Ecolinguistic Topics in Indonesian English Textbooks

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Abstract. Ecolinguistics may be one of the newest branches of linguistics. However, it has an important role in the educational field. Through ecolinguistics, students can possess both linguistics and ecological knowledge at the same time. Moreover, the case of environmental issues was getting higher day by day, Thus, it is important to put ecolinguistics representation through the contents of textbooks. This qualitative research aimed to investigate the portrayal of ecolinguistics aspects in several Indonesian English textbooks. The purpose of this study is to analyze, whether Indonesian English textbooks use ecolinguistic aspects in their topics, words, or sentences or not. Five Indonesian English textbooks published by the Indonesian government were used as data sources. To gather the data, a corpus application, AntCont, was used. The descriptive qualitative approach and corpus approach were used in this study to analyze the contents of the English textbooks. The findings of the study indicated that not all Indonesian English textbooks represented ecolinguistics aspects in their topics, words, and sentences. Only three English textbooks from the total of five English textbooks portrayed ecolinguistic aspects in their contents. It is expected that the study results would improve the global understanding related to the environment and ecolinguistic topics, particularly through English textbooks for students.

Keywords: Ecolinguistic topic, ecology, English textbook, EFL, ELT

INTRODUCTION

The environmental issues that today's era has been facing are now starting to grow its importance in our society. Unconsciously, these environmental issues have many negative impacts on the social life around us (Stibbe, 2020). The longer these problems are allowed to persist, the more they can affect the other aspects related to society as well (Faramarzi & Janfeshan, 2021). Linguistically speaking, this phenomenon where environment or ecology, society, and language are correlated to one another can be called ecolinguistics (Cowley, 2021; Zhang & He, 2020). According to Zia, Amjad, and Bhatti (2022), environmental issues and language use, as well as how such issues are framed in various cultural contexts, are related. Not only conveys information or facts about something, but language can also impact the thoughts and behaviors of people (Zhou, 2019). Consequently, language has a significant influence on how people behave in relation to every social element (Dash, 2019; Stibbe, 2020). Further, Stibbe (2020) also mentioned that the goal of ecolinguistics is to identify linguistic patterns that harm the environment and to aid in the development of new linguistic constructs that encourage people to protect the environment.

Looking at how important the relationship between language and ecology is, it is crucial to teach or put ecolinguistic aspects in our education (Urlica, Andrea, & Stefanović, 2018). This, later on, can help the students to understand and be aware of global issues such as environmental problems that are happening around us (Zahoor & Janjua, 2020). Hamed (2021) also stated that instead of only learning and focusing on general knowledge or language skills, it is also crucial for students to possess the capability to draw a connection between the knowledge they got from the teachers in the classroom and the surrounding environment they interact with on daily basis. In the EFL context, some studies mentioned that combining ecolinguistic aspects in the lesson can make the students learn English and the knowledge of ecology at the same time (Asgher et al., 2021; Damico et al., 2020; Faramarzi & Janfeshan, 2021; Majeed et al., 2022; Mliless & Larouz, 2018).

Furthermore, Faramarzi and Janfeshan (2021) stated that the issues of environmental crisis should also be represented in ELT textbooks to help build students' awareness regarding the issues. Students can better understand their surroundings and various ecologies and environmental risks, such as depletion of natural resources, waste, global warming, and extinction of species, through the ecolinguistic information presented in English textbooks (Faramarzi & Janfeshan, 2021; Majeed et al., 2022). Several previous studies related to this topic have also been conducted before. First, Faramarzi & Janfeshan (2021) researched the representation of ecolinguistic aspects in some Iranian English textbooks. Their study aimed to explore the Iranian English textbooks from the perspective of ecolinguistics. The findings of their research showed that the English textbooks did not fairly represent the ecolinguistic contents. The publisher of the Iranian English textbooks did not pay attention to the issues related to ecology. Next, Mliless and Larouz (2018) also researched ecolinguistic representation in Moroccan English textbooks. They aimed to investigate several texts related to environmental issues taken from the Moroccan English textbooks. Both researchers also tried to find out to what extent the English

textbooks reflect the ecolinguistic values. Similar to the previous study, in analyzing the textbooks, they employed ecolinguistic perspective. The results of their study indicated that the elaboration of environmental topics in the textbooks had important pedagogical implications. The next study was conducted by Majeed et al., (2022). They conducted research on the representation of ecolinguistic aspects in Pakistani English textbooks. Their research aimed to analyze the English textbooks contents from an ecolinguistic perspective. The findings of their research showed that the textbooks utilized ecolinguistics contents extensively. Further, they also suggested that educational institutions should take deliberate steps to give students the skills and information they need to understand the environment from an ecolinguistic perspective. Lastly, Hamed (2021) through his study discussing about environmental discourse in Egypt English textbooks attempted to examine the language characteristics of the environmental discourse as well as the sorts of reasoning, values, and engagement that were encouraged in the texts. His results showed that the texts' ecological harmony is being guided by a superficial form of conservationism, environmentalism, and anthropocentric thinking that reflects the consumerist society.

