



ANALYSIS THE VALUE OF ENVIRONMENTAL AWARENESS IN DESCRIPTIVE TEXT IN SECONDARY SCHOOL ENGLISH BOOKS

Ulfa Gusnaini¹, Totok Hari Prasetyo², Imro'atul Husna Afriani³, St. Shabibatul Rohmah⁴

^{1,2,3,4}Faculty of Teacher Training and Education, Universitas 17 Agustus 1945, Banyuwangi

Email: ulfagusnaini31@gmail.com, totokharip@untag-banyuwangi.ac.id, evibwi@gmail.com, shabibatul.rohmah@untag-banyuwangi.ac.id

ABSTRACT

Environmental awareness is an activity carried out to maintain and care for nature that is already available. This activity certainly requires sufficient attention so that the earth is protected from disasters that occur due to a lack of awareness of the environment. A sense of care can be planted from a small scope such as in the family and school environment. Books are one of the media used as teaching materials during class learning. Textbooks are also one of the major influences on student behavior. This study aims to identify how environmental awareness is contained in English textbooks at the senior high school level in Banyuwangi. This study used CDA (Critical Discourse Analysis) to investigate the value of environmental concerns contained in textbooks. In this research, the descriptive qualitative method was used by using random sampling in English textbooks for classes X and XI of senior high school. The results of this study found that the value of environmental concern was still lacking where researchers found three descriptive texts in class X and one descriptive text in class XI.

Keywords: *Environmental Awareness, Textbook, CDA (Critical Discourse Analysis)*

1. INTRODUCTION

Environmental awareness is an activity to maintain and manage the environment so that it is always maintained and original. (Gabriela and Sugiarto: 2020) States that Environmental awareness is an action or attitude that leads to understanding the importance of protecting the Environment. This caring attitude towards the Environment is a necessity that the Government needs to apply to the community environment, especially in the scope of educational institutions. One of the efforts of the Ministry of Education and Culture in maintaining and managing environmental sustainability is by holding the ADIWIYATA program. The purpose of this Research is to minimize the possibility of Environmental quality degradation which will result in Environmental damage and even natural disasters. (Muttaqin Ali: 2017) also states that the purpose of holding this government program is to save the earth from Environmental damage and destruction caused by humans.

ADIWIYATA Program will start by getting used to small things and small examples in the school environment both inside and outside the classroom. When outside of the classroom, habituation is carried out by sorting organic and non-organic waste, carrying out pickets and diligently caring for plants in the school environment. Besides that, to create a sense of awareness of the Environment in the Classroom is to include the material provided by the teacher during learning, which can be through several media in the form of images or reading text that is included in the textbook. One of the lessons that can be included in material about environmental awareness is English lessons.

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English lessons are one of the compulsory subjects that have been implemented since elementary school. The purpose of implementing English learning is for students to be able to use English in everyday life (Sulistiyo et al., 2020). Apart from that, of course, learning must contain 18 characteristics that have been determined by the Ministry of National Education. one of the characteristics that must be taught is the importance of caring for the environment. Inayati, Adityo, and Hima (2016) English is one of the lessons that contain the topic of concern for the Environment. Apart from that (Rahmawati, Niasih, Kusmanto, and Prayitno, 2020) also said that textbooks containing environmental care values affect the developing of the character of each student to care about the Environment. This is one of the government's efforts to shape the character of student awareness to protect and care for the Environment.

Textbooks are one of the teaching materials used by teachers to explain the material to students. Books also have an important role to play in supporting curriculum implementation (Sulistiyo et al., 2020). Besides that, books are also one of the channels for the realization of character education set by the Ministry of National Education. (Meliawati and Hamied, 2020) In textbooks, there are materials, exercises, and instructions that teachers can use in learning. In addition to the teacher's textbook, it is also one of the most influential in forming student character. (Sulistiyo et al., 2020) Emphasizes that the teacher has the authority to design learning. So the teacher must pay attention to learning design and be able to collaborate with textbooks.

