

# Eco ELT

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**Submission date:** 25-Jul-2024 12:08PM (UTC+0700)

**Submission ID:** 2422143517

**File name:** COPY\_FIKSSS\_Template\_Exposure\_-\_NADIA\_ECO-ELT.docx (1.08M)

**Word count:** 5851

**Character count:** 32931

## Encouraging Students' Environmental Awareness Through Eco-ELT- Based Textbooks *Mendorong Kesadaran Lingkungan Siswa Melalui Buku Ajar Berbasis Eco- ELT*

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### ABSTRACT

This development research aims to develop Eco-ELT textbooks for young learners. This research uses the Research and Development (R&D) method with the 4-D (Four D) model. The development steps carried out by researchers are 1). Define, 2). Design, 3). Develop, and 4). Disseminate. The participants in this research were 31 fourth-grade elementary school students: 14 students from SDN Glagahwangi 1, and 17 students from SDN Glagahwangi 2. Data collection techniques used interviews and Likert scale questionnaires to obtain responses. Validation is carried out by material expert and media expert. To determine the suitability of the product is obtained from the results of trials and responses from educators and students. The media developed as tested on 14 fourth-grade students at SDN Galagahwangi 1 Sugihwaras Bojonegoro. The results of material expert validation produced a score of 122 with a percentage of 97.6%, including very valid criteria related to contextual evaluation factors, practicality, and suitability of content. With very valid criteria, the average score for graphic feasibility elements obtained in media expert validation was 95% with a total score of 129. In limited-scale testing, students at SDN Glagahwangi 1 Sugihwaras Bojonegoro obtained an average score of 92.5% of the total score of 972 is a very worthy criterion. Meanwhile, the average answer score from educators is 94% with a total score of 141 which is in the very worthy range. From these results, it is concluded that Eco-ELT-based textbooks for young students are adequate and appropriate for use to support the English language learning process in the fourth-grade elementary school independent curriculum.

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

Penelitian pengembangan ini bertujuan untuk mengembangkan buku pelajaran berbasis Eco-ELT untuk pembelajar. Metode yang digunakan adalah Research and Development (R&D) dengan model pengembangan 4-D (Four D). Peneliti melakukan tahap pendefinisian (define), tahap perencanaan (design), tahap pengembangan (develop), dan tahap penyebaran (disseminate). Partisipan dalam penelitian ini adalah siswa kelas IV SD sebanyak 31 siswa, 14 siswa dari SDN Glagahwangi 1, dan 17 siswa dari SDN Glagahwangi 2. Untuk mendapatkan data, peneliti menggunakan wawancara dan angket skala Likert. Validasi dilakukan oleh ahli materi dan ahli media. Untuk mengetahui kesesuaian produk diperoleh dari hasil uji coba dan respon dari pendidik dan peserta didik. Media yang dikembangkan diujikan kepada 14 siswa kelas IV SDN Galagahwangi 1 Sugihwaras Bojonegoro. Hasil validasi dari ahli materi diperoleh skor 125 dengan rata-rata sebesar 97,6% dengan kriteria sangat valid berdasarkan aspek kesesuaian isi, aspek kelayakan, dan aspek penilaian kontekstual. Validasi ahli media pada aspek kelayakan grafis memperoleh skor 135 dengan rata-rata 95% dengan kriteria sangat



valid. Respon siswa SDN Glagahwang<sup>46</sup> Sugihwaras Bojonegoro pada uji coba skala terbatas memperoleh skor <sup>33</sup>35 dengan rata-rata sebesar 92,5% yang merupakan kriteria sangat sesuai. Sedangkan, respon pendidik memperoleh skor 150 dengan rata-rata sebesar 94% yang juga merupakan masuk kriteria sangat sesuai. Dapat disimpulkan bahwa buku ajar Eco-ELT untuk peme<sup>38</sup>r usia muda yang peneliti kembangkan sesuai dan layak digunakan untuk membantu proses pembelajaran bahasa Inggris kelas IV Sekolah Dasar pada kurikulum merdeka.

