ENCOURAGING STUDENTS' ENVIRONMENTAL AWARENESS THROUGH ECO-ELT-BASED TEXTBOOKS

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ABSTRACT

This development research aims to develop an Eco-ELT textbook for young learners. This study uses the Research and Development (R&D) method with the 4-D (Four D) model. The development steps taken by the researcher are 1). Define, 2). Design, 3). Develop, and 4). Disseminate. Participants in this research were 14 students of SDN Glagahwangi 1. For data collection, the researcher used interviews, questionnaires, and student responses. Validation was carried out by material experts and media experts to determine the feasibility of the product. To determine the practicality of the product, it was obtained from the results of trials and student responses. The developed media was tested on 14 fourth-grade students of SDN Galagahwangi 1 Sugihwaras Bojonegoro. The results of the validation by material experts from the aspects of contextual assessment, feasibility aspects, and content suitability obtained a score of 122 with a percentage of 97.60% including the very worthy criteria. With very worthy criteria, the average score obtained from media expert validation was 95.56% with a total score of 129. In a limited scale trial on students of SDN Glagahwangi 1 Sugihwaras Bojonegoro, the average score was 90.67% of the total score of 952, which was included in the very practical category. From these results, it is concluded that Eco-ELT-based textbooks for early childhood students are feasible and very practical to use to support the English learning process in elementary school grade IV.

Keywords: *Eco-ELT, Young Learners, Teaching Materials, Material Development, Textbook*

INTRODUCTION

English is one of the world's most widely spoken and dominant languages today. It impacts numerous areas such as education, trade, business, industry, etc. Mappiasse and Ahmad (2014:1) in Rahman (2021) state that English has become the most widely used language in the world today. Therefore, everyone should have the ability to use it as a communication medium. In other words, mastering English is crucially important as a communication tool. Undoubtedly, English plays a much bigger role in this world that many people cannot avoid and ignore. Mastering English can connect us in a global world, and can also help us in our personal and professional lives. Although learning English can be challenging and time-consuming, It can be useful and valuable to have the opportunity to learn English.

Regarding to the importance of English, it leads most of people to deeply learn and master it. Teaching English essentially is important to improve students' ability to communicate globally. That is why most parents have a high demand to teach their children English early. Early language learning is considered effective for achieving better proficiency because it broadens children's horizons and awakens their initial enthusiasm and curiosity about language (Pinter, 2017). This is because a child's age is a strategic period in mastering a foreign language. Lenneberg mentions that based on the theory of The Critical Period Hypothesis (CPH), childhood is a golden period of development, including if they learn a certain language, they will be able to master it very well (Yanthi, Novi, Winti Ananthia, 2014). Thus, they will learn English effectively. However, young learners are unique, they learn differently compared to adults. Therefore, it is recommended that elementary school teachers not only know the development of students' language competence in general but must also consider students' backgrounds and needs.

Dealing with teaching and learning, to achieve the objective, teachers are required to create varied learning models. So that, the material can be easily absorbed by students. Apart from that, when delivering material teachers should use learning media that can support the learning process to run well. Meanwhile, Media is an important component in supporting learning activities (Oktavia et al., 2023). Having learning media that can be used in the teaching and learning process can arouse student interest and motivation.

There are six basic types of learning media, including; Print media, audio media, visual media, human movement, projection media, and artificial objects (miniatures) (Magdalena et al., 2021). Of the several types of media, the one that is effectively used to assist the teaching and learning process is print media in the form of textbooks. Textbooks contain teaching materials that have been prepared systematically and structured to help the learning process in class.

Designing and preparing materials can be done in various ways and forms. Several aspects must be considered when designing materials such as; the material must be interesting and meet students' needs, the material must have clear linguistic aspects and grammatical structures, it must be authentic and able to increase students' knowledge, the material must provide sufficient assessment tasks and the material must be able to deal with certain humanitarian issues (Saiful, 2020).

Currently, the Eco-ELT concept is a hype trend in English teaching and learning due to some environmental issues. Eco-ELT is defined as the study of environmental issues and the practice of environmental teaching in ELT (Saiful, 2023). This concept emphasizes the incorporation of ecological and environmental themes into English language teaching (ELT). In other words, Eco-ELT can be an approach to developing and designing appropriate English teaching materials in English Language Teaching (ELT).