Values about environmental awareness appear in textbooks in the form of pictures and text. The text that most often appears in discussions on environmental awareness is a form of descriptive text. Descriptive text is a text which describes a person, place, or thing in it. (Anggun, 2016) said that descriptive text is used to provide information to give the reader an idea about something. (Jayanti: 2019) with descriptive text, it is easier for readers to understand the objects described by the author. There are two elements in descriptive text, namely identification, and description. Identification is a process by which the text is identified or introduced more specifically, such as a person, place, animal, or activity. While the description in a descriptive text is a structure that describes the object in the text.

From some of the descriptions above, the researcher is interested in analyzing the value of environmental awareness contained in English textbooks. Researchers will show the value of environmental concern contained in descriptive text in English textbooks in Banyuwangi. The textbooks that the researcher will analyze are two types of English subject books in high schools with different levels, namely in grades 10 and 11. The use of these English textbooks of course also refers to the syllabus used by the teacher. In the analysis, the researcher uses the Critical Discourse Analysis (CDA) method using Systematic Functional Linguistics (SFL) as a tool for analyzing sentences in texts that contain environmental awareness. From some of the above backgrounds, the researcher wants to know about :

a. How environmental concern discussed in English textbooks for grades 10 and 11 at senior high schools in Banyuwangi?

2.LITERATURE REVIEW

2.1.Previous research

Critical discourse analysis (CDA) is a process of explaining or deciphering order in a textbook to find out important facts or events through the language or perspective that the author wants to convey. According to (Teun a van dijk: 2015) Discourse analysis examines ideas and assumptions in written or spoken texts. In previous research conducted by Amerian and Esmaili (2015) CDA is a theory about how students are able to manifest concern for something. In the analysis, the researcher used textbooks for grades 4, 5 and 6 at the elementary school level. The researcher found a lack of material showing gender equality between men and women in books. In the concern that is manifested in his research is about gender equality, but in your research, the concern that discussed is concern for the environment contained in the text book.



As in research conducted by Rahmawati, Niasih, Kusmanto, Prayitno (2020) Environmental concern appears in observation reports, exposition texts and debate texts. The research used is descriptive qualitative research on English textbooks for grade 10 senior high schools. The book used is an English book that published by the education and culture office in accordance with the 2013 curriculum. The researcher used content analysis to process the data obtained from the book. There are three activities carried out by researchers in analyzing content, namely taking documentation, observations and field notes. In the analysis conducted on the 10th grade textbooks, the researcher found that environmental concern emerged in the texts of observation reports, expositions and debates.

In the second study, Inayati, Adityo, Hima (2016). In his analysis, he also examines environmental awareness that appears in textbooks. The textbooks used by the researchers were textbooks published by the Ministry of National Education in accordance with the 2013 curriculum. English text books for grades 10, 11 and 12 were the object of this study. Of the three books analyzed, the researcher found 20% of the topics of environmental concern discussed in English books. Document analysis is a technique used by researchers for data collection. In addition, in every book analyzed, researchers found six issues of environmental concern. The six issues of Environmental concern include climate change, waste management, nature conservation, wildlife conservation, sustainable finishing and environmental and social balance.

2.2.Theoretical Basic

Textbook

Textbooks are a learning resource in the form of sheets of paper used by teachers and students during the learning process. (Meliawati and Hamied, 2020) State that books are one of the media that plays an important role for teachers. However researchers believe that teachers use books as teaching reference materials so that in this case the teacher's creativity is needed to design learning so that it is not only able to transfer the information to be conveyed but also to achieve learning objectives.

In textbooks there are many kinds of reading content or images that appear are discuss according to the 18 characters set by the government. Books are not only a source of learning but are a determinant of student behavior (Majid and Fateme: 2015). Good cooperation between teachers, students and books is one of the supporting characters of students in achieving learning success. Caring for the environment is one of the characters that must also be discussed in the book so that students are able to take good care of the environment.

Books play an important role in building students' character to care about the environment (Rahmawati, Niasih, Kusmanto, Prayitno: 2020). So that students can get to know and understand more about caring for the environment. Nina Inayati (2016) states that environmental care material that appears in English textbooks is able to increase students' understanding and awareness in protecting the environment. So the reseacher feel interest to analyze the textbooks that teachers and students use in class, especially on environmental concerns.