Considering that the studies mentioned above focused on ecolinguistic themes in other countries, such as Iran and Morocco, this study aimed to explore the ecolinguistic contents in English textbooks in Indonesia to shed more light on the importance of the environment and ecolinguistic contributions. Accordingly, a research question was formulated, namely: Do Indonesian English textbooks represent ecolinguistic topics in their contents?

RESEARCH METHOD

The present research employed a descriptive qualitative approach. According to Levitt et al., (2018), the qualitative approach is beneficial and useful to address research problems where the researcher still needs to explore the variables. The corpus approach was also used by the researchers to evaluate the pdf English textbooks. Every word, sentence, and topic related to ecolinguistics was analyzed.

Data Source

The instruments used in this study were five Indonesian English textbooks published by the Indonesian government. All the English textbooks were designed for the senior high school level. Table 1 below showed the Indonesian English textbooks analysed in this study.

Table 1. Indonesian English textbooks used in the study

No	Name of the book	Year of Publications	Types of Curriculums
1	Buku Bahasa Inggris kelas X	2017	Kurikulum 2013
2	Buku Bahasa Inggris kelas XI	2017	Kurikulum 2013
3	Buku Bahasa Inggris kelas XII	2018	Kurikulum 2013

4	Bahasa Inggris: Work in Progress X	2022	Kurikulum Merdeka
5	Bahasa Inggris Tingkat Lanjut XI	2021	Kurikulum Merdeka

For the English textbooks created with the newest curriculum, which is Kurikulum Merdeka, the researchers only used up until the textbook made for grade eleven as the textbook for grade twelve is not being published yet.

Data Collection and Analysis

To gather and analyze the data, the following steps were taken. First, the Indonesian English textbooks were downloaded from Kemendikbud's website in the form of a PDF. Second, all the pdf of the English textbooks were converted into TXT files. Third, an online corpus analysis toolkit called AntCont developed by Anthony (2022) was used to analyzed the total words and sentences used in the English textbooks. Fourth, descriptive tables were used to show the total frequency of topics, words, and sentences representing ecolinguistic aspects. Finally, the categories of topics, words and sentences were then discussed in the following section, namely Result and Discussion.

RESULT AND DISCUSSION

The findings of this research showed that some of the Indonesian English textbooks represented ecolinguistic aspects in their topic, words, or sentences. However, the representation was very low in percentages. Even some of the English textbooks did not portray any ecolinguistic aspects at all. Table 2 below showed the percentages of topics related to ecolinguistics in Buku Bahasa Inggris Kurikulum 2013 for grades X, XI, and XII. In Buku Bahasa Inggris kelas X, there were 15 topics or chapters used in the English textbook. However, none of the topics was related to ecolinguistic aspects at all. Meanwhile, in Buku Bahasa Inggris kelas XI, it could be seen that from the 8 topics used in the book, there was one topic related to ecolinguistics (12.5%). Similar to the previous textbook, Buku Bahasa Inggris kelas XII also had 1 topic (9.09%) portraying ecolinguistics. The total of topics used in the textbook was 11 topics.

Table 2. Topic Related to Ecolinguistics in Buku Bahasa Inggris Kurikulum 2013

Textbook	Total Pages	Total Topic	Topic related to Ecolinguistics	Percentage of topics related to ecolinguistics
Bahasa Inggris kelas X	232	15	0	0%
Bahasa Inggris kelas XI	126	8	1	12.5%

Bahasa Inggris kelas XII	184	11	1	9.09%

Table 3 showed the total number of topics related to ecolinguistics in Buku Bahasa Inggris Kurikulum Merdeka for grades X and XI. Similar to Buku Bahasa Inggris Kurikulum 2013, Buku Bahasa Inggris kelas X did not portray any topics related to ecolinguistics at all. Meanwhile, from 5 topics used in Buku Bahasa Inggris Kurikulum Merdeka kelas XI, one of the topics was seen to portray some ecolinguistic aspects (20%).

