

Need Analysis for Developing English Teaching Materials Using the Eco-ELT Approach to Enhance Environmental Literacy Among High School Students in Dompu Regency

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Abstrak: Penelitian ini bertujuan untuk menganalisis kebutuhan dalam pengembangan materi ajar bahasa Inggris dengan menggunakan pendekatan Eco-ELT (Ecological English Language Teaching) guna meningkatkan literasi lingkungan di kalangan siswa SMA di Kabupaten Dompu. Terdapat tiga fokus utama dalam penelitian ini: (1) karakteristik belajar bahasa Inggris siswa, (2) kebutuhan belajar bahasa Inggris siswa, dan (3) kendala yang dihadapi guru dalam penerapan pembelajaran berbasis lingkungan. Metode penelitian yang digunakan adalah metode deskriptif kualitatif, dengan pengumpulan data melalui wawancara. Hasil penelitian menunjukkan bahwa siswa memiliki berbagai karakteristik belajar yang dipengaruhi oleh motivasi, metode pengajaran, dan ketersediaan sumber belajar. Siswa membutuhkan materi pembelajaran yang relevan, kontekstual, dan interaktif untuk meningkatkan keterampilan praktis dalam bahasa Inggris. Selain itu, ditemukan bahwa guru menghadapi sejumlah kendala, termasuk kurangnya fasilitas, sumber daya, serta pelatihan profesional yang memadai. Dengan demikian, penelitian ini menyimpulkan bahwa ada kebutuhan mendesak untuk mengembangkan materi ajar bahasa Inggris yang berbasis Eco-ELT. Pendekatan ini tidak hanya membantu dalam meningkatkan kemampuan bahasa Inggris siswa tetapi juga menumbuhkan kesadaran dan literasi lingkungan di kalangan siswa SMA di Kabupaten Dompu. Implikasi dari temuan ini dapat menjadi dasar bagi pengembangan kurikulum dan strategi pembelajaran yang lebih efektif dan berkelanjutan.

Kata Kunci: eco-elt; bahasa inggris; lingkungan

Abstract: This research aims to analyze the need for developing English teaching materials using the Eco-ELT (Ecological English Language Teaching) approach to increase environmental literacy among high school students in Dompu Regency. There are three main focuses in this research: (1) students' English learning characteristics, (2) students' English learning needs, and (3) obstacles faced by teachers in implementing environment-based learning. The research method used is a qualitative descriptive method, with data collection through interviews. The research results show that students have various learning characteristics which are influenced by motivation, teaching methods, and the availability of learning resources. Students need relevant, contextual and interactive learning materials to improve practical skills in English. In addition, it was found that teachers face a number of obstacles, including a lack of adequate facilities, resources and professional training. Thus, this research concludes that there is an urgent need to develop English language teaching materials based on Eco-ELT. This approach not only helps in improving students' English language skills but also fosters environmental awareness and literacy among high school students in Dompu Regency. The implications of these findings can be the basis for developing more effective and sustainable curriculum and learning strategies.

Keywords: eco-elt, English, environment

INTRODUCTION

This research was conducted to connect two important aspects of education between English language learning and environmental literacy, especially in senior high schools (SMA) in Dompu regency. In the national curriculum (independent curriculum), English language learning is a compulsory subject. Environmental literacy is the ability to understand, analyze and act on environmental issues (McBride et al., 2013) environmental literacy on a national scale, especially the local scale of Dompu regency. In the Dompu regional and national context, environmental literacy is essential to deal with increasingly urgent environmental challenges such as climate change (Ephraim, 2019), the destruction of biodiversity (Nursa'adah et al., 2021), and environmental destruction (Coyle, 2005; Saiful & Setyorini, 2022). In fact, English learning is a crucial aspect in high school, but the problem is that there is no initiative from teachers to integrate English learning with environment-based English materials (Eco-ELT). This is in accordance with what was revealed by Saiful (2020) that English language learning can be integrated with environmental issues.

Based on the results of the research team's classroom observations in several senior high schools in Dompu regency, none of the English teachers brought up environmental issues in the discussion topics. This happens because teachers tend to use textbooks provided by the government without creating materials related to environmental issues. In fact, the integration of environmental issues in learning, especially English, is very possible (Paramanathan & Syed-abdullah, 2022). This is a limitation for teachers and schools in Dompu regency. Therefore, developing English teaching materials that connect the Eco-ELT approach with a focus on environmental issues is very important. Considering that the context of environmental degradation in Dompu is very severe with the excessive clearing of forests by the community to open up land for planting corn.