Environment Awareness

Environmental awareness is an act of maintaining cleanliness and health in creating a more comfortable environment (Gabriela and Sugiarto: 2020). Behavior to be aware of environmental awareness is an attitude or character that every individual must have. Schools are one of the supporters of building environmental awareness in the school environment because of the habit of being environmentally conscious.

Instilling character in managing and preserving the environment can be built through education. Not only for public, but education also has a considerable influence on the characteristic of caring for the environment. (Rahmawati et all: 2020) Believe that schools can develop students' character to care about and protect the environment. The purpose of holding environmental awareness values in this material is to build student character to increase awareness of the environment. In the school environment, increasing environmental awareness is carried out using

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various activities such as enforcing pickets and community service. In addition, increasing environmental awareness can also be included in classroom learning.

Following what has been explained in chapter 1 that there is still a lot of lack of awareness of the environment which eventually results in natural disasters occur. Environmental care behavior can be instilled since childhood, especially in the school environment at all levels of education. One way to increase this is through the textbooks used in class. Books are the basis for researchers in data collection because the learning objectives are of course already stated in the textbook in detail. Anggun (2016) textbooks are used as research media because books are practical, usable and for the study itself.

During class learning, books are one of the most important media used by teachers in designing learning. Textbooks have a variety of learning materials and instructions in the form of text, pictures, and questions. Recount text, narrative text, and descriptive text are included in the discussion in the book. However, this study will only analyze environmental concerns in descriptive texts contained in textbooks.

Descriptivetext

Descriptivetext is a text that contain information that aims to explain something or someone (Anggun: 2016). Descriptive text is used to explain a specifically text and in detail, such as animals, objects, or places. Where the author has the goal of explaining and describing something in detail so that the reader can more easily imagine the message the author is conveying. (According to Husna Lailatul: 2011) through descriptive text, the author can make the reader develop feelings according to the message the author wants to convey. In the descriptive text, there is a generic structure, namely identification, and description.

According to Jayanti (2019) that in the descriptive text, there are two indicators of generic structure, namely identification, and description. Identification which means that the descriptive text in the identification section explains what will describe a phenomenon in general. While the description is another part of the descriptive text which is explained in more detail and specifically from the phenomenon are discussed. In the descriptivetext, of course, there are several language features as mentioned by Anggun Shafira Khairina (2016) that in the descriptive text, there are several language features, namely, focus on specific participants, use of present tense, use of action verbs, use of mental verbs, use of nominal groups, use adjectives and adverbs and use adverbial phrases to add more information.

Critical Discourse Analysis

In this study, CDA (Critical Discourse Analysis) used as a tool to analyze the value of environmental awareness in the two textbooks used by researchers. Amerian and Esmaeeli (2015) stated CDA was used to analyze several points of view contained in the textbooks being investigated such as image representation, gender, ethnicity to culture in the book. However, in this analysis CDA(Critical Discourse Analysis) is used to analyze moral values, especially environmental concerns contained in English textbooks for classes X and XI. In addition, CDA has benefits. According to Fairclough (2001) in Samadikhah and Shahrokhi's research (2014) States that CDA has two goals, namely to help correct the low assumption of language in social relations, while the second goal is to help increase language awareness, which contributes to emancipation.

So CDA is used for text in the new context. As discussed in the background, the problem regarding SFL is use as a theoretical basis or study in this study. However, this research only focuses on the descriptive text in two high school books for grades X and XI. CDA (Critical Discourse Analysis) can work successfully with the three stages of metafunction in SFL (Systemic Functional Linguistics) as it has become a unit or a way to see how meaning in a sentence works. According to Cantika Shafira Kahirina (2016), there are three metafunctions in systemic Functional Linguistics namely Ideational Metafunction, Interpersonal Metafunction, and Textual Metafunction. Ideational metafunction means that language in a broad sense is related to clauses,



while interpersonal metafunction is a language which in its understanding is interrelated. And lastly, Textual Metafunction has a function to provide information using clauses as messages.