Table 3. Topics Related to Ecolinguistics in Buku Bahasa Inggris Kurikulum Merdeka

Textbook	Total Pages	Total Topic	Topic related to Ecolinguistics	Percentage of topics related to ecolinguistic topic
Bahasa Inggris kelas X	200	6	0	0%
Bahasa Inggris kelas XI	216	5	1	20%

It can be concluded that the research results strengthened Faramarzi and Janfeshan's (2021) findings. Their findings showed that the Iranian English textbooks did not portray enough topics related to ecolinguistic aspects. They also stated that ecolinguistic aspects were not really got enough attention from the Iranian English textbooks' writers or publishers. Chau et al., (2022) mentioned that topics related to environmental issues such as famine, water pollution, or sanitation were not discussed very often. Meanwhile the topic of the current pandemic, Covid-19 were frequently discussed. Whereas, both problems have almost the same percentages of victims (Chau et al., 2022). Interestingly, the findings of this study, focusing on English textbooks used in Indonesia, showed some similarities to Mliless and Larouz's (2018) results, which focused on textbooks used in Morocco. Their results showed that the Moroccan English textbooks also did not put enough representation of ecolinguistics aspects in their contents. According to Stibbe (2020), the portrayal of ecolinguistics aspects is very important to foster the understanding of environmental issues in students which in the end can help to reduce or protect the number of the ecosystem being destroyed.

In table 4, it could be seen that one of the three Buku Bahasa Inggris Kurikulum 2013, which was Buku Bahasa Inggris kelas X, did not use any words related to ecolinguistics at all. In Buku Bahasa Inggris kelas XI, there were only 0.06% percentages of words related to ecolinguistic aspects. Meanwhile, in Buku Bahasa Inggris kelas XII, there were 0.2% percentages of words related to ecolinguistic

aspects. Although the last two English textbooks were seen to use some words related to ecolinguistics, the percentages were very low.

Table 4. Words Related to Ecolinguistics in Buku Bahasa Inggris Kurikulum 2013

Textbook	Topics related to Ecolinguistics	Total words in the textbook	Total words related to ecolinguistic topics	Percentage of words related to ecolinguistic topic
Bahasa Inggris kelas X	-	38028	0	0%
Bahasa Inggris kelas XI	Natural Disasters – An Exposition	19019	11	0.06%
Bahasa Inggris kelas XII	It's Garbage In, Art Works Out	26550	50	0.2%

Table 5 showed the total number of words related to ecolinguistics in Buku Bahasa Inggris Kurikulum Merdeka for grades X and XI. Still quite similar to the previous category, Buku Bahasa Inggris kelas X did not portray any words related to ecolinguistics at all. Meanwhile, from the total words counted in Buku Bahasa Inggris Kurikulum Merdeka kelas XI, there were 0.14% of words related to the ecolinguistic topic.

Table 5. Words Related to Ecolinguistics in Buku Bahasa Inggris Kurikulum Merdeka

Textbook	Words related to Ecolinguistics	Total words in the textbook	Total words related to ecolinguistic topics	Percentage of words related to ecolinguistic topic
Bahasa Inggris kelas X	-	24853	0	
Bahasa Inggris kelas XI	Analytical Exposition Text	39585	59	0.14%

These findings have enrich Faramarzi and Janfeshan's (2021) results. Their findings showed that the Iranian English textbooks did not use enough words related

to ecolinguistic topics or aspects. According to them, these results demonstrated that the application of ecolinguistic aspects in environmental education was inadequate. Whereas, in his study, Stibbe (2020) explained that the use of language representing ecolinguistics can help the students to have a better understanding of the dangerous effect that destructive activities on the environment that commonly happen nowadays might bring. This was also supported by Zia et al., (2022) who mentioned that language plays a crucial role in influencing how people behave in relation to any sociological perspective. The findings of this study once again strengthen Mliless and Larouz's (2018) results. Their results showed that the Moroccan English textbooks also did not put enough representation of ecolinguistic aspects in their contents.

In table 6, it could be seen that one of the three Buku Bahasa Inggris Kurikulum 2013, which was Buku Bahasa Inggris kelas X, did not have any sentences related to the ecolinguistic topic at all. In Buku Bahasa Inggris kelas XI, there were only 0.2% of sentences related to the ecolinguistic topic. Meanwhile, in Buku Bahasa Inggris kelas XII, there were 0.6% sentences related to ecolinguistic topics. Although the last two English textbooks were seen to have some sentences related to ecolinguistics, the percentages were very low.