The Eco-ELT approach, which combines English language learning with environmental content, is an innovative solution to the challenges faced by teachers and students. This is in accordance with the concept built by Micalay-Hartodo, Poole, Saiful that combining English language learning with the environment can be an alternative learning solution that increases knowledge, English language skills and environmental By strengthening environmental literacy in senior high schools, this research has the potential to have an instructional and long-term impact in shaping students' attitudes, knowledge and behavior towards the environment in Dompu regency in particular, and Indonesia and the world in general. Thus, this study aims to fill the gap in academic literature and teaching practice by presenting concrete solutions to improve environmental literacy through the development of innovative and relevant teaching materials that are valid, practical and effective (Micalay-Hurtado & Poole, 2022; Saiful, 2023). Therefore, it is possible for students to learn English while increasing knowledge about environmental issues that are relevant to the regional context and the environment where students live. Through the development of teaching materials that adopt this approach, it is expected that students will more easily understand and internalize environmental concepts, and be moved to act positively towards environmental conservation.

By strengthening environmental literacy in senior high schools, this research has the potential to have an instructional and long-term impact in shaping students' attitudes, knowledge and behavior towards the environment in Dompu regency in



particular, and Indonesia and the world in general. Thus, this study aims to fill the gap in academic literature and teaching practice by presenting concrete solutions to improve environmental literacy through the development of innovative and relevant teaching materials that are valid, practical and effective.

In developing English teaching materials using the Eco-ELT approach in improving the environmental literacy of high school students in Dompu Regency, it is necessary to establish in-depth, detailed and comprehensive problem-solving steps in order to be able to become a solution or problem-solver. The needs analysis was conducted by analyzing the needs of students and in-depth analysis of the basic principles of Eco-ELT from various literature (Al Fawareh et al., 2023; Glotfelty, 1996; Misiaszek, 2020; Saiful, 2020; Saiful & Setyorini, 2022; Swanson & Levine, 2020), and interpretation of the social and learning environment in senior high schools, particularly in Dompu regency.

The Eco-ELT approach is an educational approach that integrates ecological principles into the English language learning process (Saiful, 2014) by emphasizing the use of learning materials related to environmental issues (Saiful, 2020), selection of language appropriate to the environmental context, and use of learning practices that strengthen students' environmental awareness (Saiful, 2023). This approach aims to improve students' understanding of the relationship between English, the environment and sustainability (McBride et al., 2013; Misiaszek, 2020). In addition, Eco-ELT emphasizes the importance of English teachers as moral agents who are responsible for raising students' awareness and sense of belonging to the surrounding nature, designing lesson plans and creating learning materials that spread environmental values (Saiful & Setyorini, 2022).

There have been many studies on the development of contextual and relevant teaching materials (Irianto et al., 2022). However, it has not yet led to the development of teaching materials that are specific to environmental issues, especially those that are appropriate to the Dompu regional context. In this topic, the development of teaching materials that integrate environmental aspects can be the key to success in improving students' environmental literacy. By emphasizing the development of environment-based textbooks, lesson plans, environment-based learning materials and learning practices that strengthen students' awareness of environmental issues. The Eco-ELT approach offered by this research team offers a relevant and innovative framework to achieve the goal of improving environmental literacy for high school students in Dompu regency.

The novelty in this research plan is the merging or integration of two different but complementary fields, namely English language learning and environmental literacy. The Eco-ELT approach used for the development of teaching materials provides a new space and dimension in English learning by emphasizing understanding and awareness of environmental issues. This combination brings innovation in learning (education) because it not only emphasizes on English language skills, but also on improving the environmental literacy of high school students in Dompu regency.

What fascinating research formulations this study has! What are the learning characteristics of English language high school students in Dompu regency? What are the learning needs of these students? And what constraints do teachers face in environment-based learning in Dompu regency high schools? This study aims to uncover the learning characteristics of high school students in Dompu regency,



identify their learning needs, and explore the challenges teachers encounter in teaching English in these high schools!