Environment Awareness In Indonesia Secondary School English Textbooks

The importance of environmental education and training on environmental awareness has been well established in the literature. This is in line with (Babei Bahare and Abdi Ali: 2014) say that textbooks are one of the supporting media for learning that is by the applicable syllabus and curriculum. The suitability of the material in the textbook can build and direct learning in the classroom (babei bahare and abdi ali: 2014). Besides that, similar findings were also presented by (Iozi, 1989; Palmberg & Kuru, 2000; Shin, 2000). Newhouse (1990) argued that attitudes and feelings towards other people or objects are significant factors in influencing human behavior. However, the textbook is the basis element of learning in the curriculum that has been approve for validity. Detailed explanations in Textbooks can make it easier for teachers to apply the material to students so that students can understand an understanding of natural systems and their functions. From here students will be led to understand how to behave, be critical, and care about the environment.

3.METHOD

Descriptive qualitative research is a research method that analyzes an object (Gabriela and Sugiarto: 2020). The object of this study refers to 2 English textbooks used in high schools in Banyuwangi. The textbooks used are English Textbooks for grades X and XI issued by the Ministry of National Education in accordance with the applicable 2013 syllabus and curriculum. These are 2 textbooks were taken from Textbooks used in 3 high schools in Banyuwangi. The class X books used were the 2017 revised learning books written by Utami Widiati, Zuliati Rohmah and Furaidah while in class XI the text books were written by Mahrukh Bashir.

The scope of this analysis includes descriptive qualitative research. (Ainia nur: 2020) Descriptive qualitative is a method used to understand the meaning of a situation. Through this descriptive qualitative method, researchers will reveal the value of environmental concern in depth from the Descriptive texts in the textbooks. The purposive sampling technique is used by researchers in taking research samples. Purposive sampling is a technique for determining information based on criteria or considerations (Prabowo and Heriyanto: 2013). In collecting accurate sample data, researchers grouped them through 3 references to analyze, including observations, documents, and observation guides. Observations were made to ensure the teacher about the textbooks used during learning. Textbooks are used as documents taken in this study because textbooks have a big role in character building.

After obtaining the data from the textbook, the researcher tested the validity of the data using triangulation. Data triangulation is a technique for check data by using other data as a comparison. According to Rahmawati (2020), that triangulation is a tool for verifying data from different sources, methods, and times. Data that examine for validity will be analyzed using CDA (Critical Discourse Analysis). Samadikha and shahrokhi (2014) CDA is a theoretical aspect that is used to understand the context contained in learning books. The context that will be discussed in this research is the environmental awareness contained in the textbook.

In collecting data in this analyze the researcher carried out several activities. The first activity is researcher formulates the problem, after that the researcher determines the textbook as a sample in the study. Second, the researcher read the Textbooks in detail to collect data from the 2 Textbooks. Third, researchers begin to group paragraphs or texts that contain environmental concerns. Fourth, the researcher will analyze the data that has been obtained by means of critical discourse analysis (CDA). Finally, the researcher will draw conclusions contained in 2 textbooks on the value of environmental awareness.

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The results and discussion in this study aim to analyze environmental awareness in textbooks. There are two textbooks used by researchers in analyzing environmental concern, namely for class X and class XI which were published by the Ministry of Education and Culture with a revised edition in 2017. In this study, Environmental concern was analyzed by researchers from the descriptive text available in the textbooks used in class. Textbooks for class X have 15 chapters and class XI there are 8 chapters.

Table 1. Environment awareness in X class

Ch apter	Title	Environment Awareness
01	Talking about self	-
02	Congratulating and Complimenting others	-
03	What are you going to do today?	-
04	Which one is your best gateway?	Tanjung Puting National Park, Cuban Rondo
05	Let's visit niagara falls	Niagara Falls
06	Giving announcement	-
07	The wright brothers	-
08	My idol	-
09	The battel of surabaya	-
10	B.J Habibie	-
11	Cut nyak dhien	-
12	Issumboshi	-
13	Malin kundang	-
14	Strong wind	-
15	You've got a friend	-

Table 2. Environment awareness in XI class

Ch apter	Title	Environment Awareness
01	Offers & suggestion	-
02	Opinion & thoughts	-
03	Party time	-
04	National disaster-An exposition	Global warming
05	Letter writing	-
06	Cause & effect	-
07	Meaning through music	-
08	Explain this!	-

