

## English and Nature: An Ecocritical Study in English Textbook

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### ABSTRACT

The urgency of this research is due to the problems being faced by Indonesia regarding the destruction of nature and the lack of human awareness of the relationship between humans and nature, which is an important factor behind the destruction of nature that is happening today. The author uses eco-ELT theory as an approach that integrates environmental issues into English language learning. The subject of this study is the English textbook "English for Nusantara" for junior high school grade 9. This study requires the creation and implementation of an English textbook that employs the Eco-ELT approach and qualitative methods. According to the findings of this study, natural disasters, shelter, animals, and the earth can all be used to depict the environment. The English textbook "English for Nusantara" contains materials relevant to the Eco-ELT program, which is aligned with five types of interventions: material, experiential, cognitive, and emotional, all of which conceptualize the relationship between humans and nature.



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## 1. INTRODUCTION

The various epochs of history have had both positive and negative effects on human life and the natural environment. Rivers, lakes, and wetlands, as integral parts of the natural world, have long provided humans with essential resources such as water, food, fiber, and medicine, as well as shelter. However, human activities such as urbanization, agricultural intensification, navigation, flood control, and unsustainable aquaculture have resulted in negative consequences such as pollution, habitat loss, excessive water abstraction, dam construction, drainage, and the introduction of invasive species. Ultimately, any change in a river basin's natural hydrological cycle has an impact on the behavior, character, and ecology of its aquatic ecosystems.(Sampoerna Academy,2020)

Air pollution is one of today's most pressing environmental issues, endangering both human health and the environment. According to the University of Chicago's Energy Policy Institute's 2021 Air Quality Life Index (AQLI) report, air quality in Indonesia frequently falls short of the safe thresholds for fine particle concentration (PM2.5) set by the World Health Organization (WHO). Given the gravity of the situation, Indonesian governments and communities should prioritize reducing air pollution. (Humas, 2023). According to IQAir, residents in 98 Indonesian cities are significantly exposed to air pollution. The majority of Indonesia's urban population, comprising 64.9 million people, breathe air that exceeds healthy thresholds set by the World Health Organization (WHO). Pollutant sources such as vehicles, machinery, and forest fires contribute to this issue. In fact, only 0.6% of Indonesia's urban residents enjoy air quality meeting WHO annual standards, and just 8.66% (around 409,000 people) of those living in the 98 cities have access to clean air year-round. (Wisanggeni et al.2023).

The health impacts of air pollution can be divided into short-term and long-term impacts. Pollution has a short-term negative impact on how the environment looks to the eye. Examples are plastic, industrial waste, and hazardous chemicals that can give an unpleasant visual impression, such as piles of garbage, murky river water, or haze due to air pollution. Meanwhile, global warming is a long-term effect of environmental pollution. The earth's temperature increases due to global warming, which in turn affects weather patterns and sea level rise. In addition, bioaccumulation occurs, which is the contamination of chemicals in living things, such as fish contaminated with mercury. Environmental damage can be caused by natural disasters and human activities. (UN Pres, 2023)

Natural disasters are not always caused by nature alone. The chances of a disaster occurring are also influenced by human attitudes and actions. Events that we call disasters can be caused by poorly planned city and country development, lack of attention to population density, and inappropriate policy implementation. For example, landslides, floods, and land, water and air pollution are man-made disasters. Therefore, it is more appropriate to use the term "disaster" instead of the commonly used "natural disaster", as human factors also play a role. (BPBD, 2020). One of the environmental damages caused by human activities is pollution. Pollution occurs when changes in environmental conditions exceed the ecosystem's tolerance threshold. Pollutants fall into two categories: degradable and non-degradable. Degradable pollutants are biodegradable, while non-degradable are not. Environmental degradation is characterized by the loss of land, water, and air resources, as well as the destruction of flora, fauna, and ecosystems. (Nandy, 2021). The destruction of nature affects all living things. It is the responsibility of all people to preserve nature in its entirety, avoiding even the smallest harm. All animals have a home in nature. There are many different animals, both protected and unprotected. Animals lose their native habitats when the natural world is damaged, especially those living in forests. These animals must search for new places to live when their homes are destroyed. (Webmaster, 2020).

