



Ecolinguistics Studies in High School Indonesian Language Textbooks

Jamaludin

Jamaludin408@gmail.com

University of Bengkulu

Safnil Arsyad

safnil@unib.ac.id

University of Bengkulu

ABSTRACT

Awareness For appreciating, caring for, and preserving the environment can be done through learning Indonesian with the use of sources to learn who have load ecolinguistics. Therefore study aims to analyze load ecolinguistics contained in the book Indonesian Language Lessons at School Upper Intermediate. Two books on Indonesian language lessons are used as research data sources. Data collection was carried out with technique documentation and recording load ecolinguistics from topic, text, and sentences contained in book Indonesian language lessons. Data analyzed event descriptive qualitative with approach discourse as a data source. Research findings This shows that only 1 topic (16.6%) of book class X and 7 texts (12.96%) contain content ecolinguistics. Meanwhile, no there is a topic (0%) in the book loaded class XI ecolinguistics, however, there are 12 texts (29.27%) that discuss it aspect of ecolinguistics. So that can be concluded: 1) load ecolinguistics in books still studying Indonesian less (<30% of whole existing topics and texts), 2) content ecolinguistics in books lesson No only indicated by topic or chapter in the book, however more to availability evocative texts and sentences awareness preservation natural environment around.

Keywords: ecolinguistics, book lessons, sustainability environment natural

Introduction

Language and environment are two things that aren't inseparable. Putra (2023) stated that Language can inspire man To guard the environment. Concern for the environment and nature can grow from the combination of discussion ecology and language. Using related language with ecology can generate ideas, concepts, ideologies, and methods good view of the sustainable environment. This is what is called ecology Language or ecolinguistics. Ecolinguistics studies about impact of Language on to supportive relationship life between humans, organisms' others, and the environment physically, which is normative conservation-oriented supportive relationship life (Alexander & Stibbe, 2014). Furthermore, Stibbe (2020)



mentions that objective analysis text is For reveals the story hidden and questions the story of the Spirit For protect or precisely destroy ecosystem place life.

Urlica, Andreea, & Stefanović (2018) show the importance of learning Language from a perspective ecology, highlighting the characteristic connection between ecolinguistics with the Education process, to increase awareness will ways new learning supports language enhancement aspects of language and the preservation environment. Expectedly, a combination of These will help the students For more realize and understand various related global issues with problems environment that occur in the environment around them. Hamed (in Ekasiwi, 2023) stated that besides only teaching knowledge general and skills in language, also becomes important for the student to their ability to connect their knowledge from classroom learning with the environment around them daily.

In connection with teaching language, ecolinguistics becomes A method of compiling activity learning based on ecology and language. So, ecology, language, and pedagogy cannot separate others from learning Language. All three form something so-called ecosystem with an approach to ecolinguistics that focuses on learning the language (Lwin & Silver in Putra, 2023). Learning language using ecolinguistics can give a depiction of circumstances and environments students experience daily. To make it easier to learn something language, students must given related material with the environment surroundings in a way natural to the culture public. Furthermore, Mbete (2015) concludes that through learning a language-based environment, participants can restore return interaction, interrelation, and interdependence with their environment them, all at once preventing symptoms of rootlessness in life.

See the importance of linkages between language and ecology this, is important For carrying out teaching ecolinguistics or putting aspects of ecolinguistics in activity Study teach language, including learning Indonesian at school. This matter is intended to increase competence in linguistics, students are also taught To connect the material studied with life daily. Brown (1991) states one objective of teaching Language is to help student learners get information about Lots what problem intrinsic can influence life.

In learning Indonesian in class, awareness environment (ecology), love and respect for the environment around, as well as maintaining and preserving the environment nature, and heritage culture that exists in the environment can be done by providing various source-based learning or support ecolinguistics. So, students are expected Not only get understand material



Indonesian with good, but also to understand not quite enough responsibility and impact crisis environment happening around them. Mbete (2015) stated that load knowledge about the created environment material learning Language teaches and educates generation To recognize, respect, love, care for, and utilize the source Power environment in a way under control, as well as grow awareness For preserve it. Therefore, it becomes very important To know exists load from discourse related to ecolinguistics available within textbooks used in learning Indonesian.