RESEARCH METHOD

The type of research used in this study is qualitative research, where researchers want to explore further and in depth related to the three research questions that have been stated above. Qualitative research allows researchers to reveal certain facts or perceptions in answering questions. Thus, this study is designed to know and Provide an in-depth answer related to the characteristics of English language high school students in Dompu regency, which was posed earlier in the research questions section, the English learning needs of high school students in Dompu regency and teachers' constraints in environment-based learning in Dompu regency high schools.

Data collection techniques are ways to obtain data by conducting observations, interviews, questionnaires / surveys, and documentation (Creswell, 2014). In this study, the data collection technique was interview. Interviews were conducted in a structured manner with teachers and students selected based on the predetermined sample regarding their views on teaching materials with the Eco-ELT approach.

The data analysis technique in this study uses data analysis techniques developed by Miles and Huberman (Miles & Huberman, 1994). This technique includes data collection, data reduction, data presentation and conclusion drawing. The design of the interview data analysis technique will be presented qualitatively with reference to the results of the conclusion drawing.

RESULT AND DISCUSSION

Learning Characteristics of Senior High School Students in Dompu Regency

Environment-based English language learning in Dompu regency shows some distinctive characteristics that reflect students' interaction with their local context. High school students in Dompu regency tend to have a more contextualized approach to learning English. They often use elements of the surrounding environment, such as local culture, historical places and natural beauty, as sources of inspiration and learning materials. This approach not only makes learning more relevant but also increases student engagement as they can relate the material learned to their daily lives. Approaches involving local contexts according to Webster, Paula; Dasein (2010) can be a unique characteristic of each student. Each region must have its own uniqueness, so this will shape students' learning characteristics.

Students in Dompu regency show increased motivation and participation in English learning activities that involve interaction with the environment. Programs such as field trips to important sites, environmental projects and community-based social activities conducted in English help students practice their language skills in real situations. This boosts their confidence and provides opportunities to apply English skills in wider and varied contexts. What is expressed by Suh (2011) that project learning can increase students' learning motivation. The project that should be designed by the teacher should be in accordance with the students' local circumstances so that it is connected to the local context in Dompu regency.



The speaking and listening skills of senior secondary school students in Dompu regency develop faster than reading and writing skills. This is due to the many environment-based activities that require direct communication, both with fellow students and with members of the wider community. Group discussions, project presentations and field interviews are an integral part of this learning method, which directly strengthens students' speaking and listening skills. Direct communication can improve children's English comprehension, as revealed by Putra & Salikin (2020) that the main thing in learning English is how to train students to speak. So the main focus is on improving students' speaking skills.

Students in Dompu regency also show high adaptability to varied and dynamic learning materials. Environment-based learning often requires students to adapt to different situations and contexts. For example, they may be required to produce a report on local environmental conditions in English or develop a conservation project utilizing English as a communication tool. This flexibility not only improves their English skills but also develops critical thinking and problem-solving skills that are important in everyday life. Critical thinking is important in language learning because it is part of the language process itself (Moeller & Catalano, 2015).

English Language Learning Needs of Senior High School Students in Dompu Regency

Eco-ELT in Dompu regency requires a structured approach to meet the needs of high school students. There is a need for relevant and contextualized resources and teaching materials. Students need learning materials that cover local aspects, such as flora and fauna, cultural sites and local environmental issues (Saiful, 2014). These materials should be organized in a way that integrates English learning with knowledge of the local environment, making learning more meaningful and related to students' daily lives (Al Fawareh et al., 2023).

Community engagement and collaboration with various parties is another important need. High school students in Dompu need support from the local community, including environmental agencies, local government and non-governmental organizations. So far, based on the interviews, there has been no involvement of other parties in this regard. This collaboration could provide wider learning opportunities through field projects, educational visits and volunteering activities that involve the use of English (Nikmah & Anwar, 2021). Thus, students can experience the application of English in a real and useful context.

Project-based learning and practical activities are needed to strengthen students' English skills. Teaching methods that encourage students to engage in real environmental projects will provide them with opportunities to use English actively. For example, school garden projects, hygiene campaigns, or research on local ecosystems can be an effective medium to develop speaking, listening, reading, and writing skills in English. The lack of project-based learning is the main problem here, even though project-based learning according to the Ministry of Education and Culture (MoE) is one of the most effective tools for developing English language skills O'Connor (2012) It is very necessary to encourage students to learn directly with the environment around them by creating various activities that require collaboration with fellow students and various parties.

