



An Ecolinguistics Perspective in Junior High School English Textbooks.

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Abstract

Ecolinguistics is the study of the relationship between language and the environment. It investigates how language shapes our perceptions of the natural world, as well as how our use of language influences our attitudes and behaviors toward the environment. Understanding ecolinguistics is essential for learning. Students should be introduced to ecolinguistics because it will increase their love and preservation of the environment, particularly in their living environment. The material provided in textbooks is one aspect of introducing students to the environment. The purpose of this study is to determine whether ecolinguistic aspects are included in junior high school English textbooks. The researcher examined English books for junior high schools from the 2013 curriculum in this study. The researcher obtained data from a corpus downloaded from the web, and Antcount was used for data analysis. The descriptive qualitative research method was used, with data drawn from the corpus. The results of this study revealed that topics discussing ecolinguistics were only 22.86%, while texts discussing ecolinguistics were 17.0% and sentences discussing ecolinguistics were 7.22%. According to the findings, there is still a lack of awareness of ecolinguists among students. It is hoped that the findings of this study will help people understand the importance of introducing the environment, particularly in English textbooks.

Keywords: Ecolinguistics, Junior High School, Textbooks

Introduction

Beyond language studies, Ecolinguistics encompasses a wide range of interdisciplinary and transdisciplinary content. As a result, interdisciplinary and transdisciplinary trends in Ecolinguistics are becoming more prominent, with researchers incorporating subjects other than linguistics, such as culturomics, ecosystemic linguistics, human ecology, sense ecology, phytosemiotics, and plant neurobiology. Ecolinguistics is not a single discipline, and researchers from various backgrounds can reach different conclusions. The scope of ecology extends beyond



the relationship between different levels of organisms and their surroundings. It also includes the use of ecological principles, methods, philosophical ideas, and culture to investigate the human-nature relationship.

According to Wendel (2005:51), Ecolinguistics considers the complex network of relationships that exist between the environment (biological, physical, and social), language, and language speakers. According to Al-Gayoni (2012), Ecolinguistics is the study of critiquing forms of language that encourage ecologically destructive behavior or cause ecological damage, and it aids in the search for language that encourages relationships of concern and respect for nature, or inspires people to protect the environment, but it can be more. The study of the various language systems required for the survival of living things, as well as the factors that influence the current habitation (location) of languages, is known as language ecology.

According to Muhlhausler (2001), four factors contribute to the relationship between language and the environment: language stands and forms itself, nature constructs language, language constructs nature, and language constructs nature interconnected with nature and both construct each other but rarely stand-alone (Ecolinguistics). Takoudis's (2023), Ecolinguistics studies the relationship between language and ecology, emphasizing the more interdisciplinary reality of linguistics and reorienting it as an emerging part of life sciences. This enables a conceptual reunion between the natural world and human society, as well as new ways of understanding why humans are at the heart of the current ecological crisis.

Faramarzi and Janfeshan (2021) that environmental crises should be discussed in ELT textbooks as well to help students become more aware. Information about the environment available in textbooks in English can help students better understand their environment and a variety of environmental threats, such as waste, decline in natural resources, global warming, and species extinction (Faramarzi & Janfeshan, 2021; Majeed et al., 2022). Faramarzi and Janfeshan (2021) conducted previous research on this topic. First, They investigated how Ecolinguistics aspects were represented in several Iranian English textbooks. Their



study's goal was to investigate Iranian English textbooks from an Ecolinguistics standpoint.

Pratiwi (2021), There is a connection between the environment and language in environmental reading texts. As an interdisciplinary science, ecolinguistics aids in the investigation of the relationship between language, environment, and society. Ecolinguistics is a method of observing and criticizing how nature is used and exploited. Ecolinguistics assists and influences people in discovering new languages related to the environment and in preserving nature. Ecolinguistics, as defined by Zhong, W., and Duan, C. (2018), Emphasizes the significance of language education in promoting a healthy living environment in human society. Students learn only to describe the lives of others in their language if bilingual textbooks lack national cultural life. This only allows students to strengthen the instrumental motives of their language learning while weakening the integrative motives.

Ecolinguistics has previously been studied in textbooks by several researchers. Mliless and Larouz (2018) investigated seven English language teaching (ELT) textbooks used in Moroccan secondary schools, as well as 14 environmental texts from an Ecolinguistics standpoint. Zahoor and Janjua (2020) investigated the ecological and pedagogical aspects of English textbooks for primary school students in Pakistan. Yuniawan (2018) investigated Ecolinguistics in Indonesian newspaper conservation news texts. Rizqan (2019) investigates the types of ecological lexicon references and phrase categories found in several poems by William Wordsworth. This study seeks to fill a void left by previous research. Furthermore, this study employs Ecolinguistics theory, discourse theory, and lexicon concept to uncover eco-pedagogical elements in English books. D. A. K. Putra (2023). Analyze an Ecolinguistics study on environmental discourse in an Indonesian textbook for senior high school (MA/SMA). Faramarzi, A., Janfeshan, and Ars. An investigation into how Ecolinguistics is represented in Iranian high school English textbooks. A. B. Zia, S. Amjad, and Z. I. Bhatti (2022). From a teacher's perspective, an examination of eco-pedagogical and ecolinguistics elements in secondary-level English language textbooks.