The environmental problems in Indonesia require a movement to raise awareness of the importance of the environment for all life. A key first step is educating young children on the benefits of the environment. This can in still an environmentally-conscious mindset in the next generation and lead to meaningful long-term changes. (Widyaiswara et al. 2023)

The field of English language teaching (ELT) has played an important role in addressing environmental issues through educational initiatives. Four postulation bases have cantered the attempts at environmental teaching in ELT. The first is how environmental teaching in language education helps students develop their character and language skills both inside and outside of the classroom (Hauschild et al., 2012). The second is that the field of ELT has an obligation to address global concerns, such as environmental issues (Mercer et al., 2022). Along with their language development, English students must be encouraged to think critically and ecologically (Xiong, 2014). The third is the possibility for the field of English Language Teaching (ELT) to address sustainability issues, like pollution, deforestation, ocean acidification, and climate change, in English classes (Bowden, 2010). The fourth is whether or not ELT guidelines are suitable for deep philosophical and intellectual conversations about nature and environmental ethics when used in literary instruction (Beigel, 1996).

The incorporation of ecological themes and environmental education into ELT offers significant advantages. As Beigel (1996) argues, it can help students develop positive relationships with nature, allowing them to explore environmental ethics through literary texts and engage in deeper philosophical discussions of environmental issues within English classes. Moreover, the combined use of theoretical, philosophical, and hands-on environmental activities in ELT classrooms provides students opportunities to better understand the causes and consequences of environmental crises (Saiful, 2023). Beyond just linguistic development, these efforts have the power to transform English teachers into "green" moral agents who promote environmental sustainability. Recognizing these benefits, Saiful (2020) strongly advocates for increased environmental teaching in ELT, particularly through the ecocriticism approach. To this end, Saiful (2020) proposes the concept of "Eco-ELT," which serves as a dedicated space for environmental movements and initiatives within the field of English language teaching.

In this study, the narrative text in the English textbook "English for Nusantara" in junior high school grade 9 is used as the subject. Using the theory of ecocriticism by Garrard (2014), six concepts are explored related to the concept of literary ecocriticism, as follows: (1) pollution; (2) wilderness; (3) apocalypse; (4) shelter; (5) animals; and (6) earth. From this exploration, the focus of literary ecocriticism remains on nature and the environment. Nature and the environment in favorable and unfavorable circumstances are always a concern. According to Ives et al. (2017), there is a need for more integrated research on human-nature connectedness. To facilitate this and to clarify why and how to reconnect people with nature, develop our discussion around the five categories of nature connections. Ives et al. (2017) proposed (1) material, (2) experiential, (3) cognitive, (4) emotional, and (5) philosophical connections.

## 2. RESEARCH METHOD

The main objectives are to find out how the natural environment can be portrayed in various ways, to raise students' awareness of environmental issues, and to promote caring attitudes towards the environment through English language teaching. The author is the main instrument in this research. This type of research is qualitative and focuses on textual studies with a content analysis approach. Data collection techniques use content analysis. The four main methods of data collection used in qualitative research are documentation, audio-visual materials, interviews, and observation (David Creswell, 2023). The researcher used documentation in this study, which included reading and taking notes. (Zhang and Wildemuth, 2005)

## 3. RESULTS AND ANALYSIS

This chapter presents the findings and discussion the meaning of the data. The findings of a study conducted on a junior high school English textbook, "English for Nusantara," included looking for six elements from (Garrard, 2004) and analyzing how the conceptualization of the human-nature connection is based on Ives et al. (2019). The findings regarding the formulation will be presented in the form of a table, as follows:

### 3.1. Concept of Eco-ELT Narrative Text in English Textbook in Junior High School

According to Greg Garrard the goal of literary ecocriticism is to look into the ways in which humans and the environment are imagined and depicted in all fields as cultural property. The focus is to trace the development of the movement and explore the concept of literary ecocriticism, relating to the following: 1. Pollution; 2. Wildness; 3. Apocalypse; 4. Dwelling; 5. Animals; 6. Earth. (Garrard, 2004) In this exploration, literary ecocriticism remains focused on nature and the environment.

