

THE DISCOURSE OF ENVIRONMENTAL AWARENESS IN ENGLISH TEXTBOOKS

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ABSTRAK

Artikel ini menganalisis wacana kesadaran lingkungan dalam buku teks bahasa Inggris yang digunakan secara nasional pada pendidikan sekolah menengah pertama di Indonesia. Tujuan utamanya adalah untuk mengkaji bagaimana buku ini menyampaikan wacana tentang kepedulian lingkungan kepada siswa kelas 7 SMP. Kami memfokuskan analisis wacana kritis multimodal kami pada tema dan kemampuan diskursif teks dan gambar yang digambarkan dalam buku teks. Berdasarkan jenis wacana lingkungan hidup yang dikemukakan oleh Curdt-Christiansen (2021), penelitian ini mengkaji sejauh mana teks terkait lingkungan hidup mendorong pemahaman lingkungan hidup yang mendalam. Kesimpulan dari penelitian ini adalah menekankan perlunya peningkatan pengetahuan lingkungan di kalangan pelajar Indonesia dan mendorong perilaku lingkungan yang sehat. Implikasi dari penelitian ini adalah saran bagi penulis buku teks (penulis dan penerbit) dan pengguna buku teks (orang tua, guru, dan pemangku kepentingan sekolah) agar secara kritis meningkatkan kesadaran lingkungan.

Kata Kunci : analisis buku ajar, kesadaran lingkungan, multimodalitas

ABSTRACT

This paper investigates the environmental awareness discourse in English textbooks used in Indonesian junior high school education. The primary goal is to evaluate how well this book delivers environmental awareness discourse to 7th grade junior high school pupils. We concentrated our multimodal critical discourse analysis on the topics and discursive capacities of the textbook's texts and visuals. This study investigates the extent to which environmental-related texts inspire profound environmental understanding, using the forms of environmental discourse outlined by Curdt-Christiansen (2021). This study's conclusion emphasizes the importance of increasing environmental understanding among Indonesian students and encouraging healthy environmental behavior. The study's consequences are recommendations for textbook authors (authors and publishers) and textbook users (parents, instructors, and school stakeholders) to critically raise environmental knowledge.

Keywords: environmental awareness, multimodality, textbook analysis

INTRODUCTION

Textbooks are one of the instructional materials that teachers use to explain material to students. Books can also help with curriculum implementation (Sulistiyo et al., 2020). Books are also one of the Ministry of National Education's outlets for implementing character education. Textbooks contain materials, exercises, and directions that teachers can utilize to help students learn (Meliawati &

Hamied, 2020). In addition to the teacher's textbook, it is one of the most influential in shaping student character. It emphasizes that the teacher has the authority to plan learning (Sulistiyo et al., 2020). As a result, the instructor must pay attention to learning design and be able to interact with textbooks.

Literacy is tied not only to reading and writing activities, but also to other habits, and so it becomes a

culture and identity. Literacy is a crucial component in the quest to instill strong character traits in pupils. This is mostly due to the fact that literacy is associated with behaviors that are afterwards anticipated to be literate personal figures, rather than just cognitive-related activities. The environment is one of the worldwide challenges that has yet to be tackled. Current worldwide environmental issues range from climate change issues to garbage issues that have not been appropriately addressed (McClaren, 2019). The prevalence of environmental concerns sparks an environmental literacy movement (Arnon et al., 2014). Environmental literacy is one sort of literacy that is associated with a positive attitude towards the environment. Environmental literacy is defined as a person's capacity to engage with their surroundings (Goldman et al., 2018). Environmental literacy is defined as an individual's ability to comprehend and evaluate environmental situations, after which suitable actions to protect and improve environmental conditions are determined (Saltan & Divarci, 2017). The significance of increasing environmental literacy stems from pupils' lack of care for the environment. Littering, letting plants dry, stacking up waste in landfills, and unclean classrooms are all examples of this in the school environment (Goldman et al., 2015). Furthermore, environmental literacy is linked to how people care for themselves, such as wearing clean clothes, washing their

hands before eating, and eating nutritious food (Frensley et al., 2020).

Environmental issues, particularly garbage, affect practically every country on the planet, including Indonesia. Human activities generate the majority of waste, which is referred to as anthropogenic waste. In Indonesia, waste management is seen as suboptimal trash management is subpar owing to a lack of public awareness or information about trash management. An increase in trash consumption that is not controlled by proper waste management will result in waste accumulation. Waste accumulation can lead to environmental damage, which can have a ripple effect on other elements. Most individuals are still unaware of how to properly dispose of rubbish or reduce the quantity of waste they generate. Environmental awareness is an activity that aims to preserve and manage the environment so that it remains pristine. According to Gabriela and Sugiarto (2020), environmental awareness is an activity or attitude that leads to an understanding of the need for environmental protection. Considering the environment plays such a vital part in human life, we must preserve it against pollution and rubbish accumulation. Proper waste management is required to safeguard the environment. Improper garbage management also causes environmental issues. People mismanage their garbage due to a lack of awareness. Individual garbage disposal behavior is the root cause of