Table 6. Sentences Related to Ecolinguistics in Buku Bahasa Inggris Kurikulum 2013

Textbook	Topics related to Ecolinguistics	Sentences in the textbook	Sentences related to ecolinguistic topics	Percentage of sentences related to ecolinguistic topic
Bahasa Inggris kelas X	-	5089	0	0%
Bahasa Inggris kelas XI	Natural Disasters – An Exposition	2590	6	0.2%
Bahasa Inggris kelas XII	It's Garbage In, Art Works Out	4206	25	0.6%

Table 7 showed the total number of sentences related to the ecolinguistic topic in Buku Bahasa Inggris Kurikulum Merdeka for grades X and XI. Still quite similar to the previous category, Buku Bahasa Inggris kelas X did not have any sentences related to the ecolinguistic topic at all. Meanwhile, from the total sentences counted in Buku Bahasa Inggris Kurikulum Merdeka kelas XI, there were 0.14% of sentences related to the ecolinguistic topic.

Table 7. Sentences Related to Ecolinguistics in Buku Bahasa Inggris Kurikulum Merdeka

Textbook	Topics related to Ecolinguistics	Sentences in the textbook	Sentences related to ecolinguistic topics	Percentage of sentences related to ecolinguistic topic
Bahasa Inggris kelas X	-	3682	0	0%
Bahasa Inggris kelas XI	Analytical Exposition Text	4313	28	0.6%

The findings from this last category were also supporting Faramarzi and Janfeshan's (2021) results. Their findings showed that the Iranian English textbooks did not have many sentences related to ecolinguistic topics or aspects. According to Zahoor and Janjua (2020), ecolinguistic aspects should be used more in the textbook as it helps the students to further enhance their ecological understanding. In the end, this can assist the students in understanding how tightly related human lives are to the natural world. The findings of this study were also in line with Mliless and Larouz's (2018) results. Their results showed that the Moroccan English textbooks also did not put enough representation of ecolinguistic aspects in their contents. Further, through his study, Hamed (2021) also stated that as the contents of the textbook can cover a wide range of themes, it can assist students in learning as much as they can about issues that directly impact their lives. Therefore, in the EFL teaching and learning processes, students can obtain two viewpoints. The first standpoint is from a linguistic point of view, while the second is an ecological viewpoint (Faramarzi & Janfeshan, 2021). Along with learning a new language, they gain an understanding of how closely linked humans and nature actually are (Chau et al., 2022; Roccia & Iubini-Hampton, 2021).

CONCLUSION

The current research attempted to investigate the representation of ecolinguistic aspects in the contents of five Indonesian English textbooks made for senior high school. All the textbooks were published by the Indonesian government. The three components of the English textbooks that were being examined were topics, words, and sentences. Based on the findings of the research, three of the Indonesian English textbooks did represent ecolinguistic aspects in their contents and two of the textbooks did not include any content representing ecolinguistic aspects at all. However, the three English textbooks only represented the ecolinguistic aspects in a very low percentage. In the three Indonesian English textbooks employing the K-13 curriculum and Kurikulum Merdeka, the percentage of topics were 41.59%. This is then followed by words (0.4%), and lastly, sentences representing ecolinguistic aspects (1%).

Based on the results, it could be seen that two Indonesian English textbooks both utilizing the K-13 curriculum and one Indonesian English textbook utilizing Kurikulum Merdeka did represent some ecolinguistic aspects in their topics, words, and sentences. Meanwhile, the two last English textbooks, Buku Bahasa Inggris kelas X using the K-13 curriculum and Buku Bahasa Inggris kelas X using the Kurikulum Merdeka did not use any topics, words, or sentences related to ecolinguistics. Nonetheless, the scope of this research was limited up until the written aspects of the English textbooks. The visual images of the textbooks were not investigated in this research. Thus, the results of percentages portraying ecolinguistic aspects in the analyzed textbooks might change. The results imply that the portrayal of ecolinguistic aspects is crucial to foster the understanding of environmental issues in students which in the end can help to reduce or protect the number of ecosystems being destroyed (Stibbe, 2020). Future researchers who are interested in the similar topic may investigate and analyze the visual images of the textbooks to further investigate the textbooks' usage of ecolinguistic aspects.

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