No.	Code	page	Name of Chapter	Material
	Apo	35	Chapter 1 Exploring Fauna of Indonesia ( Unit 1 Bekantan )	“ The major threat is habitat destruction.” (Damayanti et al.)

Based on the evidence above, the disaster contained in the data source is a disaster caused by human actions that often destroy the balance of nature. Proboscis monkeys are an important species for maintaining the balance of the ecosystem in their habitat. If proboscis monkeys lose their home, proboscis monkey populations can significantly decline or even become extinct. This would reduce overall biodiversity and could disrupt the food chain in the ecosystem. Proboscis monkeys play an important role in the dispersal of seeds in the forests where they live. If Bekantan are no longer present, grain dispersal will be hampered, hindering forest regeneration, and affecting the overall composition and structure of the ecosystem. For example, certain plants that depend on proboscis monkeys for their grain dispersal may experience population declines, while other species that compete with proboscis monkeys for certain resources may become more dominant. Everyone should be aware that a disaster refers to natural damage that can occur anywhere and at any time. Natural damage can be classified into two types: damage caused by natural phenomena and damage caused by human actions.

Thus, in the narrative text in the English textbook "English for Nusantara," the author has indirectly represented the relationship between humans and nature, indicating that there is a close relationship between humans and nature where human actions can have a significant impact on ecological balance and result in environmental disasters. Preserving nature and maintaining the balance of the ecosystem are important for the sustainability of human life.

2.	Dwe	64	Chapter 1 Exploring Fauna of Indonesia (Unit 3 Indonesian Birds )	“Birds of paradise ( Cenderawasih ) live in <b>Eastern Indonesia, Papua New Guinea, and Eastern Australia.</b> ” (Damayanti et al.)
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Based on the above evidence. Eastern Indonesia is an island in the eastern region of Indonesia, mainly in Papua and Maluku. The island of Papua, which includes the provinces of Papua and West Papua, is the primary habitat for many species of birds of paradise. Papua New Guinea's dense rainforests and rugged mountains provide an ideal environment for these birds. Papua New Guinea is home to many species of birds of paradise. The country lies to the east of Indonesia, sharing the island of Papua with the province of West Papua. The extensive lowland and montane rainforests of Papua New Guinea provide the necessary habitat for birds of paradise. Several species of birds of paradise can also be found in the eastern region of Australia, particularly in Queensland. Birds of paradise are mainly found in the lowland rainforests and dense forests of this area. These regions offer suitable environmental conditions for birds of paradise. Tropical rainforests, with their high humidity, plant diversity, and variety of food sources, provide a rich and important environment for these birds. Cenderawasih spend most of their time in the forest canopy, searching for food, interacting with each other, and performing their signature dance to attract mates. It is important to sustain this natural habitat and protect the birds of paradise and other biodiversity in the region.

Thus, in the narrative text in the English textbook "English for Nusantara," the author has indirectly represented the relationship between humans and nature, the relationship of interdependence between humans and nature, where humans depend on the preservation of nature to maintain biodiversity and ecosystem balance, while nature is also vulnerable to disturbances from human actions.

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| 3. | Anim | 45 | Chapter 1 Exploring Fauna of Indonesia<br>( Unit 2 Orangutan and Gorilla ) | “Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.”(Damayanti et al.) |
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“Gorillas are the largest apes in the world.”  
(Damayanti et al.)

Based on the evidence above. Orangutans and gorillas are two primate species that are very important in the world of animals and ecosystems. Orangutans live in the tropical forests of the islands of Sumatra and Borneo in Indonesia and Malaysia. Orangutans are mainly found in lowland rainforests and swamp forests. Orangutans have large, strong bodies with long arms and short legs. Orangutans have thick, reddish-red hair. Orangutans are solitary animals, which means they tend to live alone or in small groups consisting of a female mother and her young. Orangutans are herbivores, with a diet consisting mainly of fruits, leaves, bark, and insects. They may also eat honey, flowers, and seeds. Orangutans are threatened with extinction due to deforestation, illegal hunting, and the wildlife trade. Conservation efforts include habitat protection, rehabilitation of injured or orphaned orangutans, and public education on the importance of conserving this species.