Various studies previously discussed linkages between textbooks with ecolinguistics. Study Mliless & Larouz (2018) have analyzed 14 texts related environment from the perspective of ecolinguistics by examining seven books texts teaching Language English (ELT) used in schools intermediate Morocco. Temporary Yuniawan (2018) has done a study on ecolinguistics in text news conservation in Indonesian language mass media. Next, Pratiwi (2021) studied the spread theme of lexicon and euphemism in text reading about the theme environment in the book BIPA My Indonesian Friend 2019 published by the Language Development and Development Agency, Ministry of Education and Culture. Then, Wen (2022) considered learning writing student school intermediate based on theory ecolinguistics and discovered an imbalance in material and filing methods effective For a learning based ecological for the student. Putra (2023) did the research element eco pedagogical in the book text Indonesian class X -XII uses theory ecolinguistics, theory discourse, and theory lexicon. From his research, it was discovered that Indonesian Language Books for classes X, XI, and XII are more informative or tend to introduce terms related to general and specific matters with the environment. And lexicon most used For form values and attitudes care about the environment is in verb form.

From the explanation of linkages between environment and language (ecolinguistics), concept education language, ecology, and pedagogy, as well as several studies previously related to teaching language and implementation of ecolinguistics in it, then study This endeavor To fill in gaps left by some studies previously. Study This means doing an assessment load ecolinguistics and frequency load existing ecolinguistics in book text Indonesian high school class X and XI Merdeka Curriculum.

Formulation problem study This is :

1. Is there a load of ecolinguistics in the book text Indonesian High School Class X and XI?



Method Study

Study This held uses method descriptive qualitative. Study qualitative aim understand phenomenon language from medium material researched. Djajasudarma (2006) stated that the approach qualitative is something procedure that produces descriptive data in the form of written data or oral in public Language Because the approach qualitative prioritizes technique data analysis with a strong in-depth description.

Deep data study This is taken from the book Indonesian Language Lessons for High School Classes X and XI in the Independent Curriculum as a book companion. Election book This is because the book This used in learning in the new Merdeka curriculum applied in class X and class XI. Table 1 below shows the book text Indonesian language analyzed in the research.

Table 1. The Indonesian language textbook used in the Study

No	Title Book	Year Rise	Code
1	Splash Bahasa Indonesia 1	March 2022	BI1
2	Splash Bahasa Indoensia 2	October 2022	BI2

Several techniques of data collection were used in the study including techniques of documentation and techniques recording. Documentation techniques applied in the study intended For marking load book-related Indonesian high school classes X and XI with ecology. Meanwhile, technique recording in study This applied To know form load ecolinguistics in book Indonesian high school class X and XI.

The data is analyzed using framework theory ecolinguistics supported by theory discourse. Deep data study This is grouped into some categories: topic, text, and sentence. the data was then analyzed in a way descriptive To show the total frequency of representing topics, texts, and sentences aspect ecolinguistics.

Results and Discussion

Findings study This shows that there is a load of ecolinguistics in the book text Indonesian High School Class X and XI Merdeka Curriculum. However, the amount and percentage load ecolinguistics still very little with a percentage not enough from one-third of



the whole amount of existing text. In the book *Splash Bahasa Indonesia 1*, there are only 6 topics that contain 1 topic related to ecolinguistics (16.6%), and of the 54 existing texts, only 7 texts have linkages with aspect ecolinguistics (12.96%). Meanwhile, in the Indonesian *Splash 2* book there are 6 topics, however No There is none of them have related titles ecolinguistics. However, 12 containing texts were found to aspect ecolinguistics (29.27%).

Research results This shows that related topics with ecolinguistics are on topic First BI1 book, which contains 7 charged texts ecolinguistics. Meanwhile, there are 5 other topics in the book This No Load related texts and sentences about the preservation environment natural around. Meanwhile in the BI2 book, no title related topics with ecolinguistics. However, there is text on some loaded topics ecolinguistics. Table 2 shows the amount whole topics in every book and amounts of related topics with ecolinguistics.