**Kata Kunci:** Eco-ELT, Pembelajaran Muda, Bahan Ajar, Pengembangan Materi, Buku Pelajaran

## 1. INTRODUCTION

<sup>32</sup>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 <sup>29</sup> that can support the learning process to run well. Meanwhile, Media is an important component in supporting learning activities (Oktavia et al., 2023). <sup>18</sup> 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 <sup>15</sup> 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. The material prepared in textbooks must follow the competency standards and basic competencies contained in the curriculum so that student success indicators can be



achieved optimally. <sup>7</sup> As a result, the objective of learning can be achieved by the students through activities and materials.

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. <sup>4</sup> 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 <sup>26</sup> 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, <sup>4</sup> intellectual growth, and social and emotional intelligence (Saiful, 2023). This means that teaching ecology



in ELT is not only useful for improving <sup>4</sup> students' linguistic aspects but also for <sup>19</sup> 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.

These problems require the provision of materials that are adapted and contextually relevant to the Eco-ELT concept for English language learning. Thus, the problem formulation is formulated as follows: "How is the process of Developing an Eco-ELT-Based Textbook for Young Learners" and "What is the appropriate Eco-ELT-Based Textbook for young learners" This research focuses on developing language teaching materials Eco-ELT based English for young learners, especially for fourth-grade elementary school students, which was developed appropriate to the students' characteristics.

Previous research has developed English textbooks for elementary schools. In general, English textbooks are proven to have a good rating, 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 <sup>37</sup> 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. In the development process, researchers use the 4D <sup>36</sup> (Four D) Model including: Define, Design, Develop, and Disseminate to get maximum results. Apart from that, from the previous studies above ( Utami et al., (2022), Hasibin & Inayah, (2021), Hakim, (2016), Sari et al., (2021)) 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 and SDN Glagahwangi 2. 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.

## 2. METHOD

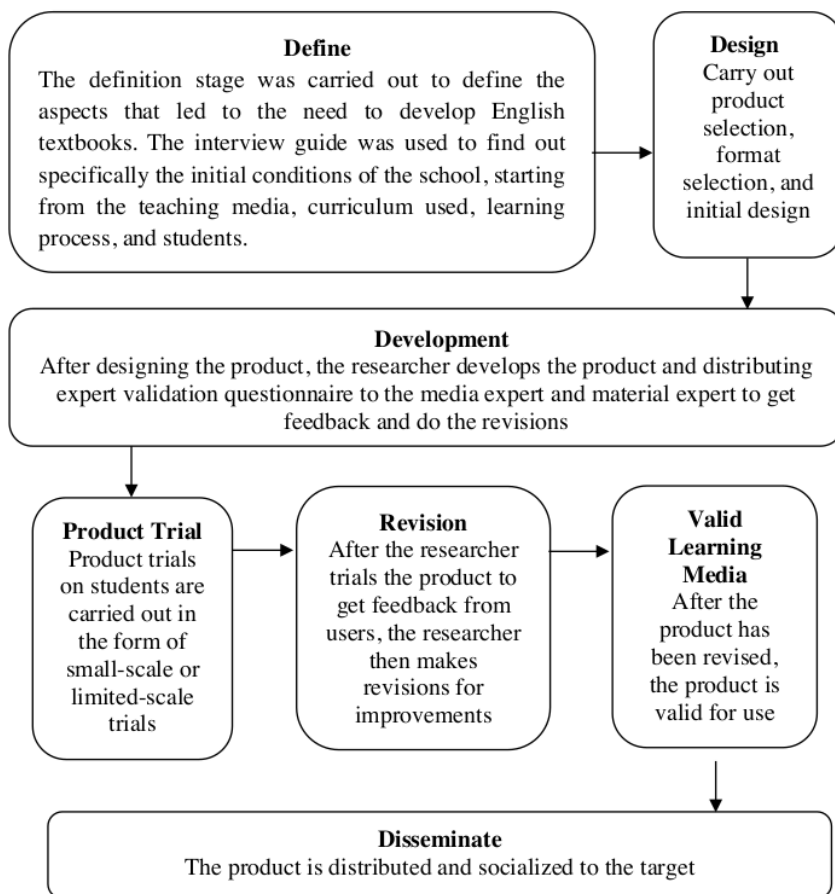
This research aims to develop and verify an Eco-ELT-based textbook for young learners. Therefore, <sup>10</sup> it falls into the category of Research and Development (R&D). The <sup>11</sup> research development process follows the 4-D (Four D) development model by Thiagarajan (1974), which consists of four stages: (1) Define, (2) Design, (3)