Gorillas live in the rainforests of Central and West Africa, especially in countries such as the Democratic Republic of Congo, Rwanda, Uganda, and Cameroon. Gorillas are the largest primates and have very strong bodies. They have long arms, broad chests, and large heads. Adult male gorillas have silver fur on their backs. Gorillas live in groups called harem groups, which consist of one adult male, several females, and their young. The male holds the dominant role in the group. Gorillas are herbivorous animals, with their main diet consisting of leaves, stems, fruits, and bamboo shoots. They can also eat insects and fall into the category of frugivores, which means they often eat fruits. Gorillas face serious threats from illegal hunting, habitat loss due to logging, and human-borne diseases. Many conservation efforts have been made to protect gorillas, including the establishment of national parks, monitoring, and patrols to combat poaching, and community education and participation efforts. Orangutans and gorillas are both endangered species. Orangutans and gorillas are prime examples of biodiversity and natural beauty. Both species' future survival depends on the protection and conservation of their habitats, as well as efforts to stop human activities that harm them.

Thus, in the narrative text in the English textbook "English for Nusantara," the author has indirectly represented the relationship between humans and nature. Overall, the relationship between humans and nature depicted is one of interdependence and responsibility. Humans depend on the preservation of nature to maintain the existence of important species such as orangutans and gorillas, but they also have the responsibility to protect and preserve their natural habitat.

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| 4. | Ea | 105 | Chapter 2 Taking Trips<br>( Unit 2 What an experience ) | ““ Karimunjawa is a group of islands located north of Java, around 83 kilometers from Jepara.”(Damayanti et al.) |
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Based on the evidence above. Karimunjawa is an archipelago located in the Java Sea, Indonesia. The archipelago is included in Jepara Regency, Central Java Province. Karimunjawa consists of small islands that offer natural beauty, white sandy beaches, beautiful coral reefs, and rich underwater life. Karimunjawa has stunning islands with white sandy beaches and clear sea water. Tourists can enjoy activities such as swimming, sunbathing on the beach, taking a walk along the coast, or renting a boat to explore the beautiful islands. Karimunjawa is known as a diver's paradise because it has extraordinary underwater biodiversity. Unspoiled coral reefs and various species of fish and other marine life can be found here. Tourists can go snorkeling or diving by renting snorkeling equipment or using diving services provided by local operators. The Karimunjawa Islands are also part of the Karimunjawa National Park, which protects marine and terrestrial biodiversity. Tourists can visit the park's information center to learn more about the ecosystem and the conservation activities carried out there. Menjangan Kecil Island in Karimunjawa is famous for having a colony of green turtles breeding there. Tourists can visit the island and see the protected green turtles in their natural habitat. Karimunjawa offers a beautiful and exciting nature experience. However, it is important to maintain the cleanliness and preservation of nature on the island by not littering and following the rules that apply in Karimunjawa National Park. These activities also show how humans utilize natural resources and interact with

the surrounding environment. It can be seen that humans depend on natural resources. The data indicates that humans utilize the natural resources available in Karimunjawa, such as beaches, coral reefs, and underwater life. The data states that Karimunjawa is included in the National Park, which aims to protect marine and terrestrial biodiversity. This demonstrates human awareness of the need of the need to preserve nature and biodiversity, as well as efforts to maintain ecosystems that are important for the survival of species in Karimunjawa. Overall, the data illustrates the complex relationship between humans and nature in Karimunjawa, where humans utilize natural resources, create economic activities, and at the same time recognize the need to conserve nature and biodiversity for long-term sustainability.

Based on the explanation of the data, the Earth in this discussion is the place where living things live. There are various locations and natural features on earth, such as rainforests, forest edges, savannas, and islands like Karimunjawa. It can be seen that the data describes human experiences in various places on Earth, such as enjoying the sunset at Bukit Love Karimunjawa, snorkeling, taking pictures with beautiful fish and coral reefs, and swimming with sharks. the importance of nature conservation to protect certain species, such as proboscis monkeys and Bali starlings. This shows that the earth is a habitat for various living things that need to be protected and preserved. Thus, in the English textbook "English for the Nusantara", the author has indirectly represented the relationship between humans and the earth. It cannot be denied that humans have a complex relationship with the earth. Humans depend on the natural environment, play a role in the protection and preservation of species, and appreciate and utilize the existing natural beauty.