Table 2. Related topics with Ecolinguistics in Indonesian Language Textbook

No	Title Book (Book Code)	Number of pages	Amount Topic	Related Topics with Ecolinguistics	
				Amount	Percentage
1	<i>Splash Bahasa Indonesia 1</i> (BI1)	130	6	1	16.6%
2	<i>Splash Bahasa Indoensia 2</i> (BI2)	138	6	0	0%

In the BI1 book, topic 1 is the only one that shows load aspect ecolinguistics with the title topic “ Revealing Natural Facts in a Way Objective ”. There are 10 texts on the topic This, however, is related to ecolinguistics only 7 texts, namely *"Kunang-Kunang, Panda Raksasa, Mangga yang Manis, Ciplukan Tanaman yang Luar Biasa, Anggrek Vanda Biru, Pohon Kelapa, dan Buah Mangga"*.

Meanwhile on BI2, indeed No found a title topic that shows a connection with ecolinguistics, however, 12 texts contain ecolinguistics, that is “ *Sagu, le; eaten yang tersisa di Timur, Alasan Mengolah Kembang Kol, Bahaya Nyamuk dan Obat Nyamuk, Jagalah Kebersihan, Kerusakan Lingkungan, “Sungguh innovative, Kelola Sampah secara Digital, Siswa SMAN 1 Blora Buat Aplikasi Kang Rosdi”, “Keren! Kepala Sekolah di Malang Ciptakan Moge Listrik Ramah Lingkungan”, “Antisipasi Banjir dan Longsor, 10 Ribu Pohon Ditanam di Titik Nol DAS Ciliwung”, “Dampak Limbah Masker Medis bagi Lingkungan”, dan teks “Pencemaran dalam Lingkungan Hidup..*



Related text with Ecolinguistics in Indonesian Language Textbook

No	Title Book	Number of Texts	Related Text with	
			Amount	Ecolinguistics Percentage
1	Splash Bahasa Indonesia 1 (BI1)	54	7	12.96%
2	Splash Bahasa Indoensia 2 (BI2)	41	12	29.27%

Payload ecolinguistics in BI1 can be seen in the text "*Kunang-kunang*", that is "*Cahaya yang dikeluarkan oleh kunang-kunang tidak berbahaya, malah tidak mengandung ultraviolet dan inframerah.*" And the sentence "*Spesies kunang-kunang juga merupakan kekayaan yang dianugerahkan kepada negara kita sebagai salah satu negara tropis*". Sentences This includes load ecolinguistics that teaches For value animal as form touching beauty guarded its sustainability.

An Ecolinguistics is also found in the texts "*Panda Raksasa*" with the sentence "*Karena pertanian, penggundulan hutan, dan pembangunan lainnya, panda telah terusir dari daerah dataran rendah di mana ia pernah tinggal*", "*Panda adalah satwa langka yang dilindungi*". Sentences This evocative awareness For more pay attention to panda habitats damaged by activities humans and to prevent panda species from extinction.

In the text "*Ciplukan Outer Plants Common*" and the text "*Anggrek Vanda Biru*" were also found loaded sentence ecolinguistics, among others "...*adalah tanaman semak rendah yang memiliki banyak manfaat untuk kesehatan*", "*Ciplikan dipercaya dapat menyembuhkan berbagai penyakit*", "*Tanaman anngrek Vanda Coerulea, jus bunganya dapat digunakan sebagai obat tetes mata ...*" Sentences that evocative awareness For conserve nutritious plants treat disease For continuity life man. In text "*Tree Coconut*", was also found sentence mutant ecolinguistics, among others "*Kelapa menjadi tumbuhan serbaguna...*", "...*kelapa diyakini bermanfaat untuk menyembuhkan penyakit seperti*".

In the texts "*Manggis yang Manis*" and "*Buah Mangga*" there are explaining sentences about the benefits of fruit mangosteen and mango besides as food, as in the sentence "... *buah manggis dipercaya bisa menyembuhkan beberapa penyakit*". Sentence it's also evocative awareness preservation plant fruit, because besides the fruit can be eaten, too become medicinal and useful for life man. However so, besides the text, also found an infographic about the "



Taman Nasional Ujung Kulon", *Jejak Karbon*, which although Not including text discussed in the research, however own load of ecolinguistics about the preservation reserve nature.

