



The Representation of Environmental Awareness in the Indonesian ELT Textbook for Senior High School Students

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Abstract

The lack of environmental awareness among the general populace has been one of the contributing causes of environmental problems. Schools or other formal educational institutions can play a key role in increasing students' environmental awareness. English Language Teaching (ELT) textbooks in Indonesia should contain language materials that not only cover English proficiency but also promote environmental awareness. However, some ELT textbooks published in Indonesia and abroad still do not sufficiently address environmental issues. This research analyzed the representation of environmental awareness in an 11th-grade ELT textbook based on the elements of environmental awareness proposed by Kokkinen (2013). Critical Discourse Analysis (CDA) was chosen as the research design, and the data were analyzed using Fairclough's (1995) Three-Dimensional Model, namely description, interpretation, and explanation. The results show that environmental awareness is represented in various forms, with 12 visual artifacts and 6 textual artifacts identified throughout the textbook. The topics discussed are relevant to students' daily lives and common environmental problems. Teachers need to encourage students to apply environmental consciousness, in addition to imparting knowledge about it through instructional materials. Therefore, students may increase their environmental understanding. This study is beneficial for curriculum developers who aim to combine environmental awareness into ELT textbook learning materials. The objectives are not only to communicate knowledge but also to motivate students to participate in environmental conservation actively and take specific steps to safeguard the environment.

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

Introduction

Indonesia is one of several nations struggling with environmental issues. According to the World Bank (2021), Indonesia generates around 7.8 million tons of plastic waste every year, with around 4.9 million tons of it being poorly managed, such as uncollected, dumped in open dumps, or leaking from poorly managed landfills. In addition, the National Plastic Waste Reduction Strategic Actions for Indonesia report compiled by the Ministry of Environment and Forestry (MoEF) and the United Nations Environment Programme (UNEP) in 2020 states that Indonesia generates around 3.2 million tons of unmanaged plastic waste annually, with around 1.29 million tons ending up in the ocean (UNEP and KLHK, 2020).

Suwandi, Zainnuri, & Yunus (2019) stated that a lack of environmental awareness among the general populace was one of the contributing causes of the environmental problem. [Gursoy and Saglam (2011) expected that environmental education should begin in preschool, cover formal and non-formal education, and be viewed as a lifetime process. Therefore, it is essential to educate the public and students to be aware of the environment.

Schools or other formal educational institutions can be used to increase students' environmental awareness. Environmental Education (EE) can help increase awareness of the importance of protecting the environment and be more aware of environmental problems that often occur around us. Environmental awareness can be applied in schools, which means students are not only taught environmental education, but it can also be implemented in schools. EE's importance should be involved in promoting educational values in learning through media, curriculum, or textbooks to increase environmental awareness. Indonesia applies the Emancipated Curriculum, and it has launched six elements of the *Pancasila student profile*, and each element has sub-elements. There are 20 sub-elements in total, and environmental awareness has been included in the *Pancasila student profile*. Thus, environmental awareness can be utilized in lessons, one of which is through language learning.

Based on the 1977 UNESCO-UN Environment Program (UNEP), there are five main objectives of environmental education such as awareness, knowledge, attitudes, skills, and participation. Environmental awareness can be broadly defined as the attitude regarding the environmental consequences of human behavior (Ham, Mrčela, & Horvat, 2016). Kokkinen (2013) explained that each element of environmental awareness comprises several aspects. First is motivation, values, and attitudes, which involve concern for environmental issues, a sense of personal responsibility, empowerment, and willingness to act, highlighting the role of internal factors in driving environmental behavior. Second is environmental knowledge, including understanding of environmental problems, their causes and effects, and possible solutions.

This emphasizes the need for scientific and structural knowledge to support effective action. Third is skills and the ability to act, referring to the practical

application of awareness in various life areas such as waste management, transport, housing, education, and political or community participation. This underscores that environmental awareness must be reflected in concrete actions across daily life. This underscores that environmental awareness must be reflected in concrete actions across daily life. Partanen et. al (1999) stated that the synergy between motivation, knowledge, and skills develops as environmental awareness increases.

