and scientific inquiry.
4. **Interactive Elements:** To actively engage students, the textbook features interactive components such as questions and exercises designed to enhance environmental awareness. These elements encourage students to reflect on their learning, apply their knowledge, and engage in discussions about environmental issues.

The study demonstrates that the "English for Nusantara *untuk SMP/MTs Kelas VIII*" textbook

is a valuable resource for increasing environmental awareness among junior high school students and their teachers. By leveraging strategies like visual representation, verbal text, biographical information, and interactive elements, the textbook not only educates but also motivates students to become environmentally conscious individuals. The findings suggest that such educational materials can play a crucial role in shaping a generation that is better informed and more proactive in addressing environmental challenges. This research contributes to the broader discourse on environmental education and highlights the importance of integrating environmental themes into educational curricula to promote sustainable practices and awareness from an early age.

Based on the finding of this research, there are few recommendations for future research to improve the representation of Environmental education on EFL Textbook. It is recommended to explore innovative ways to enhance the representation of environmental education in English as a Foreign Language (EFL) textbooks. Future studies could focus on integrating project-based learning methods that allow students to engage directly in real environmental activities, such as plastic waste reduction projects or school recycling programs. Additionally, a deeper analysis of the use of interactive technologies, such as Augmented Reality (AR) or Virtual Reality (VR) learning applications, can provide new insights into how to increase student engagement and understanding of environmental issues. Research could also assess the effectiveness of collaboration between teachers or educators, environmental scientists, and linguists in developing more comprehensive and engaging learning materials. Longitudinal evaluations to assess the long-term

impact of environmental education in EFL are also crucial to ensure that increased awareness and environmentally friendly behaviors are truly ingrained in students' lives. Thus, comprehensive and ongoing research will be highly beneficial in creating a generation that is more aware of and responsible for the environment.

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