### 3.2. Conceptualization of Human-Nature Connection by Ives et al.

Based on various types of natural connections described by (Christopher D Ives et al.) namely material, experiential, cognitive, emotional, and philosophical. Researchers will present a study of the materials that have been obtained in the English textbook "English for Nusantara" in accordance with these concepts.

No.	Page	Name of Chapter	Material
1.	25	Chapter 2 Taking Trips ( Unit 1 Going to a National Park)	" The trip to Lestari National Park yesterday was fun, wasn't it?"(Damayanti et al.)

Based on the evidence above. A visit to Taman Nasional Lestari allows students to experience firsthand the biodiversity that exists within the park. Students can see the various species of plants and animals that live in the park. A visit to Taman Nasional Lestari also gives students the opportunity to feel their connection to nature. Students can experience the beauty and tranquility of the natural environment and witness how humans can coexist with nature in harmony. A visit to Taman Nasional Lestari can also be an opportunity for interdisciplinary learning. Students can learn about ecology, conservation, local culture, and various other aspects related to the national park. This experience can enrich their knowledge and understanding of various disciplines. Overall, students enjoyed their visit to Lestari National Park. Students were able to gain a better understanding of nature, human relationships with the environment, environmental awareness, and interdisciplinary learning. This experience may also motivate them to become involved in nature conservation and sustainability initiatives.

Based on Ives et al.'s explanation of "experience," which focuses on direct interaction between humans and the natural environment. Eco-ELT interventions can be specialized to design activities that engage students and teachers in direct contact with the natural environment. The experiences mentioned in the previous explanation emphasize students' direct interaction with biodiversity, natural beauty, and the relationship between humans and the environment. Eco-ELT interventions that engage students and teachers in direct experiences with the natural environment can enhance students' understanding of the importance of nature, environmental awareness, and the interconnectedness between humans and the environment. In addition, through interdisciplinary learning involving aspects of ecology, conservation, and local culture, students can gain more in-depth knowledge of various disciplines related to the natural environment. Thus, an Eco-ELT intervention that includes hands-on experience with the natural environment is a good step to enrich students' understanding of nature and motivate students to engage in nature conservation.

Cognitively, a visit to Lestari National Park can help students analyze the natural environment, including biodiversity, ecosystems, and interactions between living organisms. A visit to a national park can increase students' awareness of environmental issues such as the value of nature conservation, the protection of endangered species, and ecosystem sustainability. Direct observation in the Lestari National Park allows students to improve their analytical and note-taking skills. Students can learn to observe carefully, describe what they see, and record the environment they explore. From this statement, it can be concluded that students will be at the cognitive level of analyzing. They not only remember and understand the experience of the visit but also analyze and evaluate the various elements of the experience to make a judgment that "the trip was

fun." This level of analysis shows students' ability to break down information into parts, make connections between parts, and evaluate the information to make more complex conclusions or judgments.

Based on Ives et al.'s explanation of "cognitive," which involves increasing human knowledge, awareness, or attitudes towards nature. Eco-ELT interventions in this category can be activities that aim to develop students' and teachers' awareness, knowledge, and attitudes towards nature. Eco-ELT interventions can assist students in identifying plant and animal species in national parks, learning the characteristics and behavior of these species, and understanding ecological concepts such as food chains and food webs. This is in line with increasing students' knowledge and understanding of the natural environment. Eco-ELT interventions can also raise students' awareness about environmental issues like nature conservation, endangered species protection, and ecosystem sustainability. Students can learn to observe carefully, explain what they see, and record the environment they explore, all of which are important skills in a cognitive context. Thus, an eco-ELT intervention that includes a visit to Lestari National Park may be consistent with the cognitive concept described by Ives et al. The intervention can help students improve their knowledge, understanding, and cognitive skills about the natural environment, which is consistent with Ives et al.'s goal of increasing students' and teachers' awareness, knowledge, and attitudes toward nature.