Training and professional development for teachers is also an urgent need. As such, schools and the government should ensure training activities for teachers to



adapt to eco-based learning. Teachers in Dompu regency need specialized training on how to integrate Eco-ELT principles into the English curriculum. By organizing training according to Haq (2023) then teacher competence will increase. They need to be trained to design and implement learning activities that utilize the environment as a learning resource. In addition, teachers should also be equipped with innovative teaching strategies to maintain students' interest and motivation.

Continuous evaluation and feedback is an important requirement in Eco-ELT learning. Students need constructive feedback on their progress in learning English through environment-based activities. Regular evaluation can help identify students' strengths and weaknesses, so that teachers can adjust teaching methods and materials according to students' needs (Micalay-Hurtado & Poole, 2022). This approach will ensure that every student gets the attention and support needed to achieve proficiency in English while understanding the importance of protecting the environment.

Teachers' Constraints on Environment-Based Learning in Senior High Schools in Dompu Regency

Teachers in senior high schools in Dompu regency face a number of obstacles in implementing eco-ELT. Firstly, limited resources and teaching materials are the main challenge. Learning materials that integrate local environmental aspects with English are still very limited. This is very important. Teachers have not been able to access resources related to environmental issues. Teachers often have to develop appropriate teaching materials themselves, which requires extra time and effort. Lack of access to adequate resources, such as books, audiovisual media and relevant digital materials, exacerbates this situation. So this is what makes teachers feel burdened as an administrative task. Whereas the spirit of an independent curriculum is to free teachers from administrative tasks (Astuti et al., 2024).

Secondly, limited training and professional development is also a significant obstacle. Many teachers have not received adequate training on environmentally-based learning methods. Without a strong understanding of how to integrate Eco-ELT principles into the curriculum, teachers find it difficult to design effective and engaging activities. In addition, the lack of workshops or seminars that specifically address Eco-ELT in the region makes it difficult for teachers to improve their competencies. Teacher training is very helpful for teachers in improving their competencies (Riska et al., 2023) then the government should provide funding for training, this is a recommendation.

Third, inadequate infrastructure and facility support is another obstacle. Environment-based learning activities often require facilities such as laboratories, open spaces and supporting teaching aids. In some schools, these facilities may not be available or sufficient. For example, lack of access to transportation for field trips or limited equipment for environmental research can limit teachers' room for maneuver in implementing this learning method.

Fourth, the involvement and support from the school and community is also often suboptimal. Despite teachers' good intentions to implement Eco-ELT, the lack of support from the school administration and local community can be a barrier. The lack of coordination between the school and relevant parties such as the local government, environmental organizations and the local community makes teachers' efforts less effective and sustainable.



Finally, the time and workload factor is also an obstacle that cannot be ignored. Teachers often face tight schedules with high teaching loads, making it difficult to plan and implement environment-based learning activities that require more preparation. In addition, the strict curriculum and the demand to meet certain academic targets often make it difficult for teachers to allocate sufficient time for Eco-ELT activities, which generally require a longer duration to have maximum impact.

CONCLUSION

The conclusions of this study are firstly, the English learning characteristics of senior high school students in Dompu regency tend to be influenced by factors such as learning motivation, teaching methods used and the availability of learning resources. Students show varying levels of interest and engagement in English learning, which has an impact on their learning outcomes. Secondly, students' English learning needs at senior high schools in Dompu regency include the need for more relevant and contextualized learning materials, more interactive and engaging teaching methods, and additional support such as tutoring and adequate learning media. Students want learning that is more focused on practical skills in the use of English. Thirdly, the constraints faced by teachers in environment-based English language learning in senior high schools in Dompu regency include the lack of educational facilities and resources, limited training and professional development for teachers, and challenges in integrating the surrounding environment into the learning process. Teachers also face difficulties in creating a conducive and engaging learning atmosphere for students. Overall, this study provides an in-depth insight into the characteristics, needs and constraints of English language learning in senior high schools in Dompu regency, which can serve as a basis for improvement and development of more effective learning strategies.

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