Payload ecolinguistics in BI2, can seen in the text "*Sagu, Kelezatan yang Tersisa dari Timur*", namely in the sentence *Sebagai makanan pokok, sagu banyak tumbuh di hutan atau lingkungan sekitar tempat mereka hidup.*" Sentence This is loaded with load ecolinguistics that provide a description dependent man with natural surroundings as a provider of food principles. So that understood that damage to the environment can result from scarcity of food. So that is important For preserving and preserving plant sago.

In the text "*Alasan Mengolah Kembang Kol*", found several loaded sentence aspect ecolinguistics , such that is "*Kembang kol kerap menjadi bahan andalan bagi orang uang ingin memulai hidup sehat*". Aspect ecolinguistics in sentences This aim awakens about the importance conserve flower cabbage as material healthy food. Likewise with the text "*Bahaya Nyamuk dan Obat Nyamuk*". Aspect ecolinguistics found in the sentence "*Tetapi apakah kita sadar jika pemakaian obat nyamuk ternyata dapat merugikan Kesehatan manusia*", which means evocative awareness that use drug Mosquitoes are also dangerous for health human and not friendly environment.

Aspect ecolinguistics is very clearly found in the text "*Jagalah Kebersihan*". There are many loaded sentence ecolinguistics in the text this, among others "*Menjaga kebersihan lingkungan adalah hal mendasar yang harus dimiliki oleh setiap keluarga dalam sebuah lingkungan Masyarakat. Apabila setiap keluarga yang ada di lingkungan sadar dan mulai memperhatikan kebersihan lingkungan, maka sampah tidak lagi menjadi masalah*", "*Banyak sekali yang bisa kita manfaat dari sampah rumah tangga yang kita anggap kotor dan menjijikkan.*", and "*Sepertinya masyarakat kita perlu lebih sering mendapatkan penyuluhan, dorongan dan bantuan agar semangat menjaga lingkungan menjadi bagian dari gaya hidup masyarakat Indonesia.* By intact text the explain importance guard cleanliness. Some sentence inside the text very clear aim to evocative awareness about the importance guard cleanliness and management rubbish with Good.

Aspect ecolinguistics is also very clear in the text "*Kerusakan Lingkungan*". Whole sentences in the text the evocative awareness that damaging environment cause various types of problems and disasters for man Alone. Payload ecolinguistics is very clearly seen in the sentence "*Keegoisan manusia yang searakah telah membuat alam menjadi marah karena*



manusia yang tidak peduli terhadap alam yang telah memberikan banyak sekali kepada mereka. Hal ini bisa dilihat dari banyaknya bencana alam yang terjadi mulai dari banjir, tanah longsor, hingga kebakaran hutan yang terjadi akibat ulah manusia sendiri.” dan pada kalimat “Manusia harus mulai sadar jika bencana yang terjadi diakibatkan oleh ulah manusia itu sendiri sehingga jika mereka tak ingin alam marah, mereka harus mulai memperbaiki alam dan sekitarnya yang merupakan tempat tinggal sekaligus tempat manusia untuk berlindung”.

Payload Ecolinguistics is also found in the text “*Sungguh innovative, Kelola Sampah secara Digital, Siswa SMAN 1 Blora Buat Aplikasi Kang Rosdi*”, “*Keren! Kepala Sekolah di Malang Ciptakan Moge Listrik Ramah Lingkungan*”, “*Antisipasi Banjir dan longsor, 10 Ribu Pohon Ditanam di Titik Nol DAS Ciliwung*”, “*Dampak Limbah Masker Medis bagi Lingkungan*”, and text “*Pencemaran dalam Lingkungan Hidup*”.