Curdt-Christiansen (2020) stated that Environmental issues around the world require urgent action to raise environmental awareness to impart awareness and knowledge to children through early literacy education. One of the media for literacy education is textbooks. Students can start reading, writing, and absorbing information from textbooks. Textbooks can help promote environmental awareness in schools because textbooks play an important role in education by providing basic knowledge, learning resources, consistency, and additional materials needed by students and teachers. Textbooks contain not only topic knowledge but also norms of society and ideology that affect personal environmental behavior. Therefore, English Language Teaching (ELT) textbooks in Indonesia should contain language materials that not only cover the lexical and grammatical components of language but also environmental education (Putri, 2018).

According to Ariyanto (2018), textbooks as social practices in the classroom discourse provide learning material that gives students the chance to engage in social interactions in the target language. Setyono and Widodo (2019) mentioned that textbooks have an important role in the implementation of a new curriculum. As representatives of social practice, textbooks contain language materials that reflect what students learn in society. Textbooks in Indonesia include descriptions of students in Indonesia who have characters based on *Pancasila*, the Indonesian five principles. *Pancasila Student Profile*, which is included in the textbook, also contains environmental awareness.

Due to the importance of environmental awareness, Indonesia implements the *Pancasila Student Profile*, in which one of the Indonesian students has a noble character, where there are 6 morals included. One of them is morality towards nature, meaning that students are aware of the importance of caring for the surrounding environment so that they do not damage or misuse the natural environment, so that nature remains livable for all living things today and for future generations (Kemendikbud, 2022).

Environmental awareness has become a concern for some researchers. Studies on environmental awareness have been conducted in Indonesia, Bangladesh, and Turkey, some of the above studies examined environmental awareness in textbooks from abroad. Cevik and Durna (2020) analyzed the *Pioneer Pre-Intermediate* ELT textbook in Turkey using an ecocritical approach. The book raised environmental awareness through accessible themes, but lacked sufficient material to fully address environmental issues.

Similarly, Afrin and Saha (2023) examined middle school EFL textbooks in

Bangladesh and found that while the content provided basic ecological knowledge and supported language development, environmental education was not found in the 8th grade textbook. They emphasized the need for a communicative approach and better teacher training. Besides, Gusnaini et al. (2023) conducted a study in Indonesia that described environmental awareness in ELT textbooks, which focused on descriptive text. Rahma (2023) also conducted their study in Indonesia, and this study focused on the ELT textbook for junior high school, especially for 8th grade.

Both of their research studies were conducted in Indonesia and used the 2013 curriculum. Therefore, this research intends to analyze the environmental awareness of the Indonesian ELT textbook for senior high school the 11th grade textbook “English for Change” for senior high school students. It was newly released in 2022 and published by the Ministry of Education, Culture, Research, and Technology Republic of Indonesia.

Method

This study examined the representation of environmental awareness by adopting a qualitative study, namely Critical Discourse Analysis (CDA), using Fairclough’s (1995) framework to see language as a form of social practice. Fairclough’s model was chosen because of its comprehensive Three-Dimensional Model, namely description, interpretation, and explanation, that allows analyzing both visual and textual data concerning social and ideological contexts, making it particularly suitable for examining environmental awareness representation in educational materials.

This framework considers how visual images and texts communicate sections, social interactions, and positions of subjects (Fairclough, 1995). Widodo (2018) stated that critical discourse analysis (CDA) best explains how such work uses implicit messages based on what is said and not said to reflect and construct a social reality that is contextually related to a particular ideological (value) system. This study focused on finding the representation of environmental awareness by using Fairclough’s (1995) Three-Dimensional Model (description, interpretation, explanation) in both visual and textual materials in an English textbook entitled “English for Change” for the 11th grade of senior high school.

There were three reasons why the researchers analyzed the textbook, which comprises 266 pages and 5 units. First, it was published by the Ministry of Education, Culture, Research and Technology Republic of Indonesia in 2022. Second, it is nationally used for the 11th grade of Senior High School. And third, it contains rich visual and textual content related to environmental awareness, which is less present in previous textbooks. Ethical considerations were observed by using only publicly available textbooks published by the government.