Develop, and (4) Disseminate (Poppy et al., 2020). The participants in this research were 32 elementary school students. These students were 14 fourth-grade students at SDN Glagahwangi 1 consisting of 6 male and 8 female students and 17 fourth-grade students at SDN Glagahwangi 2 consisting of 11 male and 6 female students. Students' ages vary from 9 to 11 years. In this research, the researcher used several techniques for the data collection process, those are interviews and questionnaires.

**Figure 2.1:** The Development Process of Eco-ELT-Based Textbook For Young Learners





## 2.1 Define

The definition stage is useful for collecting various data related to the product to be made, the stage <sup>2</sup> is carried out to identify needs in the learning process. This phase is broken down into three phases, such as:

- a) Front-end Analysis: Front-end <sup>31</sup> analysis is carried out by conducting interviews to reveal and find out the basic problems faced in learning. The interview guide was used to find out specifically the initial conditions of the school, starting from the teaching media, curriculum used, learning process, and students.
- b) Curriculum Analysis: This includes reviewing the curriculum document in the form of a syllabus which contains basic competencies and indicators that become a reference in the development process.
- c) Learner Analysis: This stage focuses on analyzing student characteristics for textbook development needs.

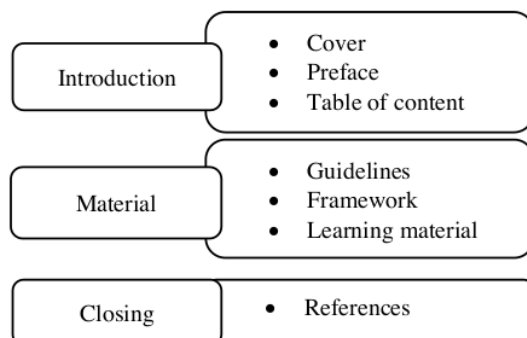
## 2.2 Design

This planning stage aims to design a textbook in the form of an Eco-ELT-based textbook for young learners using Canva. This planning stage includes:

- a) Media Selection: The process of selecting educational materials involves determining which materials best suit students' needs and are relevant to the subject matter. Media is selected based on problem analysis, student analysis, and curriculum analysis.



- b) Format Selection: In creating learning tools, <sup>2</sup> the choice of format is intended to provide learning content which includes writing, graphics, and material design.
- c) Initial Design: The initial design is the media design for the English textbook created by the researcher before production.



**Figure 2.2:** Initial Design of Eco-ELT-Based Textbook for Young Learners

### 2.3 Develop

At this stage, the researcher concretizes the planning results at the previous design stage. <sup>8</sup> There are steps in this stage, which are as follows:

- a) Validation: The validation test functions to see whether the media is suitable or not according to certain criteria. This is done by distributing validation test questionnaires to <sup>16</sup> media experts and material experts, as well as receiving suggestions and criticism for revision references. Data is processed using a Likert scale and consists of 5 criteria as follows:



**Table 2.1:** Validity Criteria

5 Score	Validation Level
81% - 100%	Very Valid
61% - 80%	Valid
41% - 60%	Enough
21% - 40%	Less Valid
1% - 20%	Invalid

Adopted from Gogahu &amp; Prasetyo (2020)

- b) Product Trial: This stage is carried out to determine student and teacher responses to the quality of the product to be developed, including product suitability. 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). Data is processed using a Likert scale and consists of 5 criteria as follows:

**Table 2.2:** Level of Appropriateness

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

Adopted from Gogahu &amp; Prasetyo (2020)

## 2.4 Disseminate

This phase aims to disseminate by socializing English textbooks that have been developed as educational media.



### 3. DISCUSSION

This research aims to develop Eco-ELT-based English learning materials for fourth-grade elementary school. <sup>30</sup>Based on the result of the research, reveals that the process of developing the researcher used the 4-D (Four D) method introduced by Thiagarajan (1974). At the define stage, researchers interviewed two teachers who teach English at SDN Glagahwangi 1 and SDN Glagahwangi 2. <sup>19</sup>The results of the first interview showed that the learning resource they had was LKS so the teacher still needed other learning resources. Second, learning in grade 4 requires in-depth learning of basic English because English is new to them in the independent curriculum. Third, students need learning media that is interesting, colorful, and has lots of animated images. Students need English textbooks that suit their characteristics.