In Eco-ELT, English lessons are designed not only to improve language proficiency but also to foster understanding of environmental issues and increase a sense of concern for the environment. In learning English, teachers can integrate topics related to nature such as climate change, pollution, long droughts, natural disasters, and other ecological problems into activities, materials, and discussions. Saiful added that this could also provide benefits in improving various aspects of students' language development, such as linguistic aspects, intellectual growth, and social and emotional intelligence (Saiful, 2023). This means that teaching ecology in ELT is not only useful for improving students' linguistic aspects but also for developing students' English skills such as listening, speaking, reading, and writing.

Currently, many ecological phenomena are found that occur around students such as climate change, air pollution, oceanic pollution, and long droughts that have a big impact on the students' environment. Therefore, there is a need for children to be more aware of the environment. It is necessary to instill the character of children who love the environment through teachers as "Green" agents who are pro for environmentally sustainable to foster the qualities of loving the environment in students. In other words, learning media is needed that is integrated with ecological phenomena to create a better learning process and preserve the earth by encouraging students' environmental awareness through Eco-ELT-based textbooks.

Previous research has developed English textbooks for elementary schools. In general, English textbooks are proven to have good ratings, good presentation, good language, and good graphics (Hasibin & Inayah, 2021) and the development of the material is appropriate because it relates to students' lives. In addition, the level of difficulty is appropriate to the student's level (Hakim, 2016). So, English textbook teaching materials function well as a complement to the English curriculum in the

fourth grade of elementary school (Utami et al., 2022). Therefore, textbooks can help and make it easier for students to understand English in class (Sari et al., 2021).

From all previous studies, most of them developed English textbooks for young learners who can be called elementary school students but none of them have used an Eco-ELT approach in developing their products. Therefore, the Eco-ELT approach in this research is something new that has never been used to develop products. This paper explores the steps for developing an Eco-ELT-based textbook for young learners and developing the appropriate Eco-ELT-based textbook for fourth grade at SDN Glagahwangi 1. Then, it describes the research methodology, including the approach, tools, and principles used in making Eco-ELT-based textbooks. The findings and implications are discussed next.

METHOD

This research aims to develop and verify an Eco-ELT-based textbook for young learners. Therefore, it falls into the category of Research and Development (R&D). The research development process follows the 4-D (Four D) development model by Thiagarajan (1974), which consists of four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate (Poppy et al., 2020). The participants in this research were 14 elementary school students consisting of 6 males and 8 females. Students' ages vary from 9 to 11 years. To collect the data, the researcher used several techniques for the data collection process, those are interviews and questionnaires.

Interviews are used to obtain information and needs in this development research. Researchers use interviews to specifically find out the initial conditions of the school, how students' attitudes are and the learning media used. The questionnaire distribution was conducted to obtain product validation results from media experts, material experts, and student responses. The resulting data from the questionnaire will then be processed and analyzed using a Likert scale as in Table 1:

Table 1: Questionnaire Scoring Guidelines

Score	Information
5	Very Good

4	Good
3	Enough
2	Less
1	Very Less

To measure media suitability, refer to the following Table 2:

Table 2: Eligibility Category

Score	Feasibility Percentage
81% - 100%	Very Worthy
61% - 80%	Worthy
41% - 60%	Enough
21% - 40%	Less Worthy
1% - 20%	Not Worthy

Adopted from Gogahu & Prasetyo (2020)

To measure the practicality of the media, see the following Table 3:

Table 3: Practicality Category

Score	Feasibility Percentage
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Enough
21% - 40%	Less Practical
1% - 20%	Not Practical

RESULTS AND DISCUSSION

In this section, the researcher presents a more comprehensive analysis of the findings from each stage of the 4D process. Researchers looked at specific data and feedback on the feasibility of Eco-ELT-based textbooks as an additional source of English language learning. This includes an explanation of the level of validity of the media and the appropriateness of the product.

Define

At the definition stage, the researcher conducted a problem analysis. This analysis was conducted by interviewing English teachers at SDN Glagahwangi 1 to find out the initial problems, the media used, and the students' characters.

Analysis of Media/Teaching Materials

In the process of English teaching and learning, the teachers usually use LKS (*Lembar Kerja Siswa*) as a medium for learning English in fourth-grade elementary school. However, the use of LKS was considered less than optimal because it could not increase students' enthusiasm for learning. Apart from that, students also often have difficulty understanding the contents of the book because there is more theory than pictures.