Document analysis was used to collect the data on environmental awareness in the form of visual and textual data. According to Bowen (2009), document

analysis is an appropriate way to study or evaluate materials. Documents contain content (words) and images captured automatically without the researcher's involvement. The data regarding environmental awareness were found throughout all chapters of the textbook. Data collection continued until saturation was reached, meaning no new relevant data emerged from additional chapters or materials, ensuring completeness of the analysis.

To gather the data, this study adapted the following steps from Widodo (2018). First, selecting an appropriate textbook; second, identifying artifacts related to environmental awareness elements from each chapter; third, coding these artifacts according to Kokkinen's (2013) framework; fourth, entering data into a table; fifth, reviewing and discussing coding with a second independent coder to ensure inter-rater reliability; and finally, analyzing the data.

The visual and written text components of the chosen textbook were extracted and examined in terms of the environment using the elements of environmental awareness by Kokkinen (2013). According to Fairclough (1995), description was the first stage where the process of exploring the linguistic features of the text and images was carried out in critical discourse analysis. Interpretation was a stage where discourse was not only considered as a text or images but as a discursive practice. Explanation was interpreted as the relationship between interaction and the social context that occurred from a process of production and interpretation, as well as its social effects on the community environment.

Several procedures were taken before conducting the analysis. The researchers collected the data that identified environmental awareness elements by Kokkinen (2013), which mentions the three elements and aspects of environmental awareness: (1) motivation, values, and attitudes; (2) environmental knowledge; and (3) skills and the ability to act. After collecting the data, the researcher started to analyze it with several procedures. The first step is identification, which involves the process of selecting text and visual artifacts from the textbook placed in a particular chapter of the 11th-grade ELT textbook "English for Change" (Kokkinen, 2013).

The next step is description, in this research, the description process artifacts describe the environmental awareness shown in the selected ELT textbook. The third part is interpretation, which focuses on the relationship between visual or textual artifacts that describe environmental awareness. The last step is explanation, which explains that the data in the textbook is analyzed based on the depiction of hidden messages related to environmental awareness within society.

Result

This study has a main focus on environmental awareness presented in an English textbook entitled "English for Change" for the 11th-grade Senior High School students, published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2022. This textbook comprises five units, each covering several topics. This research's visual and textual data were collected

from document analysis of the textbook. Artifacts are mostly found in Unit 2 and Unit 4, because these sections discuss the theme of environmental awareness. While Unit 1 discusses digital safety, Unit 3 is nutrition and wellness, and Unit 5 is financial literacy. The research findings were divided into two main sections, visual artifacts and textual artifacts representing environmental awareness, which are presented below.

Table 1. *The Occurrences of Visual and Textual Artifacts Representing Environmental Awareness*

Unit	Elements of Environmental Awareness						Occurrences
	Motivation, values, and attitude		Environmental knowledge		Skill and ability to act		
	VA	TA	VA	TA	VA	TA	
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	1	1	6	3	1	N/A	12
3	1	N/A	N/A	N/A	N/A	N/A	1
4	2	1	1	1	N/A	N/A	5
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tota	4	2	7	4	1	N/A	18
l							

Notes:

VA: Visual Artifact

TA: Textual Artifact

N/A: Not Available

Visual Artifacts Representing Environmental Awareness

This section discusses environmental awareness values in the visual artifact in the textbook based on the element of environmental awareness by Kokkinen (2013), namely motivations, values and attitudes, environmental knowledge, and skill and ability to act. In each type of environmental awareness, one example of analysis of the image that represents it is displayed. This is done not only as a form of focus on understanding but also to follow the limitations of the writing space that has been set.

1.1 Motivations, values, and attitudes

This part covered the visual artifacts that represent the elements of motivation, values, and attitudes in the analyzed textbooks. These were found in

Unit 2, Unit 3, and Unit 4. One example of visual representation that can be seen is in Figure 1, which shows the image of three students who are sorting waste into three categories.



Figure 1: *Students are sorting waste into three categories*

The first artifact is included in the environmental awareness element, presenting motivations, values, and attitudes. In the image, three students are sorting waste into three categories. A teacher supervises his students when they throw away the rubbish. This image shows that students are concerned about waste in the school environment. They do not mind doing activities to sort waste at school, throw it away, and group it in places that meet the criteria of waste, namely organic, non-organic, and B3 (*Bahan Berbahaya dan Beracun*).