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 <sup>47</sup>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 <sup>40</sup>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 out of a maximum score of 125 with a percentage of 97.6% and media experts gave a total score of 129 with a maximum score of 135 with a percentage of 95%. Both scores are considered valid, which means the Eco-ELT Textbook is suitable for use and distribution. To find the appropriateness of the Eco-ELT textbook, the researcher conducted a small-scale trial on fourth-grade students at SDN Glagahwangi 1. There were 14 students in the class. The trial was carried out by distributing student response questionnaires to the Eco-ELT Textbook. From the results of the questionnaire, the appropriateness of the product shows that the total score obtained was 972 out of a maximum score of 1050 with a percentage of 92.5%. And product suitability is included in the high category between 80% - 100%. Which mean. Eco-ELT textbook is declared very worthy and appropriate.

The researcher also distributed teacher response questionnaires to be filled out by teachers who teach English in fourth grade at SDN Glagahwangi 1 and English teachers at SDN Glagahwangi 2 to determine the suitability of the Eco-ELT Textbook. The results of the questionnaire obtain a total score of 141 out of a maximum score of 150 was obtained with a percentage of 94% in the high category (very worthy). This percentage shows that the Eco-ELT Textbook is appropriate and suitable for use.

The final step is to disseminate it. At this stage, the researcher reanalyzes the product and packages the product. The researcher reanalyzed this product to correct some errors that experts may have missed. Then the module was formed into pdf



format and distributed to fourth-grade teachers at SDN Glagahwangi 1 and SDN Glagahwangi 2 to distribute to fourth-grade students. Apart from that, the product is also spiral printed in A4 size to be given to schools so that it can be used by teachers in English learning.

Regarding the explanation above, it can be discussed that <sup>18</sup> this research has similarities with previous research conducted by Hasibin & Inayah, (2021), conduct <sup>23</sup> research to develop an English Textbook in Elementary School based on the Local Wisdom of Banyuwangi. <sup>8</sup> Who both developed a product in the form of a book. However, <sup>8</sup> 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, researcher use Saiful's Eco-ELT theory as the approach used <sup>8</sup> 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). Researcher 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 <sup>4</sup> Eco-ELT is the study of environmental issues and the practice of environmental teaching in ELT (Saiful, 2020).

<sup>41</sup> According to previous research conducted by Sari et al., (2021), <sup>41</sup> the study discovered that a significant number of educators continue to struggle with incorporating character development into the classroom. Researchers studied these



15  
issues to develop English language material for sixth-grade students based on character formation. In product development, the previous research using the ADDIE model which was developed by Robert Maribe Branch (2009) (Sugiyono, 2016). Meanwhile, the researcher used a 4D model by Thiagarajan. The results of previous 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 and teachers both in terms of appearance and material, which means that the textbook developed was appropriate and suitable for use in the English language learning process in fourth grade.

#### **4. RESULTS**

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. The results of this research are explained in more detail using the stages of the 4D development process, namely: define, design, develop, and disseminate.

##### **4.1 Define Phase**

At the definition stage, researchers carried out problem analysis, curriculum analysis, and learners analysis through interviews conducted by researchers with





English teachers at SDN Glagahwangi 1 and SDN Glagahwangi 2.

**a) Front-end Analysis:**

<sup>9</sup> This analysis was carried out by conducting interviews with fourth-grade teachers at SDN Glagahwangi 1 and SDN Glagahwangi 2 to find out basic problems in the learning process, especially fourth-grade English learning for the future development of Eco-ELT Textbooks. The results of the interviews are then used as a basis to help researchers develop products.

1. Analysis of Media/Teaching Materials

<sup>7</sup> 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.

2. Student Analysis

In English teaching and learning, students still have difficulty understanding English, especially when learning English pronunciation, they often make mistakes. This is because English is something new for students in the independent curriculum, even though it was not previously taught in the 2013 curriculum. Apart from that, <sup>8</sup> 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 active and have the desire to learn English, they just need to deepen the material and media that suit the students' character. Meanwhile, fourth-grade students at SDN Glagahwangi 2 are less interested in learning English so they are not very active. 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.