According to Urlića, Andrea, and Stefanović (2018), it is very important to teach Ecolinguistics aspects in education because of the relationship between language and the environment. Ultimately, This can assist students in understanding and becoming aware of broader issues of world problems, such as environmental issues (Zahoor & Janjua, 2020). Hamed (2021) states that students must not only learn general knowledge or language skills but must also be able to relate what they learn in the classroom to their regular environment. Based on that, Several studies in the field of EFL discovered that incorporating Ecolinguistics elements into EFL learning can help students learn English while also learning about the environment. (Asgher et al., 2021; Damico et al., 2020; Faramarzi & Janfeshan, 2021; Majeed et al., 2021).

Ecolinguistics studies have grown in popularity as a means of investigating language ecology and how it affects our understanding of the environment. In Junior High School English Textbooks, Ecolinguistics appears to have developed a framework for the study of the environment. This essay will analyze the role of Ecolinguistics studies in Junior High School English Textbooks in exploring environmental texts. In Junior High School English textbooks, Ecolinguistics studies play a significant role in exploring environmental texts. The textbooks emphasize the importance of understanding the relationship between language and the environment. Ecolinguistics studies in Junior High School English Textbooks aim to create awareness about the environment and how language is being used in the environment. This awareness encourages students to take responsibility for the environment and motivates them to take action to protect the environment.

This study focuses on English textbooks in Curriculum 13 and the Merdeka Curriculum in the 7th grade of Junior High School. This study was carried out to combine these various things into an interdisciplinary study that is expected to make broad and concrete contributions, specifically in the fields of ecology, linguistics, and learning. This study was specifically designed to look into various aspects of Ecolinguistics in English textbooks.



The research question for this study is:

1. How common is the use of ecolinguistics in Junior High School English textbooks?

Research Methodology

A qualitative descriptive method was used in this study. The qualitative approach, according to Levitt et al. (2018), is advantageous and useful in addressing research problems where the variables must still be investigated.. The researchers also used the corpus approach to evaluate English textbooks. Every Ecolinguistics-related sentence, text, and topic was scrutinized.

The instrument used a Junior High School English Book based on Curriculum 2013 that consists of three books. That instrument could be shown in the table below;

Table. 1. Junior High School English Book

No	The title of the book	Publication Year	Curriculum
1	Bahasa Inggris (When English Rings a Bell) Class VII	2016	Curriculum 2013
2	Bahasa Inggris (When English Rings a Bell) Class VIII	2017	Curriculum 2013
3	Bahasa Inggris (Think Globally Act Locally) Class IX	2015	Curriculum 2013

Based on the table above, the English book in curriculum 2013 consists of 3 books, and in the independent curriculum just 1 book because the book was not yet published.

The researcher gathered data by downloading Junior High School English textbooks from the Kemendikbud website. Other techniques used in this study include documentation and note-taking methods. The documentation technique used in this study is to collect and examine the textbook's contents. In this study, the note-taking technique was used to locate the sentences, text, and topic in



junior high English textbooks. The four textbooks chosen are compared to the content of their ecology-related content.

Anthony (2022) created AntCont, an online corpus analysis toolkit that was used to analyze the total sentences used in English textbooks. To demonstrate the total frequency of sentences, text, and topics representing ecolinguistic aspects, descriptive tables were used.

Finding and Discussion

Findings

The results of the research obtained in analyzing ecolinguistic studies in English books for junior high schools in the 2013 curriculum with aspects of topics, texts and sentences contained in student books. Thus, the results obtained indicate that there is still a low percentage of ecolinguistics studies for introduction to students. This can be shown in the table below. In English books for the seventh grade of the independent curriculum, there are eight learning chapters in one academic year, but there are only two chapters studying ecolinguistics (25%). Meanwhile, the eighth grade English book has 13 chapters, but only 2 chapters study ecolinguistics. In the same study, for the ninth grade English book, there were 14 chapters, but only 4 chapters studied ecolinguistics. Meanwhile, the total number of chapters in English books for junior high schools was 35 chapters, while those related to ecolinguistics studies were only 8 chapters (22.86%).

