

CHAPTER I

INTRODUCTION

This chapter explains a brief description of the entire content of research. It consists of background of the study, research questions, research purposes, research significances, rationale, and previous study.

A. Background

This study investigates what Education for Sustainable Development (ESD) principles are embedded in an Indonesian English book. ESD is rooted in the Sustainable Development Goals (SDGs), which are to protect the planet, end poverty, and improve the lives and prospects of everyone. Sustainable Development has been characterized as development that meets the needs of the present without compromising the capacity of future eras to meet their possess needs to live on this planet. SDGs includes 17 goals, set by The United Nation (UN) in September 2015. The 17 goals can be grouped into three, which are called "3P: People (Social), Prosperity (Economic) and Planet (Environment)". UN declared the goals need to be achieved in 2030 all around the world.

This agenda has 10 years remaining to be set. The implementation relies on countries' policies and programs and is monitored by the UN. Therefore, the successful set of SDGs enormously depends on governments, private sectors, organizations, communities, and civil society in many countries.

The issues addressed in SDGs are very crucial for the world. They need to be solved as soon as possible. It may start from education. Education is believed to uplift socioeconomic mobility and could be a key to escaping poverty. Then, education helps reach gender equality and reduce inequalities and is necessary to fostering tolerance and more peaceful societies (United Nation, 2020). Education also plays an important role to reach SDGs because it can promote the goals, create the knowledge of

world's issues and shape the character of the students/children as the future generations who live on this planet to be an individual with well-being who can harmonize his life with social and nature since we only have limited natural resources for 7 billion people world population (UNESCO, 2019). Those environmental challenges and social issues led United Nations Educational, Scientific and Cultural Organization (UNESCO) created a more specific program, named Education for Sustainable Development (ESD) as a key element of quality education (SDG no. 4) and a crucial supporter for sustainable development. ESD encourages people to change the way they think and work towards a sustainable future. ESD principles here consist of the values that ESD stand up for which are the goals in SDGs and in addition, cultural diversity, biodiversity, and climate change are included because it must be integrated as well into teaching and learning (UNESCO, 2019).

ESD is represented by pedagogical aspects, particularly textbooks. Textbook plays an important role in learning because it affords an effective resource for self-directed learning and presentation material, a reference for students, a source of ideas and activities, a syllabus where they reflect prearranged objectives of learning, and to gain confidence for supporting the less experienced teachers (Kodriyah, et al., 2018). So that while learning English as a Foreign Language, the students also can establish their sustainable lifestyles, take responsibility to solve global challenges, and contribute to actualizing SDGs for a better present and future. To start integrating and practicing ESD principles in ELT, it will be a great idea to pay attention to the learning materials first and bring the sustainable development issues to the textbook. Since a textbook is a student's handbook, the content inside of it can have a huge impact on learning. For this reason, the writer would like to investigate ESD principles in the EFL textbook for VIII grade in Junior High School in Indonesia.

Previous research related to the current topic had been conducted. First, research by Kumari (2020) entitled "Integrating Sustainable

Development in ELT Classes” shows there is a gap in transforming the knowledge they have acquired into action as a language requires performance. Thus, ELT classes need to integrate the sustainability issues into their curriculum with a focus on learners’ critical faculties in a collaborative setting and global context. The other research was carried out by Rosyidatun (2014). It aimed to reveal the mapping study of ESD perspectives in the 2013 curriculum for elementary level in Indonesia. The findings show that it is clear that all aspects of ESD have been accommodated in the basic competencies both explicitly and implicitly of the 2013 curriculum for elementary school. Meanwhile, this research will investigate the ESD principles in the EFL textbook for the VIII grade students in Indonesia.

B. Research Questions

According to the description above, the research question can be formulated as follows:

1. What are the ESD principles that exist in English Textbook “When English Rings a Bell” for the VIII grade students at Junior High School?
2. How are the teachers’ responses toward the ESD-based material in the textbook?

C. Research Purposes

From the research questions above, the purpose of this research intend as follows:

1. To find out the ESD principles in English Textbook "When English Rings a Bell" for VIII grade in Junior High School.
2. To find out the teachers’ responses toward the ESD-based material in the textbook.

D. The Significance of the Research

This research is expected to contribute to promoting and achieving the Sustainable Development Goals in Indonesia. The result of this research gives information to what extent ESD principles have been promoted in EFL teaching and learning, to be specific, in the EFL textbook for VIII grade students. Theoretically, this research can be beneficial as pioneering that providing information about ESD-based textbook as learning material for EFL students and teachers in Indonesia. Moreover, it can be useful for anyone interested in the related research topic as a reference.

Practically, this research will contribute to ELT teacher and practitioners to promote the improvement of teaching and learning by selecting learning topics which are appropriate with current world condition.

E. Rationale

From several kinds of analysis methods, content analysis is chosen for this research. According to Fraenkel and Wallen (2001), content analysis worked by investigating the text/written or image/visual content of the document. The sustainability themes, hereinafter referred to as ESD principles, will be used as the analysis framework by examining the occurrence of the topic/themes in the textbook that contain the principles also what the frequency is. After the ESD-based content has been found out, the researcher will continue to answer research question number two by conducting an interview.

Education is believed to be a tool for raising awareness and promoting SDGs. People all around the world need to be taught about current global issues and their impacts on human beings which present on SDGs. By understanding the present and future global challenges and issues, it is believed can develop EFL students' critical thinking skills. According to UNESCO (2019), ESD means a transformational and

comprehensive education that discussed pedagogy, learning materials and results, and the learning environment. In learning Sustainable Development itself, it requires competencies that important for all learners of all ages worldwide such as systems thinking competency, anticipatory competency, normative competency, strategic competency, collaboration competency, self-awareness competency, integrated problem-solving competency, and critical thinking competency (UNESCO, 2017).