This image provides an overview of how everyday activities, such as sorting waste, can be used as an effective way to teach and practice activities that are often taken for granted as part of environmental awareness. This activity is facilitated by the teacher's role as educator and guide. By engaging students in waste management practices, schools help build sustainable and environmentally responsible habits. Based on Defitri (2022), red trash cans are for hazardous waste, green is for organic waste, and yellow is for inorganic waste. This sends a message to students that students should understand the criteria for distributing waste at school and dispose of it appropriately. The role of teachers in providing direction to students is important in the school environment to increase environmental awareness.

1.2 Environmental Knowledge

This part covered the visual artifacts that represent the elements of environmental knowledge in the analyzed textbooks. These were found in Unit 2 and Unit 4. One example of visual representation that can be seen is in Figure 2, which shows the image of organized and unorganized waste.



Picture 2.1 Organized and unorganized waste

Figure 2: *Image of organized and unorganized waste*

This artifact is included in the environmental awareness element, presenting environmental knowledge. The image shows both organized and unorganized waste. The image of unorganized waste looks uncomfortable to look at; the rubbish is scattered around, and lots of flies surround the rubbish. Besides, the organized waste picture looks neat and clean; there are no flies around the garbage. This image is included in the environmental awareness element as environmental knowledge. The authors show an image of unorganized waste as an example of an environmental problem that exists in daily life to readers.

The image provides an important understanding of how environmental knowledge affects waste-related behavior. By showing organized and unorganized waste, readers are taught about the impact of good and bad waste management on health and hygiene. This knowledge is essential to increase awareness and action in keeping the environment clean and avoiding the negative impacts of unorganized waste, since unsorted waste can trigger the emergence of disease. According to Amara (2021), mixed waste that ends up in the environment can pose a threat to our environment, dangerous substances that can seep into the soil, dangerous gases that are released into the air and can accelerate the depletion of the ozone layer, and many other negative impacts.

The image of organized waste informs the reader that readers can compare environments that have better organized waste because it reduces the impact of diseases that come from waste. Meanwhile, unorganized waste can cause disease due to the unpleasant smell and can cause disease in the surrounding environment.

1.3 Skill and Ability to act

This part covered the visual artifacts that represent the elements of skill and ability to act in the analyzed textbooks. These were found in Unit 2. An example of visual representation that can be seen is in Figure 3, which explains the Image of four students cleaning up plastic waste together in the schoolyard.

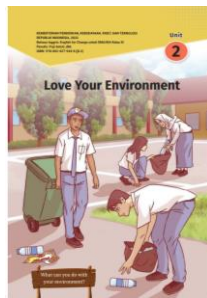


Figure 3: *Four students collect plastic waste together in the schoolyard*

This artifact is included in the environmental awareness element, presenting skills and the ability to act. The image shows four students collecting plastic waste in the schoolyard. One carried garbage, while the other carried a trash bag to collect plastic waste in the school area. This is a cover in Unit 2 that has a theme of love for the environment. This image represents students doing acts to manage waste in the school area.

Therefore, it is included in the environmental awareness element of skill and ability to act. This image represents the skill and ability to act in the context of environmental awareness, where students not only understand the importance of protecting the environment but also have the practical skills to act. The activity of collecting plastic waste at school reflects the concrete actions needed to manage waste and keep the environment clean, and demonstrates students' ability to act effectively in environmental conservation efforts.

It also underscores the importance of collaboration in environmental management, where everyone, including students, is responsible for the cleanliness around them. Additionally, on environmental awareness, this image shows that they carry out cooperation, which means this book uses *Kurikulum Merdeka* to apply the *Pancasila Student Profile* in the dimension of cooperation in caring for the environment. Students realize gratitude by building awareness of caring for the natural environment by creating and implementing solutions to environmental problems about school waste. This image informs readers that maintaining school cleanliness and caring about waste is not just for the school janitor but the entire school community, including students.

Textual Artifacts Representing Environmental Awareness

This section discusses environmental awareness values in the textual artifact in the textbooks based on the element of environmental awareness by Kokkinen (2013), namely motivations, values, and attitudes, environmental knowledge, and skill and ability to act. For each type of environmental awareness, 1 example of written text analysis that represents it is shown, but for 'skill and ability to act' there is no analysis because no text representing the value is found in this textbook. The provision of this analysis example is done not only as a form of focus on understanding, but also to follow the limitations of the writing space that has been

set.