Emotionally, students feel happy and excited during visits to national parks. Pleasant experiences, such as seeing natural beauty, interacting with plant and animal species, or participating in fun activities, can trigger feelings of pleasure. A visit to a national park can cause students to feel awe and wonder at the natural wonders they witness. Stunning scenery, natural beauty, or unforgettable experiences can trigger feelings of awe and wonder. Students may feel enthusiastic and excited during a visit to a national park. The desire to explore, learn, and engage in new experiences can trigger feelings of enthusiasm and excitement. A visit to a national park can trigger feelings of connectedness and togetherness with nature. Students may feel a sense of peace, tranquility, or harmony with nature, which can positively affect how they feel.

Based on Ives et al.'s explanation of "emotions," which focuses on interventions that work on human emotions towards nature, such as feelings of unity or empathy towards nature and its contents. Eco-ELT interventions can be activities that shape or develop students' feelings of oneness or empathy towards nature and its contents (all living and non-living things). Emotions cover a wide range of things, including feelings of happiness, appreciation, peace, and so on, and Eco-ELT interventions can also focus on developing these emotions. In the emotional context, Eco-ELT interventions can shape or develop students' feelings of oneness or empathy towards nature and its contents, including plant and animal life. Positive experiences such as seeing the beauty of nature, interacting with species, or participating in fun activities can trigger feelings of happiness, appreciation, peace, and other positive emotions. The concept of emotions described by Ives et al. encompasses a wide range of feelings that arise in human relationships with nature. Eco-ELT interventions that include visits to national parks can create positive emotional experiences and influence students' feelings towards nature and its contents. Thus, the Eco-ELT intervention during a visit to Lestari National Park can be consistent with the concept of emotions described by Ives et al. Intervention has the potential to shape or develop students' feelings toward nature, such as unity, empathy, happiness, appreciation, peace, and so on, in accordance with Ives et al.'s emotional development goals.

Philosophically, A visit to a national park can help students better understand the complexities of ecosystems and the interdependence of various species. It may evoke thoughts about life, natural harmony, and the interconnectedness of all living things. Students who have enjoyable experiences in national parks may develop an awareness of the importance of maintaining and preserving the natural environment. This may raise questions about human responsibility to the environment and environmental ethics. Students may learn about the local flora and fauna, as well as the importance of protecting natural life. Students' concrete actions may include refraining from damaging or polluting natural habitats, not disturbing wildlife, and even participating in conservation programs or volunteer activities related to nature preservation.

Based on Ives et al.'s "philosophical" explanation, which revolves around human views or perspectives on human relationships with nature. Eco-ELT interventions can involve activities that shape, develop, or change students' views or perspectives on their relationship with nature. It is important to emphasize that the relationship between humans and nature should not be based on a master-slave dynamic but rather on equality and egalitarianism. Eco-ELT interventions that include visits to national parks can fit with Ives et al.'s assertions about human relationships with nature. Intervention can help students better understand the complexity of ecosystems, the interdependence of various species, and the harmony of nature. Students who have pleasant experiences in national parks can develop an awareness of the importance of maintaining and preserving the natural environment. This is in line with the environmental ethics thinking emphasized by Ives et al. Eco-ELT interventions can also assist students in learning about local flora and fauna and the importance of protecting natural life. By understanding the interconnectedness of living things and the complexity of ecosystems, students can develop a philosophical outlook that includes an understanding of life, the harmony of nature, and the interconnectedness of all living things. Eco-ELT interventions should aim to shape human relationships with nature that are based on equality and egalitarianism, rather than a master and servant

dynamic. In this context, students can take concrete actions, such as refraining from destroying or polluting natural habitats, not disturbing wildlife, and participating in conservation programs or volunteer activities that focus on nature preservation. Thus, eco-ELT interventions can be in line with the philosophical views expressed by Ives et al. on human relationships with nature. Such interventions can shape, develop, or change students' views and perspectives towards their relationship with nature, with an emphasis on environmental ethics and awareness of human responsibility towards the environment.