improper waste disposal. Littering behavior is impacted by a number of reasons, including a refusal to seek for a landfill, a lack of information about environmental consequences, and the generation of a huge amount of garbage. A clean environment is possible if there is a fundamental shift in attitude and human behavior towards minimizing waste and littering. Even if they collect, recycle, and treat waste, the environment will remain polluted until there is a drop in the practice of inappropriately disposing of rubbish. An individual must be conscious of the environment and the public's environmental demands in order to limit trash consumption. Therefore, the research was developed to analyze images in English textbooks in order to assist us understand the problem of environmental literacy in Indonesia in depth and to urge us to enhance environmental literacy further.

RESEARCH METHODS

The research approach used in this study is multimodal critical discourse analysis, which focuses on how language and text shape understanding and social awareness. In the context of this study, critical discourse analysis is applied to evaluate how English textbooks convey messages about environmental awareness to students. The researcher analyzes both texts and images contained in the textbooks to understand their contribution to building environmental awareness. The multimodal approach taken means

that the analysis is not only limited to written texts, but also includes visual elements such as images and graphs contained in the textbooks. This study assesses how the combination of text and images can influence students' understanding of environmental issues. In addition, this study focuses the analysis on certain themes related to the environment, as well as the discursive abilities displayed in the text and images, including how issues such as waste management, pollution, and sustainability are presented. This study also refers to the types of environmental discourse proposed by Curdt-Christiansen (2021) to examine the extent to which the texts contained in textbooks can encourage a deeper understanding of the environment. From the analysis conducted, this study concludes the need to improve environmental knowledge among students and provides suggestions to textbook writers, teachers, and parents to critically improve environmental awareness among students. The graphics in an English textbook for Grade 7 Middle Schools produced by a private publisher in Indonesia will be examined in this study. "English for Nusantara" was written by Ika Lestari Damayanti et al. and published by Pusat Perbukuan Jakarta Selatan in 2022.

The textbook was chosen as a data source to acquire valid data since it contains a variety of significant illustrations about environmental awareness. This book is available for

purchase online through the book publisher's website. This book is intended for use in Indonesian public schools. To collect research data, this study will use Weninger's (2020) notion of multimodality in analyzing language books, in which all texts (readings, conversations, and speech bubbles) and images that suggest gender stereotypes will be chosen as data.

RESULTS AND DISCUSSION



Figure 1. Recycle Trash Bottle

According to the picture, we must place plastic trash bottles in the recycling bin since plastic bottles are one type of waste that may be recycled or changed into a new item that is still beneficial for people while also protecting the environment. A significant amount of the plastic produced each year is utilized to create disposable packaging or other short-lived products that are discarded within a year of creation. These two observations alone show that our present plastic usage is unsustainable. Furthermore, due to the endurance of the polymers involved, large amounts of wasted end-of-life plastics are collected as garbage in landfills and natural environments around the

world. Recycling is one of the most essential activities possible to lessen these impacts right now, and it is also one of the most dynamic aspects of the plastics industry today. Recycling gives chances to minimize oil consumption, carbon dioxide emissions, and trash disposal volumes (Cook, 2015). Students should be taught about waste recycling in school from an early age, as it can raise their environmental awareness. Several studies have demonstrated that recycling education can lead to behavioral changes, with participants perceiving recycling more positively and participating more frequently (Aksan & Celikler, 2019).



Figure 2. Recycle Plastic Garbage

The second image demonstrates how we might recycle our own plastic garbage into something more intriguing and helpful. Individual inventiveness is also required for this task. The co-creation programme is one of the activities available to pupils. The execution of the co-creation programme is planned to result in recycled art pieces employing bottled mineral water as a collaborative production. It uses art as a means to bring human awareness closer to the environment. According

to Sugiharto (2014), Scharfstein sees art as a practical tool that helps humans to connect with their surroundings, other humans, and society, and lastly with transcendental reality. Berleant emphasizes a participatory aesthetic, supporting the concept that art is a part of everyday contextual-cultural experiences (Yulianto & Sulistyo, 2020).



Figure 3. Burning Trash

The picture shows an example of improper domestic garbage sorting. It can be observed that the man is burning rubbish in an open place, with little regard for the surrounding environment or his neighbors. Burning forbidden items, such as rubbish, plastic, and painted or treated wood, is damaging to the environment since these materials emit poisonous compounds that contaminate our air. Polluted air may be absorbed by humans and animals and deposited in the soil, surface water, and on plants. Burning residue contaminates the land and groundwater and can enter the human food chain via crops and livestock. Furthermore, some chemicals generated during combustion can accumulate in animal fats and later in humans as we consume meat, fish, and dairy

products. The consequence is that burning waste in the open increases the amount of CO and CO₂ in the atmosphere, which is likely to have a negative health impact on persons living near such places. It is possible to assume that the presence and burning of open garbage dumps contributed to an increase in the values of air quality measures measured around the dumpsites (Daffi et al., 2020).