4.1.The Environmental topic contained in textbooks

In this study, the researcher will also classify the value of environmental awareness contained in the book by what has been conveyed by Inayati, Adityo, and Hima (2016) that there are Six environmental awareness issues discussed in his research, namely climate change, waste management, nature management, wildlife conservation, , sustainable fishing, and environmental and social balance. In a study conducted by researchers on grades 10 and 11 high school books, they found that three descriptive texts discussed Environmental concerns. In class X books the researcher found chapter 4 which discussed Tanjung Puting National Park and Cuban Rondo. In chapter 5 of class X, the researcher found a descriptive text with the title Niagara Falls. Whereas in class XI the researchers only found in chapter 4 that discussed Global Warming.



In class X Environmental concern appears in a text that discusses Tanjung Puting National Park and Cuban Rondo. On pages 53-54, there is a text entitled "Tanjung Puting National Park" which discusses the place for orangutan rehabilitation or commonly called Camp Leaky which was built in the southwest of the central Kalimantan peninsula. This paragraph is included in wildlife conservation because the paragraph described discusses rehabilitation sites made by the government for orangutans originating from captivity. In this text, students build knowledge about animal conservation, especially orangutans that are being rehabilitated to protect the orangutan population. The text also explains in detail how to go to Camp Leaky, how far, and how long it will take to get to that place.

On page 65 there is a descriptive text entitled "Cuban Rondo". The text describes the beauty of the "Cuban Rondo" waterfall which is located in Batu Malang, East Java. In the text, it is explained in detail starting from the presence of large stones and plants surrounding the waterfall. Apart from that, in the text, the author also gives an overview of the situation in Cuban Rondo as if the reader can imagine the situation there. Apart from that, in the last paragraph, the author adds the sentence "go home without leaving anything behind" to remind readers to keep "Cuban Rondo" clean from trash. This paragraph is included in Nature Management because it tries to provide information to readers, especially students who read books, that we invite them to protect nature by bringing back things.

On page 72 there is a paragraph entitled "Visiting Niagara Falls" which explains the 3 interconnected waterfalls that are between the Canadian province of Ontario and the state of New York in the United States. The 3 waterfalls include the Horseshoe Falls, the American Falls, and the Bridal Veil Falls. In this text, we explain in detail what we will encounter, such as theatre, historic tools, and facilities that will be obtained when we come to "Niagara Falls". In addition, the author also explains in detail the pleasure you get when you go to "Niagara Falls".

Concern for the environment in the class XI textbook is on page 46 which discusses "Global Warming". This paragraph is included in the climate change paragraph because the text explains the damage caused by human activities that damage the environment. Human activities that damage the environment in the form of factory pollution result in damage to the earth's atmosphere. The occurrence of "Global Warming" of course also has an impact on the economy, water, and air provided by nature. In this text, the author helps students to understand what causes "Global warming" and invites students to protect the earth.

5.CONCLUSION

Based on the results of an analysis conducted by researchers on books for class X and XI for senior high schools in accordance with the 2013 Curriculum published by the Ministry of National Education that was revised in 2017. From the two books the researcher found environmental concern, especially in the form of descriptive text. Environmental concern is discussed more in class X than in class XI. In class X environmental concerns are discussed under the titles "Tanjung Puting National Park", "Cuban Rondo" and "Visiting Niagara Falls". Whereas in class XI the researcher only found 1 descriptive text from 8 chapters in chapter 4 with the title "Global Warming". From these data it can be concluded that there is still a lack of environmental awareness material discussed in class X and XI textbooks, especially in descriptive text. Actually there are several discussions that contain elements of caring for the environment, usually in the form of questions and discussions.

The results of this study are expected to help teachers find out about environmental concerns contained in English textbooks, especially in grades X and XI of senior high schools. This research can also be one of the teacher's references to add value to environmental awareness apart from what is available in textbooks. This helping students to cultivate a sense of Environmental awareness. The researcher hoped that the writer will be able to provide input to add more value to

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environmental awareness, especially in the form of descriptive text. The goal is that the value of environmental concern really grows and builds up in the character of each student.

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Ulfa Gusnaini, Totok Hari Prasetyo, Imro'atul Husna Afriani, St. Shabibatul Rohmah

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