ESD principles can improve the teaching and learning of English for students at Junior High School through the Listening, Speaking, Reading, Writing (LSRW) skills as the basic foundation in learning the English language. In this case, ESD contributes to ELT in giving learning content and linguistics abilities in general for instance, vocabulary acquisition, and grammar that have ESD principles intervene. Instead of making general theme material, entering sustainability-themed will be more meaningful. No matter who is being taught, sustainability is a relevant issue. It is applicable to all levels of students because it is topical and it affects all of us (GreenJournal, 2020). Other skills that also crucial in ELT are critical thinking skill and intercultural skill, can be obtained through ESD principles as well. Regarding the main function of English as 'lingua Franca' that requires basic communicative and cross-cultural skills, ESD principles fit because their concept is about local, national and international perspectives. It supports the students to think globally or for the target language. According to UNESCO (2017) language are an effective tool for communication, critical thinking, peace, social justice, advocacy, and identity. Language teachers in research by Gericke (2020) said that ESD in language learning can develop the ability to express themselves, to discuss, and to give a talk (Gericke, 2020). Besides, ESD principles can promote EFL students' affective skills such as good morals, attitude & shape a valuable person.

In learning a language, textbook is one of the common and essential media that expected to facilitate the attainment of the learning objective. The importance of textbooks is undeniable. Textbooks are used by states and civil society organizations to define which knowledge to pass on to the next generation and which competencies to foster (UNESCO MGIEP, 2017). Moreover, textbooks are student's handbook so that the content inside of them can have a direct impact on the students. Textbooks do not only contribute to the development of learners' knowledge but to their behaviors and attitudes as well (Mukundan et al., 2011). Through their selection of content and pedagogy, textbooks can contribute significantly to peace education, to foster a reflective ethos and a sense of responsibility for a common humanity, empowering students to become critical thinkers, empathetic citizens and active agents of their communities (UNESCO MGIEP, 2017). According to Harmer (2001), textbooks at their best their visual and topic appeal can have a powerfully engaging effect. UNESCO expecting ESD is reflected in the content of what teachers must teach and the pedagogy they implement. They argue that embedding ESD into core subjects is one of the most efficient and effective ways to achieve SDG Target 4.7. The textbook usually implementing ESD principles by adding the sustainability issues and topics to the learning content so that ESD principles can be translated into pedagogical practices that engage students in developing meaningful understandings and enduring dispositions (MGIEP, 2017).

F. Previous Study

Many studies concerning how ESD is actualized in ELT and Indonesian education. Five studies, which are considered the most relevant, are discussed in this section.

First, research conducted by Mohammadnia and Moghadam (2019) evaluated the content of 18 English textbook series for adults developed by Iranian authors through the lenses of ESD. In the eighteen books that were evaluated, the sustainability themes were present. However, their

distribution was not even. The themes were totally absent in some books and abundant in some others. In all the 18 books, the themes and topics related to sustainability occurred 73 times. The findings reveal that the themes of sustainability are present in these English textbooks to a good extent. To be contrasted, this research will investigate EFL textbook for junior high school in Indonesia through ESD lenses and will investigate how the ESD-based content can promote the teaching and learning of English in junior high school.

Second, research about ESD in Indonesia by Satrianawati and Fu (2019) aimed to describe modern Education for Sustainable Development by building the online school as a disaster solution in the modern era. The research used descriptive qualitative research with social history approach. The result of the research is in suggestion form to the government that online school should be built as a disaster solution for the generation in the modern era to Education for Sustainable Development. Meanwhile, this current research will focus only on the ESD in ELT in Indonesia.

Third, other research about ESD in Indonesia was carried out by Rosyidatun (2014). In her research, the 2013 curriculum of Indonesia for the elementary level was analyzed through ESD aspects. The research method was using a mapping study. The result showed that it is clear that all aspects of ESD have been accommodated in the basic competencies both explicitly and implicitly of the 2013 curriculum, especially the elementary school curriculum. While that research analyzed the 2013 curriculum of Indonesia for elementary level, this research will be analyzing EFL textbooks for the VIII grade students at junior high school.

Fourth, research by Bekteshi and Xhaferi (2020) aimed to introduce the concept of Sustainable Development (SD) and its goals to the students of the Faculty of Education in the University of Mitrovica in Kosovo and tried to link the concept of English Language Learning (ELL), English Language Teaching (ELT), and the SDGs as a type of all-inclusiveness within the “3 Ps”: Planet, People, and Profit. Meanwhile, this research will

try to analyze the ESD principles in the EFL textbook and to find out how the ESD-based content in the related textbook can improve teaching and learning EFL in junior high school.

Last, research conducted by Kumari (2020) examined the integration of Sustainable Development in ELT classes. The research intended to explore firstly ideas of sustainability and the emergence and prevalence of this term into international discourse. Next, it will discuss how English classes can integrate the goals of Sustainable development in its stride. Last, the paper will recommend some strategies methods that can be used for Education for Sustainable development in ELT classrooms. The result found there is a gap in transforming the knowledge they have acquired into action. Therefore, the ELT classes need to integrate the issues of sustainability in their curriculum with a focus on learners' critical faculties in a collaborative setting and global context. The research focused on integrating Sustainable Development in ELT classes meanwhile this research will focus on exploring the ESD principles or aspects in the EFL textbook.