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| 2. | 60 | Chapter 4 Upcycling used Material<br>( unit 1 Look at My Creation ) | “ We can make them from recycled materials or preloved goods that are still in good conditions.”(Damayanti et al.) |
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Based on the evidence above. Students gain experience if they participate in a bazaar event that involves making goods from recycled materials or reselling used goods in good condition. Students gain a greater understanding of the environment by utilizing recycled materials or used goods. Students will recognize the value of reducing waste and reusing existing resources. This experience can give students a better understanding of the positive impact that small steps toward environmental protection can have. Students have creative challenges as they create products from recycled or used materials. Students can learn to think outside the box, find new ways to use existing materials, and design unique and interesting products. This experience will foster creativity and innovation. Craft skills will be required when making items out of recycled or repurposed materials. This practice can help students hone their craft skills and develop precision and tenacity in the process of creating items. If the bazaar event involves teamwork, students can understand the value of collaboration and cooperation in achieving a common goal. They will communicate with their peers, divide tasks, and collaborate to create a high-quality product. This experience teach students teamwork, effective communication, and conflict resolution. Students who participate in the business side of the bazaar event will gain experience in entrepreneurship and financial management. Students learn about budgeting, inventory management, pricing, marketing, and product sales. This experience give students insight into the business world and valuable management skills.

Based on Ives et al.'s explanation of "experience," which focuses on direct interaction between humans and the natural environment. Eco-ELT interventions can be devoted to designing activities that engage students and teachers in direct contact with the natural environment. Eco-ELT interventions involving bazaar events that use recycled materials or resell used goods correspond to the human views and perspectives on human relationships with nature mentioned by ( Ives et al.2018) students' experiences of the importance of sustainable practices, creativity, craft skills, teamwork, and business skills. These experiences in bazaar events involving recycled materials or used goods reflect Eco-ELT interventions that engage students and teachers in direct contact with the natural environment.

Cognitively, this event provides cognitive experiences to students by challenging them to create interesting and functional products from recycled or used materials. Students can create something new and unique using recycled or used materials. Students can learn to think critically and creatively about how to overcome obstacles that may arise when making products. Students can gain a better understanding of the importance of environmental protection by working with recycled or used materials. Students learn about the product life cycle, the impact of waste, and the advantages of using recycled materials. This experience can broaden students' understanding of environmental issues and encourage them to take more sustainable action. It can be concluded that students are at the creating level cognitively, especially in relation to the relationship between nature and humans. Students can create something new and unique by utilizing recycled or used materials, demonstrating a deep understanding of sustainability and environmental sustainability.

Based on Ives et al.'s explanation of "cognitive," which involves increasing human knowledge, awareness, or attitudes towards nature. Eco-ELT interventions in this category can be in the form of activities that aim to develop students' and teachers' awareness, knowledge, and attitudes towards nature. Eco-ELT interventions in the form of bazaar events that involve students in creating interesting and functional products from recycled or used materials are in accordance with the cognitive experience category mentioned by Ives et al. Students' experiences in the event can contribute to increasing their knowledge, awareness, and attitudes towards nature and the environment. Students are challenged to identify problems, design solutions, and assess results in creating products from recycled or used materials. This process involves critical and creative thinking that can improve students' ability to solve problems, both practical and related to environmental issues. Through the use of recycled or used materials, students will develop a better understanding of the importance of environmental protection. Students can learn about the life cycle of products, the impact of waste, and the benefits of using recycled materials. By working directly with recycled or reused materials, students gain a better understanding of the importance of environmental protection. Students can engage in practices that support waste reduction and more sustainable use of resources. This can increase students' awareness of environmental issues and encourage them to adopt a more caring attitude towards the environment. Based on the above, the Eco-ELT intervention involving students in the bazaar event fits the cognitive experience

category defined by Ives et al. This kind of intervention can help in developing students' knowledge, awareness, and attitude towards nature and the environment.

Emotionally, Students feel a sense of satisfaction or pride when they successfully create functional and attractive products from recycled or reused materials. Students can feel proud of their efforts to use existing resources in creative and sustainable ways. Students feel enthusiastic about taking part in this bazaar event. Through the use of recycled or reused materials, students can develop a sense of empathy and care for the environment. Through the use of recycled or repurposed materials, students can develop a sense of empathy and concern for the environment. Students feel connected to environmental issues and feel they are contributing to efforts to protect the earth by making more sustainable choices. Students may feel they have a personal responsibility to reduce waste and protect the environment. Students can feel that their actions in using recycled or repurposed materials are a positive step in reducing negative impacts on the environment.