2.1 Motivations, values, and attitudes

This part covered the textual artifacts that represent the elements of motivation, values, and attitudes in the analyzed textbooks. These were found in Unit 2 and Unit 4. An example of textual representation that can be seen is in a text that explains a short story about waste management activities at a school in Manado, North Sulawesi.

In Manado, North Sulawesi, a local high school adopted the lessons of cleanliness and prudent waste management early on. Students of senior secondary high school SMA 7 began going green in 2007, by composting with organic waste from their cafeteria. Over time, a waste bank system was introduced, and students felt “save up” their plastic water bottles and plastic snack wrappers, knowing that after a certain length of time they’ll have enough money to help supplement their school fees or other needs. Indonesia’s Ministry of Environmental Affairs has since awarded them for their ‘green’ entrepreneurial spirit.

This textual artifact is located on page 81, and it is included in the environmental awareness, presenting motivation, values, and attitude. A short story about the positive activities of a secondary school in Manado, North Sulawesi, in implementing lessons about cleanliness and waste management. This short text indicates environmental awareness with elements of motivation, values, and attitudes because it provides information about schools that are responsible for the environment and students who are willing to carry out waste processing practices at school. As well as the school's efforts to promote environmental awareness and social responsibility among students.

By implementing practices such as waste management and waste banking, schools are not only teaching the importance of environmental sustainability but also building economic and entrepreneurial skills among students. This award officially recognizes the implementation of their efforts and encourages them to continue to innovate. It is also a motivation not only for them but also for other schools and ELT textbook developers. Cevik and Durna (2020) stated that ELT textbooks should promote not only cultural issues but also clear environmental messages and ecological ethics. Thus, this text provides information that illustrates how education plays an important role as a means to change behavior and build environmental awareness. This means that this initiative has the potential not only to have a positive environmental impact but also to empower students socially and economically.

2.2 Environmental Knowledge

The environmental knowledge was found in Unit 2 and Unit 4. Below is an example of textual representation that can be seen in a dialogue about people praising a small, clean village.

Watch a video about zero waste in a village in Japan. After that, read the dialogue below.

A : Wow. It is so interesting. That small town is very clean.

B : Yes. The people have been doing the program since 2003. **It is a very long process.**

A : But, look at the result. The town is now very clean with **beautiful idyllic mountains.**

B : What I admire is the effort from the people. They are such **hard working people.**

A : Of course. They separate the garbage based on **a difficult long list of classification.**

B : Yes. It is their determination that has brought them to their current success.

The textual artifact is located on page 59, and it is included in the environmental awareness presenting environmental knowledge. The text about dialogue between two people discussing a small, clean village makes both people praise the village. This dialogue contains environmental knowledge because there is information about environmentally friendly activities carried out by the village. Afrin and Saha (2023) said that the presence of environmental content in the middle school textbooks under NCTB must be addressed since the contents provide basic ecological knowledge, creating environmental awareness among the students and facilitating the students to develop their language skills in English.

This can be shown by the dialogue between A and B, which describes the appreciation and admiration for the success of the program carried out by the people of the village. Their statements mention the cleanliness, the beauty of the city, and their admiration for the hard work and determination of the community in showing their appreciation for the active participation and commitment of the community to maintain and protect their environment. Furthermore, the recognition of the complexity of the waste classification process shows that the success achieved during the implementation of these programs did not come easily but involved quite tough and significant challenges. By acknowledging the challenges and complexities that arise in each of these ongoing processes, they provide a strong message as a form of affirmation of the commitment and perseverance required to achieve positive activities.

Discussion

Based on the results of the analysis, it can be seen that the English textbook entitled “English for Change” contains elements of environmental awareness by Kokkinen (2013). It also covers all environmental awareness elements, namely motivations, values, and attitudes, environmental knowledge, and skill and ability to act.

The elements of motivation, values, and attitude contain several aspects, such as understanding of environmental problems, understanding of one's empowerment, understanding of responsibility, and willingness to act (Kokkinen,

2013). This element is related to the *Pancasila Student Profile* in the *Kurikulum Merdeka*. One sub-element is morality towards nature. As students realize that humans are part of the earth's ecosystem that affects each other, they realize that we have a job to maintain and preserve nature as God's creation.