### 3. 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 events in the students' environment.

#### **b) Curriculum Analysis**

The curriculum used at SDN Glagahwangi 1 and SDN Glagahwangi 2 based on initial observations is an independent curriculum. Before conceptualizing the



lesson material, the researcher first identified the KD and indicators from the syllabus given by the fourth-grade English teacher at SDN Glagahwangi 1. The basic competencies and indicators of the Eco-ELT textbook using the Canva application are outlined in the table below:

**Table 4.1:** Basic Competencies and Indicators

Basic Competencies	Indicator
5.2 Respond to very simple instructions verbally	Respond to very simple instructions verbally
6.1 Imitate speech in very simple expressions	Imitate speech in very simple expressions
7.1 Read aloud with precise speech involving: words, phrases, and very simple sentences	<ul style="list-style-type: none"> <li>- Read aloud well and correctly</li> <li>- Read words, phrases, and sentences with correct intonation</li> <li>- Pronounce words, phrases, and sentences correctly</li> </ul>
7.2 Understand very simple sentences and written messages	<ul style="list-style-type: none"> <li>- Identifying various information in very simple sentences</li> <li>- Identify various information in the dialogue</li> </ul>
8.1 Spell very simple English utterances correctly with correct punctuation involving: words, phrases and very simple sentences	Spell English utterances with correct spelling
8.2 Copy very simple English writing accurately	Copy very simple English writing correctly

### c) Learners Analysis

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In the learning process, teachers need to pay attention to the characteristics of students. The characteristics of fourth-grade students at SDN Glagahwangi 1 and SDN Glagahwangi 2 are listed in the following table:



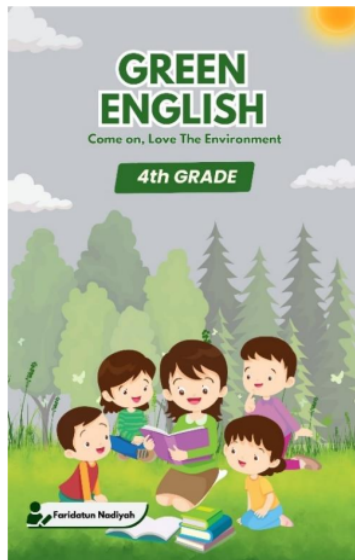
English Education Department

**Table 4.2:** Results of Learners Analysis

Cognitive Aspect	Socio-Emotional Aspect	Language Aspect
1. Have concrete thoughts 2. Interested in real things 3. Happy about new things	1. Need clear guidance	1. Able to understand the meaning, but in simple language

## 4.2 Design Phase

In this phase, content development is carried out until the product reaches a state ready for validation. The design step begins with designing the cover and then designing the materials and cover. At this stage, the textbook is designed using Canva so that the results are more interesting and innovative. Certain sections of the textbook are showcased in the following figures:



**Figure 4.1:** Cover of Eco-ELT Textbook



**Figure 4.2:** Contents of Eco-ELT Textbook



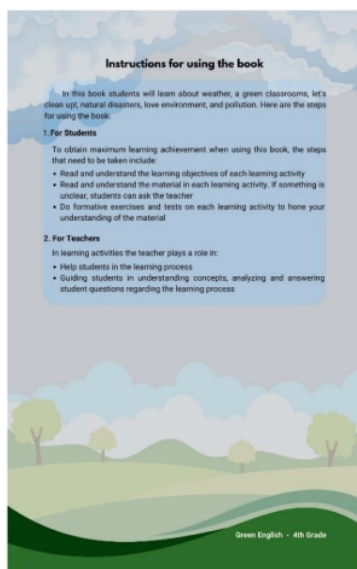


Figure 4.3: Guidelines of Eco-ELT Textbook

FRAMEWORK		
Unit	Objectives	Language Focus
1 Weather	<ul style="list-style-type: none"> <li>Students are able to identify how to ask about the weather</li> <li>Students are able to identify ways to tell the weather</li> <li>Students are able to make sentences to ask and tell the weather</li> </ul>	<ul style="list-style-type: none"> <li>What is the weather?</li> <li>What is the temperature?</li> <li>What is the temperature?</li> </ul>
2 A Green Classroom	<ul style="list-style-type: none"> <li>Identify sustainable issues</li> <li>Review and build on vocabulary related to the classroom</li> <li>Use countable nouns when talking about objects found in the classroom</li> <li>Be creative and use critical thinking</li> <li>Develop speaking and visual literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>How to make our classroom?</li> <li>Do paper recycling</li> </ul>
3 Let's Clean Up!	<ul style="list-style-type: none"> <li>Students are able to understand the dangers of throwing</li> <li>Students are able to identify various types of waste</li> </ul>	<ul style="list-style-type: none"> <li>How to keep our environment clean?</li> <li>Organic waste and non-organic waste</li> </ul>
4 Natural Disasters	<ul style="list-style-type: none"> <li>Students are able to identify natural phenomena that occur around them</li> <li>Students are able to identify various natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>How could the disaster happen?</li> <li>Earthquake, volcanic eruption, tsunami, flood, volcanic eruption, earthquake, lightning</li> </ul>
5 Love Environment	<ul style="list-style-type: none"> <li>Students are able to understand how to protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>How do we care for the environment?</li> <li>Recycle, landfill, save water, save energy, plant trees, reduce plastic</li> </ul>
6 Pollution	<ul style="list-style-type: none"> <li>Students are able to identify the causes of pollution, types of pollution and how to deal with them</li> </ul>	<ul style="list-style-type: none"> <li>How does pollution occur?</li> <li>Air pollution, water pollution, noise pollution</li> </ul>

Figure 4.4: Framework of Eco-ELT Textbook



Figure 4.5: Cover of the Unit



Figure 4.6: The Material of Eco-ELT Textbook





Figure 4.7: Project-Based Learning

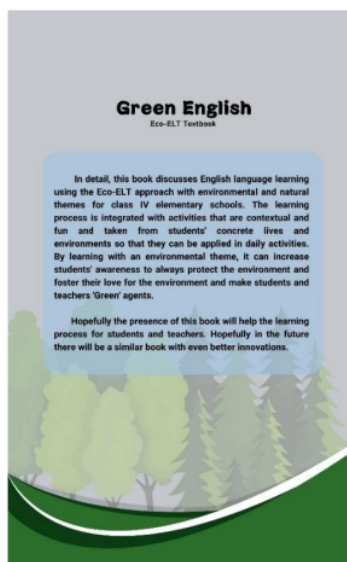


Figure 4.8: Back Cover of Eco-ELT Textbook

### 4.3 Development Phase

In the development stage, researchers began to assess, revise, and review the Eco-ELT textbook that had been formed at the design stage.

#### a) Validation

There are two types of data obtained from validation results, namely (1) material expert validation, and (2) media expert validation. The following are the presentation results obtained from the validation results of these two data, described as follows:

#### 1. 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 4.3 Data from material validation results

No.	Description	Score
1	Suitability of Material to Learning Outcomes	5
2	Conformity of material with indicators	5
3	Readth of material	5
4	The relationship between the material presented with students' real-world situations and the surrounding natural environment	5
5	The ability to encourage students to make connections between the knowledge they have and its application in everyday life	4
6	Accuracy of data and facts	5
7	Example accuracy	5
8	Accuracy of images and illustrations	5
9	The use of teaching materials makes it easier for teachers to deliver the material	5
10	Teaching materials can be used as learning media according to the cognitive development of elementary school students	5
11	Sequence (systematics) of material in learning media	5
12	Suitability of question items to the material	5
13	Accuracy of sentence structure	5
14	The effectiveness of the sentences used	5
15	Standards of terms	5
16	Understanding of messages and information	4
17	Ability to motivate students	5
18	Suitability to students' intellectual development	4
19	Suitability to the level of emotional development of students	5
20	Grammatical and spelling accuracy	5
21	Suitability of question items to learning objectives	5
22	Correspondence of question items to answer options	5
23	Suitability of question items to students' abilities	5
24	Building a character who loves the environment	5
25	Increase awareness of the importance of protecting the environment	5





<b>Total score</b>	<b>122</b>
<b>Valid = <math>\frac{x}{x1} \times 100\%</math></b>	<b>97,6%</b>

Based on Table 4.3, the material validator assessment <sup>5</sup> results obtained a score of 122 out of a maximum score of 125, resulting in a presentation of 97.6%. 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 valid (fit for use).