Research results This shows exists load ecolinguistics at sources Study Indonesian. Payload the in-form topic learning, texts, and sentences that inspire awareness about the importance of preservation and guarding the environment natural around. Urlica & Stefanović (2018) stated that the effort To develop ecolinguistics with an approach to learning Language becomes A discussion in reaching a level of optimal and consistent quality in learning Language. Besides that, the resulting study strengthens the findings study Ekasiwi & Bram (2023) found that only there are several books Language English used in Indonesia contain fill related to aspects of ecolinguistics. This means a lack of load ecolinguistics at sources Studying the language in Indonesia not only occurs in the eye English lessons but also in the eyes Indonesian language lessons. However results study also show that no topic is especially related to the aspect of ecolinguistics, no in a way directly shows that No There is a load of ecolinguistics in textbooks. Payload ecolinguistics Can just found in the texts on the topic or in supporting sentences enhancement awareness will be important to guard a sustainable environment natural about what is in the book lesson Language.

Conclusion

Can conclude from the study, that Still there is a lack load ecolinguistics in the source Study Indonesian at School Upper Intermediate from two book-made research data sources. However, awareness about the importance guard a sustainable environment natural around should start early and be supported with involved learning aspects of ecolinguistics at sources



learn it. Provision-related topics ecolinguistics The same importance with provision text-related ecolinguistics in source Study students. Lack of load ecolinguistics This should be attention in the setup source Study or book lesson.

Daftar Pustaka

Agustinalia, I. (2022). *Splash Bahasa Indonesia 1*. Yudhistira.

Agustinalia, I. (2022). *Splash Bahasa Indonesia 2*. Yudhistira.

Alexander, R., and Stibbe, A. (2014). From the analysis of ecological discourse to the ecological analysis of discourse. *Language Sciences*, 41. pp. 104-110, <http://dx.doi.org/10.1016/j.langsci.2013.08.011>

Brown, H. (1991). *Principles in Language Learning and Teaching*. New Jersey: Prentice Hall.

Djajasudarma, F. (2006). *Metode linguistik: Ancangan metode penelitian dan kajian*. Bandung: PT Refika Aditama.

Ekasiwi, A.N & Bram, B. (2023). Ecolinguistic Topics in Indonesian English Textbooks. *Journal of Language, Literature, and Linguistics*, 4(1), 20-29, <https://doi.org/10.26858/interference.v4i1.42935>.

Mbete, A.M. (2015). Pembelajaran Bahasa Berbasis Lingkungan Perspektif Ekolinguistik. *Retorika: Jurnal Ilmu Bahasa*, 1(2), <http://ejournal.warmadewa.ac.id/index.php/jret>

Mliless, M., & Larouz, M. (2018). An ecolinguistic Analysis of Environment Texts in Moroccan English Language Teaching Textbooks. *International Journal of Environmental Studies*, 5, 103-116, https://www.researchgate.net/publication/337172133_An_ecolinguistic_analysis_of_environment_texts_in_Moroccan_English_language_teaching_textbooks

Putra, D. A. K. (2023). Ecolinguistic study on environmental discourse in senior high school (MA/SMA) Indonesian textbook. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 9(1), 124–134. <https://doi.org/10.22219/kembara.v9i1.22561>.

Pratiwi, Y., Andayani, K., Roekhan., & Prastio, B. (2021). Environmental Themes in BIPA Textbook: Ecolinguistics Perspective. *Proceedings of the International Seminar on Language, Education, and Culture*, <https://doi.org/10.2991/assehr.k.211212.061>

Subiyanto, A. (2013). Ekolinguistik: Model Analisis dan Penerapannya. *Humanika* 18(2), <https://doi.org/10.14710/humanika.18.2>.

Stibbe, A. (2020). Ecolinguistics and economics: the power of language to build worlds. *WEA Commentaries*, 10 (3). pp. 2-7.

Urlica, D., Andreea, A., & Stefanović, S. (2018). Ecolinguistic Qualities of the Optimal English Language. *International Journal for Quality Research*, 12(2), 537–546.

Wen, Y. (2022). The Construction of English Writing Ecological Classroom in Senior High School from the Perspective of Ecolinguistics. *Journal of Education Research and Policies*

Yuniawan, T. (2018). Ecolinguistic Study of Conservation News Texts in Indonesian Mass Media. *International Journal of Humanity Studies*, 1(2), <https://doi.org/10.24071/ijhs.v1i2.686>