Student Analysis

In English teaching and learning, students still have difficulty understanding English because the learning media used also does not suit the students' character so students find it difficult and need to deepen their learning. In the process of teaching English, students at SDN Glagahwangi 1 are not active and have the desire to learn English, they just need to deepen the material and media that suit the students' character. Students tend to like teaching media that contains lots of illustrations or pictures such as cartoons, because students are more interested in studying books that contain lots of pictures rather than theory and reading.

Use of Textbook

Teachers are of the view that if learning media is developed with pictures and is related to the environment and relates to everyday life, it will be even better because students like real things. Students will be interested and easy to understand because it relates to things experienced in the environment, students will automatically easily understand and memorize English, especially vocabulary. They agreed that researchers would develop a product in the form of an Eco-ELT Textbook because it would increase students' activeness in learning and would facilitate students' understanding of English because it contained material related to students' environment.

Design

The textbook designs that were developed include:

Figure 1: Cover of Eco-ELT Textbook

Figure 2: Contents of Eco-ELT Textbook

Figure 3: Cover of The Unit

Figure 4: The Material of Eco-ELT Textbook

Development

At the development stage, researchers began to validate the product with material experts, media experts, and student responses

Material Expert Validation

Data was collected from material experts via a questionnaire. The

questionnaire contains 25 questions that validate the product material's quality, including 3 aspects: 1). Aspects of content suitability, 2). Feasibility aspect, and 3). Aspects of contextual assessment. The questionnaire uses a Likert scale with five alternative answers (1-5). The table below is the final validation result from material experts:

Table 4: Data from material validation results

No	Aspect	Frequency					Indicator	Max Score	Score	%
		1	2	3	4	5				
1	Content Suitability	0	0	0	0	10	10	50	50	100.00%
2	Feasibility	0	0	0	1	10	11	55	54	98.18%
3	Contextual Assessment	0	0	0	2	2	4	20	18	90.00%
Total							25	125	122	97.60%
Category Classification										Very Worthy

Based on Table 4, the material validator assessment results obtained a score of 122 out of a maximum score of 125, resulting in a presentation of 97.60%. The results of material validation show that the learning material from all aspects starting from the content suitability aspect, feasibility aspect, and aspect of contextual assessment is declared very worthy.

Media Expert Validation

Validation was carried out by media experts who validated the quality of the module design, which includes content size, cover design, and content design including layout, typography, and illustrations. The questionnaire uses a Likert scale with five alternative answers (1-5). The table below is the final validation result from media experts:

Table 5: Data from media validation results

No	Aspect	Frequency					Indicator	Max Score	Score	%
		1	2	3	4	5				
1	Cover Size	0	0	0	0	1	1	5	5	100.00%
2	Content Cover Design	0	0	0	0	7	7	35	35	100.00%
3	Content Design	0	0	0	6	13	19	95	89	93.68%
Total							27	135	129	95.56%
Category Classification										Very Worthy

Based on Table 5, the media validator assessment results obtained a score of 129 out of a maximum score of 135, resulting in a presentation of 95.56%. The results of material validation show that the learning media from all aspects starting from model size, cover design, and content design are declared very worthy.

Product Trial

This Eco-ELT-Based Textbook was tested on students in a limited trial phase (small group). The ideal number of limited trials is 10 to 20 students (Rahmawati & Vahlia, 2023). The small group trial was conducted in class IV SDN Glagahwangi with a total of 14 students. To find out the practicality of the product, students are directed to fill out the questionnaire with 15 items of product assessment after seeing and using the product. The results of student responses can be seen in Table 6:

Table 6: Limited Trial Results on Students

No	Aspect	Frequency					Indicator	Max Score	Score	%
		1	2	3	4	5				
1	Interest	0	0	0	39	45	6	420	381	90.71%
2	Language	0	0	0	30	50	6	420	370	88.10%
3	Material	0	0	0	9	33	3	210	201	95.71%
Total							15	1.050	952	90.67%
Category Classification										Very Practical

The results of the trial assessment reviewed from (1) The interest aspect obtained a score of 381 (90.71%), (2) The material aspect obtained a score of 370 (88.10%), and (3) The language aspect obtained a score of 201 (95.71%), so that overall the students' assessment of the Eco-ELT textbook obtained a total score of 952 (90.67%) in the very practical category.