## 2. Media Expert Validation

Validation was carried out by media experts who validated the quality of the module design, which includes model size, cover design, letters, and content design including layout, typography, and illustrations. <sup>13</sup> The questionnaire uses a Likert scale with five alternative answers (1-5).

The table below is the final validation result from media experts:

Table 4.4 Data from media validation results

No.	Description	Score
<b>Model Size</b>		
1	Suitability of size to content material	5
<b>Cover Design</b>		
2	The front, back, and rear covers all have layout components that are unified, rhythmic, harmonic, and constants	5
3	The colors of the layout elements complement each other and clarify their purpose.	5
4	The letters used are attractive and easy to read	
	a. The font size of the content title is more prominent than the font size of the content and author's name.	5
	b. The background color contrasts with the content title color	5



5	Avoid using too many letter combinations on the cover page	5
6	Content cover illustrations	
	a. Describe the content/teaching materials and reveal the character of the object	5
	b. The proportions of objects, sizes, colors, and shapes correspond to reality	5
<b>Content Design</b>		
7	Layout consistency	
	a. Consistent placement of layout components according to a pattern.	4
	b. The separation between paragraphs is visible.	4
8	Harmonious layout elements	
	a. Print area and margins are proportional	4
	b. The distance between text and illustrations is correct.	5
9	Complete layout elements	
	a. The learning activity's title, subtitle, and page number	5
	b. Illustrations and pictures	5
10	Typography for simple textbook content	
	a. Do Not use too many fonts	5
	b. It is not very excessive to utilize different letter variants (bold, italics, full caps, tiny capitals).	5
	c. Normal text layout width	5
	d. The spacing between lines of text is normal.	5
	e. Normal spacing between letters.	4
11	Content typography makes it easier to understand	
	a. The title level is clear, consistent and proportional	5
	b. Realistically accurate and proportionate	5
12	Content illustrations	
	a. Able to convey the meaning of an object	5
	b. The whole illustration is harmonious	5
	c. Creative and dynamic	5
13	General assessment	
	a. Media is made innovative and interesting	4
	b. The display used is attractive	4
	c. Appropriate color selection and composition	5
<b>Total score</b>		<b>129</b>
<b>Valid = <math>\frac{x}{x1} \times 100\%</math></b>		<b>95%</b>

Based on Table 4.5, the media validator assessment results obtained



a score of 129 out of a maximum score of 135, resulting in a presentation of 95%. The results of material validation show that the learning media from all aspects starting from model size, cover design, and content design are declared valid (fit for use).

#### 4.4 Disseminate Phase

The dissemination phase <sup>10</sup> is the product finishing stage. At this stage, researchers reanalyze the product and package the product.

a. Product summative

The researchers herself reanalyzed this product to fixing some errors that experts may have missed. The product was corrected 3 times until the researcher was sure that the product had no more errors and was ready for dissemination. And researchers think the product is prepared for the next stage.

b. Packaging

The packaging stage is the stage when the product is formed into a finished product. In this case, the finished product is distributed online. Then the module is formed into a pdf format suitable for most gadgets. Apart from that, the product is also spiral printed in A4 size to be given to schools.

c. Final product

The product is ready to be distributed. In the first plan, the module 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.



## 5. 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% and the value from the material expert validator obtained a percentage of 97.6%. Thus, all validation results are classified in the "very valid" category. The valid product was then tested on fourth-grade students at SDN Glagahwangi 1 and obtained an average percentage of 92.5%. Meanwhile, the grade 4 English teacher's assessment of the suitability of the Eco-ELT textbook obtained an average percentage of 94%. Thus, the Eco-ELT textbook developed is classified in the "very worthy" category. Based on the results of assessments with validators and conducting limited trials with students and teachers, it can be concluded that the Eco-ELT textbook learning media that has been created is appropriate and suitable for use in the teaching and learning process.

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