Table 2. Table of Ecolinguistics Topics in English Book for Junior High School

	Total Pages	Total Topic	Topic Related To Ecolinguistic	Percentage Topic Related to Ecolinguistics
Bahasa Inggris (When English Rings a Bell) Class VII	281	8	2	25%
Bahasa Inggris (When English Rings a Bell) Class VIII	234	13	2	15.38%
Bahasa Inggris (Think Globally Act Locally) Class IX	273	14	4	28.57%
Total/Avarage	788	35	8	22.86%



The table. 3 below shows that the total sentences contained in the seventh grade English book, there are 799 sentences, while only 68 (8.51%) sentences were about ecolinguistic studies. Meanwhile, for class 38 books there were 1670 sentences, but only 101 (6.04%) were related to ecolinguistic studies. The total number of sentences in the ninth-grade book was 1836 sentences, while those studying ecolinguistics were 142 (7.73%). From the results of the average sentence that examines ecolinguistics from all generations, there were only 7.72%.

Table. 3 The table of ecolinguistics sentences in English book for Junior High School

The title of the book	Total Pages	Total Sentences	Sentences Related To Ecolinguistic	Percentage Topic Related to Ecolinguistics
Bahasa Inggris (When English Rings a Bell) Class VII	281	799	68	8.51%
Bahasa Inggris (When English Rings a Bell) Class VIII	234	1670	101	6.04%
Bahasa Inggris (Think Globally Act Locally) Class IX	273	1836	142	7.73%
Total/Average	788	4305	311	7.22%

In table. 4 below shows that the total text contained in the seventh grade English book, there are 12 sentences, while only 2 (16.67%) texts are about ecolinguistic studies. Meanwhile, for eighth-grade books there are 13 texts, but only 4 (30.77%) are related to ecolinguistic studies. The total number of texts in ninth-grade books is 55 texts, while those that study ecolinguistics are 8 (14.54%). Of the total existing texts, there are 80 texts, while the average text that examines ecolinguistics from all generations is only 17.00%.

Table. 4. Table of Ecolinguistics' text in English Book for Junior High School

The title of the book	Total Pages	Total Text	Text Related To Ecolinguistic	Percentage Topic Related to Ecolinguistics
Bahasa Inggris (When English Rings a Bell) Class VII	281	12	2	16.67%
Bahasa Inggris (When English Rings a Bell) Class VIII	234	13	4	30.77%



Bahasa Inggris (Think Globally Act Locally) Class IX	273	55	8	14.54%
Total / Average	788	80	14	17.0%

Discussion

Faramarzi and Janfeshan's (2021) findings were supported by the research findings. According to their findings, Iranian English textbooks do not cover enough ecolinguistic topics. They also claimed that the authors and publishers of Iranian English textbooks did not pay enough attention to ecolinguistic issues. Environmental issues such as famine, water pollution, and sanitation, according to Chau et al., (2022), are rarely discussed. Meanwhile, the current pandemic, Covid-19, received a lot of attention. However, both problems have nearly the same percentages of victims (Chau et al., 2022). Surprisingly, the findings of this study, which focused on English textbooks used in Indonesia, resembled the findings of Mliless and Larouz (2018), who also focused on textbooks.

The findings from this last category supported the findings of Faramarzi and Janfeshan (2021). Their findings revealed that there were few sentences about ecolinguistic topics or aspects in Iranian English textbooks. According to Zahoor and Janjua (2020), ecolinguistic aspects should be used more in textbooks because they help students improve their ecological understanding. Finally, this can help students understand how inextricably linked human lives are to the natural world. The findings of this study were also consistent with those of Mliless and Larouz (2018). Their findings revealed that ecolinguistic aspects were not adequately represented in Moroccan English textbooks.

Furthermore, Hamed (2021) stated in his research that because textbook contents can cover a wide range of topics, it can assist students in learning as much as they can about issues that directly impact their lives. As a result, students can obtain two perspectives during the EFL teaching and learning processes. The first viewpoint is linguistic in nature, while the second is ecological in nature (Faramarzi & Janfeshan, 2021). They gain an



understanding of how closely humans and nature are linked while learning a new language (Chau et al., 2022; Roccia & IubiniHampton, 2021).

Conclusion

This study investigates aspects of ecolinguistics found in junior high school English textbooks. Researchers used three textbooks from the 2013 curriculum in this study. The researchers used the corpus approach to evaluate English textbooks.. Every sentences, texts, and topic related to Ecolinguistics was examined. The results of this study revealed that topics discussing ecolinguistics were only 22.86%, while texts discussing ecolinguistics were 17.0% and sentences discussing ecolinguistics were 7.22%. According to the findings, there is still a lack of awareness of ecolinguists among students. According to the findings, depicting ecolinguistic aspects is critical for fostering student understanding of environmental issues, which can ultimately help to reduce or protect the number of ecosystems destroyed (Stibbe, 2020). Future researchers interested in a related topic may investigate and analyze the textbooks' conversation to further explore the textbooks' use of ecolinguistic features.

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