

ABSTRACT

Shabrina, A.N (2022): Exploring EFL Textbook through the Education for Sustainable Development (ESD) Principles: A Content Analysis on English Textbook “When English Rings A Bell” For the VIII Grade Students at Junior High School.

Textbook is one of the main components of English language learning and teaching programs. The wise choice of learning materials can establish a huge impact to students and make the learning process meaningful. ESD is education for social transformation to create more sustainable societies. It is holistic and transformational, moreover, it encompasses numerous educational aspects and one of them is learning content. Thus, bringing in the sustainable development issues to the textbook is essential.

This research is aimed to find out the ESD principles in English Textbook "When English Rings a Bell" for the VIII grade of Junior High School, and to find out the teachers' responses toward the ESD-based materials in the textbook. This research analyzes the textbook by using the ESD principles framework that has been developed.

This study employs a qualitative approach with the content analysis method. In addition, the interview is conducted as well to enrich data collection. There are 3 EFL teachers at the junior high school as the research participants selected with purposeful sampling technique.

The research results reveal there are only 9 out of 11 ESD principles that appeared in the textbook, they are Biodiversity (17%), Climate Change Education (2%), Water (5%), Cultural Diversity (5%), Gender Equality (8%), Health (23%), Peace (30%), Sustainable Urbanization (3%), and Sustainable Lifestyles (7%). There is a total absence of Disaster risk reduction's ESD principle and Reducing poverty's ESD principle. Another finding illustrates that the English teachers have positive responses toward the ESD-based materials in the textbook with a note that there are still difficulties and suggestions regarding ESD-based materials in the textbook. The outcomes of this study suggest that the author of the textbook could make the ESD principles embedded in the textbook be more varied and deepened. Therefore, the teachers need to be more skillful in the ESD pedagogy, while at the same time they are also obliged to provide knowledge and practice of English language to students.

Key words: Education for Sustainable Development, EFL, textbook, teacher responses.