This makes them realize the importance of caring for the surrounding environment so that nature remains habitable, now and in the future. In visual artifacts, this element is depicted in the actions of a person or people who are carrying out activities concerned about caring for the environment, and they are willing to care for the environment without coercion. Meanwhile, textual artifacts show a story that can increase readers' motivation to care about the environment. For example, a text that tells the story of a school composting with organic waste from the cafeteria. The waste in the school cafeteria is a problem that often occurs at school; they process the waste into more useful at school.

This textual artifact also shows the sub-element of the *Pancasila Student Profile* explaining that students identify environmental problems where they live and take concrete steps that can be taken to avoid damage and maintain the harmony of the ecosystem in their environment. From the analysis results, aspects of this element are found in textual and visual artifacts. There are five visual artifacts and two textual artifacts included in this element.

The element of environmental knowledge could be defined simply as the introduction to facts, truth, or principles (Kokkinen, 2013). These findings are also related to the objective of environmental education by UNESCO at an international conference in Tbilisi in 1977. It mentioned that knowledge was related to how groups and individuals gained various experiences and understanding of the environment and its associated problems (UNESCO, 1977). This textbook provides visual artifacts that represent the environmental problem that occurs in daily life, such as the image of organized and unorganized waste. Readers are taught about the impact of good and bad waste management on health and hygiene.

This knowledge is essential to increase awareness and action in keeping the environment clean and avoiding the negative impacts of unorganized waste. Meanwhile, in textual artifacts, this element explains information about environmentally friendly activities. Environmental knowledge in this book contains information about environmental problems in the form of images and news information about environmental problems that exist in Indonesia. That will provide experience and understanding of the environment and related problems that occur around them or even happen to students.

The last element is skill and the ability to act. As mentioned by UNESCO (1977), skills were linked to how groups and individuals acquired skills to identify and solve environmental problems. This element is about practical skills from individuals or societies. From the data obtained, the data shows that several students take action to clean the school environment. This shows the skills that students have in identifying and seeing environmental problems about waste and

then providing solutions by collecting the trash and throwing it in its place.

This research examines environmental awareness in ELT textbooks for senior high schools. The visual and textual artifacts studied are based on three environmental awareness elements. It is recommended that future researchers research environmental awareness in the students' perception. Besides analyzing the textbook, the future researcher can examine how students apply environmental awareness in daily life by using interviews or questionnaires and observation.

For English teachers, it is recommended to teach environmental awareness in this book as part of the *Pancasila Student Profile*. The environmental awareness material in this book is provided with a hidden message. Teachers are suggested to convey this meaning to students and not only to provide knowledge about environmental awareness, but also to encourage students to apply it in real life. Therefore, they can build their knowledge about the environment.

Conclusion

The representation of environmental awareness proposed by Kokkinen (2013) in an English textbook for 11th grade of senior high school entitled "English for Change" is depicted in both visual and textual artifacts. For the analysis tool in this study, Critical Discourse Analysis (CDA) by Fairclough (1995) was chosen by applying the Three-Dimensional Model, namely description, interpretation, and explanation. Based on the research objectives, it can be shown that the selected ELT textbook covers all environmental awareness elements, namely motivation, values, and attitude, and environmental knowledge and ability to act.

All topics that represent environmental awareness are problems that occur in everyday life and almost happen to students today. It is hoped that this topic can prepare students to become citizens who care about the environment. In addition, the representation of environmental knowledge elements is the one most often found in textbooks. This shows that the author hopes that students understand environmental problems, the causes and effects of environmental issues, and also environmentally friendly activities that can be applied in life.

Here, teachers are not only encouraged to convey environmental knowledge through the learning materials provided but also to guide students in implementing wise and responsible behavior towards the environment in their daily lives. In addition, this study offers in-depth and valuable insights for curriculum developers who aim to integrate environmental awareness values into ELT materials. This is not only intended to convey information and increase knowledge but also to provide inspiration and role models for students so that they are willing and ready to be actively involved in environmental conservation and take real actions as a form of effort to protect the environment.

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