Based on Ives et al.'s explanation of "emotions," which focuses on interventions that work on human emotions towards nature, such as feelings of unity or empathy towards nature and its contents. Eco-ELT interventions can be activities that shape or develop students' feelings of oneness or empathy towards nature and its contents (all living and non-living things). Emotions cover a wide range, including feelings of happiness, appreciation, peace, and so on, and eco-ELT interventions can also focus on developing these emotions. In this context, students can experience a range of positive emotions, such as satisfaction, pride, enthusiasm, and creativity, when they successfully create functional and attractive products from recycled or reused materials. Students may also develop a sense of empathy and concern for the environment through the use of recycled or reused materials. Students may feel connected to environmental issues and feel they should be contributing to efforts to protect the earth by making more sustainable choices. Students may also feel a sense of personal responsibility for reducing waste and protecting the environment. Thus, the Eco-ELT intervention described in the context of the bazaar event is in line with Ives et al.'s statement regarding interventions that work on students' emotions towards nature and its contents. Such interventions can shape or develop students' feelings of unity or empathy towards nature and the environment through positive experiences and interactions with recycled or reused materials.

Philosophically, Students gain a new perspective by using recycled or reused materials, allowing them to understand the importance of natural balance. Students can see how unused materials can be recycled and reused to reduce waste and protect natural resources. This teaches students the value of respecting natural cycles, reducing waste, and preserving a healthy ecosystem. Students can learn how to use existing resources creatively by creating items out of recycled or repurposed materials. Students learn to think outside the box, seek out innovative solutions, and see potential in items that were previously considered waste. This emphasizes critical thinking, creative development, and appreciating the value of existing resources. Students can learn about the importance of sustainability in protecting the future of the earth by using recycled or repurposed materials. Students learn that even small actions like reducing waste, recycling, and reusing can have a significant impact on protecting natural resources for future generations. This teaches students about their responsibility to ensure the sustainability of nature and encourages them to take environmentally friendly actions.

Based on Ives et al.'s "philosophical" explanation, which is centered on human perspectives on human relationships with nature. Eco-ELT interventions can include activities that shape, develop, or alter students' beliefs or perspectives about their relationship with nature. It is critical to emphasize that humans' relationships with nature should not be based on a master-slave dynamic, but rather on equality and egalitarian principles. Eco-ELT interventions that involve students using recycled or reused materials can fall into the philosophical categories identified by Ives et al. This type of intervention has the potential to shape, develop, or change students' attitudes and perspectives toward their relationship with nature. Through the use of recycled or reused materials, students can gain a new perspective on the importance of the balance of nature. Students can understand how unused materials can be recycled and reused to reduce waste and protect natural resources. It teaches students to respect the cycle of nature, reduce waste, and maintain a healthy ecosystem. In addition, students can learn how to use existing resources creatively by making items from recycled or reused materials. Learn to think outside the box, look for innovative solutions, and see potential in items that were previously considered waste. It emphasizes critical thinking, creative development, and appreciating the value of existing resources. Eco-ELT interventions can also teach students about the importance of sustainability in protecting the future of the earth by using recycled or reused materials. Students learn that small actions such as reducing waste, recycling, and reusing can have a significant impact on protecting natural resources for future generations. This teaches students about their responsibility to preserve nature and encourages them to take environmentally friendly actions. In this context, Eco-ELT interventions can shape, develop, or change students' views or perspectives on human relationships with nature. This is in accordance with the philosophical category mentioned by Ives et al., which emphasizes the importance of human views or perspectives on human relationships with nature that are based on equality and egalitarianism, not master and servant dynamics.



#### 4. CONCLUSION

Based on the research findings and discussion, Eco-ELT concepts, which include the concepts of ecocriticism by Greg Garrard and conceptualization of human relationships with nature by Ives et al., can be incorporated into English textbooks for junior high school. The research shows that there are representations of eco-ELT concepts in junior high school English textbooks. Through English Textbook includes pictures and illustration that depict various aspect of the natural environment such as animals, forest, oceans, or wildlife. In conceptualization human relationship, several chapter such as Chapter I, Exploring Flora and Fauna, Chapter II Taking Trip, Chapter IV Upcycling as the effective strategy for building sustainable societies

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