Figure 4. Sorting Non-Organic Trash

The picture indicates that sorting trash while disposing of garbage may assist make waste management easier, ease disposal and reprocessing, and reduce waste accumulation by separating organic and non-organic waste disposal. Waste management, according to Sari and Sudarti (2022), is an efficient strategy to address this issue. Plastic waste management is accomplished by reducing mountains of garbage through the implementation of the 3R, namely (Reduce, Reuse, Recycle), so that it is effectively handled. People are restless in sorting their garbage, which should be separated into organic and non-organic categories, due to a lack of information about the management they are familiar with. The influence can harm our environment; pollution

caused by improper waste management can have a detrimental impact on our health, leading to the appearance of numerous diseases. Pollution in the environment affects not just people, but also other living things such as animals and plants. Waste is often disposed of in rural regions by burning, hoarding, dumping in rivers, and dumping in gardens or fields. Until recently, most people considered garbage to be nasty, worthless waste that could not be recycled (Arifin et al., 2020).



Figure 5. Littering on the Road

Litter, as seen in the image, is any bit of misdirected solid waste. This can include everything from cigarette butts or candy wrappers to abandoned autos, equipment, and even spaceships. Litter is most usually associated with objects dumped by individuals, however it can encompass any item that is in an inappropriate position, regardless of provenance. This might contain not just the candy wrapper that has fallen to the ground, but also the newspaper that has blown out of a trash can. Over the years, street littering has been recognised as a global issue. Littering severity varies among civilizations and age groups. A substantial link between age and

education was also shown to be associated with street littering behavior, whereas environmental variables were found to have a weak relationship. According to the report, authorities should prioritize both immediate and long-term sustainable solutions (Maharroof et al., 2022).



Figure 6. Throwing Garbage in the Gutter

The picture show that female characters stereotype bad habits, namely throwing garbage in the gutter. This bad habit is very often done by Indonesians. The picture also explains the people's indifference to the dirty surrounding environment. The problem lies within the community itself. This ditch is a place to dispose of garbage for residents whose houses directly face the ditch. They throw garbage in the gutter so that the trash can quickly disappear from around the house (Shinta et al., 2019). Marpaung et al. (2022) states that behavior in littering is caused by the unavailability of facilities and infrastructure and the lack of support from the government. Environmental health behavior is a behavior that includes defecating in the latrines, disposing of trash in its

place, using clean water for cooking, bathing and washing.

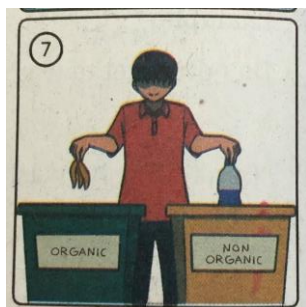


Figure 7. Sorting Organic and Non-Organic Waste

This picture shows the correct example of sorting waste. Dispose of plastic waste in the non-organic waste bin and banana peel waste in the organic waste bin. However, awareness about the behavior of sorting waste properly is still low in Indonesia. This is because individuals with low education and low income are more likely to sort their waste than individuals with high education and high income. Zakianis et al. (2017) stated that knowledge about waste management is an important factor in separating household waste. Households with low education and income but large surface area and luxury building types have waste sorting behavior. Households, which have these characteristics, usually live in rural areas. Solid waste in rural areas is used for compost and feed. Meanwhile, solid waste from most households in urban areas will be transported to Landfill.



Figure 8. Cleaning and Making Bed

The picture above shows a man cleaning and making his bed. Keeping your bedroom clean is very important for your health (Ningrum, 2019). In addition, there is a significant relationship between a well-maintained home and an individual's motivation to engage in physical activity. This suggests that keeping living spaces tidy can encourage people to be more physically active, highlighting the importance of the home environment in encouraging a healthy and active lifestyle (Indiana University, 2013).

CONCLUSION

According to the findings of this study, increasing students' environmental awareness through educational literacy is critical for addressing environmental concerns. It emphasizes the necessity of teaching pupils about waste management, recycling, and environmentally responsible behaviors from an early age. This study also emphasizes the importance of effective trash management, litter reduction, and garbage sorting in order to safeguard the environment and human health. This study also cites different elements that contribute to littering behavior,

such as a lack of facilities, infrastructure, and government assistance. Overall, this study emphasizes the need of increasing environmental knowledge among Indonesian students and encouraging healthy environmental behaviors.

The study focuses on the function of English textbooks in developing environmental consciousness and literacy in Indonesia. It emphasizes the significance of including environmental issues into textbooks, using photos from a specific seventh-grade English textbook to demonstrate the need for improved awareness and proper waste management. The conclusion reached is that while the importance of incorporating environmental education into textbooks is recognised, there are also noted flaws in how these materials address important environmental literacy and behavior change, particularly in the Indonesian context.

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