Disseminate

The dissemination phase is the product finishing stage. At this stage, researchers reanalyze the product and package the product. In the first plan, the Eco-ELT textbook was distributed online to the object. Furthermore, the printed products will be distributed to schools so it can be used by teachers in English learning.

The findings of this research showed that to develop Eco-ELT-based English

learning materials for fourth-grade elementary schools the researcher used the 4-D (Four D) method introduced by Thiagarajan (1974) in (Poppy et al., 2020). At the define stage, researchers interviewed teacher who teach English at SDN Glagahwangi 1. The results of the interview showed that the learning resource they had was LKS so the teacher still needed other learning resources. Second, Students need English textbooks that suit their characteristics. Third, students need learning media that is interesting, colorful and has lots of animated images.

In the design stage, in developing the Eco-ELT Textbook, there were six chapters developed, including 1) Weather, 2) A Green Classroom, 3) Let's Clean Up!, 4) Natural Disasters, 5) Love Environment, and 6) Pollution. The materials were developed based on the five criteria for good materials in language teaching according to Saiful (2020), namely: The material must be interesting and meet students' needs, the material must include linguistic aspects and natural grammatical structures, the material must be authentic and have an impact on students, the material provides sufficient assessment tasks, and the material discusses certain humanitarian issues.

In the developing stage, the researcher received final validation from the two experts. Material experts gave a total score of 122 (97.60%) and media experts gave a total score of 129 (95.56%). Both scores are considered very worthy, which means the Eco-ELT Textbook is suitable for use and distribution. To find the practicality of the product, the researcher conducted a small-scale trial on fourth-grade students at SDN Glagahwangi 1. From the results of the questionnaire, the practicality of the product shows a total score of 952 (90.67%) Which means the Eco-ELT textbook is declared very practical. This is in line with Zulfikar et al., (2019) which states that the English textbooks for elementary schools are practical. This is also relevant to the research conducted by Hakim, (2016) The development of materials is adjusted to students' lives. That way, students will easily understand the learning. In addition, the level of difficulty is following the level of students.

Regarding the explanation above, it can be discussed that this research has similarities with previous research conducted by Hasibin & Inayah, (2021), conduct research to develop an English Textbook in Elementary School based on the Local Wisdom of Banyuwangi. Who both developed a product in the form of a book.

However, the researcher also found several differences, such as in the approach used in developing books, where this approach became a characteristic of the product being developed. Previous research shows that to develop English language materials using the Banyuwangi local wisdom approach. Meanwhile, researchers use Saiful's Eco-ELT theory as the approach used to develop a product in the form of an Eco-ELT Textbook. This approach emphasizes the incorporation of ecological and environmental themes into English language teaching (ELT) (Saiful, 2023). Researchers use the Eco-ELT approach because this approach is something new that has never been developed before especially in English language learning. This is relevant to to Eco-ELT theory based on Saiful statement that Eco-ELT is the study of environmental issues and the practice of environmental teaching in ELT (Saiful, 2020).

According to previous research conducted by Sari et al., (2021), The results of this research show that the textbooks developed are appropriate to students' needs. This statement is similar to what researchers found. In the feasibility trial carried out by researchers, it was found that the textbook developed received a score in the high category and received a positive response from students which means that the textbook developed was appropriate and practiced for use in the English language learning process in fourth grade.

CONCLUSION

This research focuses specifically on the process of developing Eco-ELT-based textbooks for young learners and the process of determining the appropriateness of Eco-ELT textbooks. Based on the research results in the discussion, it is explained that the process of developing Eco-ELT textbooks goes through 4 stages, namely defining, designing, developing, and disseminating. This development process involves two experts, namely a media expert and a material expert, to view and analyze the product before it is tested. The validation results show that the value from the media expert validator obtained a percentage of 95.56% and the value from the material expert validator obtained a percentage of 97.60%. Thus, all validation results are classified in the "very worthy" category. The valid product was then tested on fourth-grade students at SDN Glagahwangi 1 and obtained an average percentage of 90.67%. Thus, the Eco-ELT textbook developed is classified in the

"very practical" category. Based on the results of assessments with validators and conducting limited trials with students, it can be concluded that the Eco-ELT textbook learning media that has been created is very practical and suitable for use in the teaching and learning process.

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