

**INTEGRATING ECOCENTRIC AND ENVIRONMENTAL AWARENESS  
IN ENGLISH READING MATERIALS FOR TENTH GRADERS**



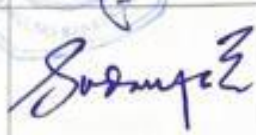
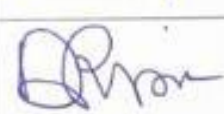
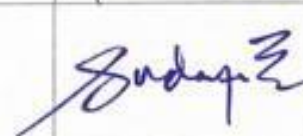
**A Thesis Proposal in Partial Fulfillment of the Requirements for the  
Degree of Master Program of English Language Education**

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION  
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## ABSTRAK

Zahra Syifaun Nisa, 2026. *Integrating Ecocentric and Environmental Awareness in English Reading Materials for Tenth Graders*. Thesis, Jakarta: Master Program of English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Meningkatnya keparahan tantangan lingkungan global telah menyoroti peran penting pendidikan dalam mendorong kesadaran ekologis dan keberlanjutan di kalangan pelajar. Dalam pendidikan bahasa Inggris, bahan bacaan tidak hanya berfungsi sebagai sarana untuk mengembangkan kecakapan berbahasa tetapi juga sebagai media untuk mempromosikan nilai-nilai lingkungan. Namun, bahan bacaan bahasa Inggris yang ada untuk siswa sekolah menengah atas terutama menekankan kompetensi linguistik sambil memberikan kesempatan terbatas untuk mengembangkan perspektif ekosentris dan kesadaran lingkungan. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan bahan bacaan bahasa Inggris untuk siswa kelas sepuluh dengan mengintegrasikan perspektif ekosentris dan kesadaran lingkungan. Penelitian ini menggunakan Design and Development Research (DDR), yang terdiri dari empat fase: analisis kebutuhan, desain material, evaluasi ahli, dan revisi. Proses pengembangan dipandu oleh indikator kesadaran ekosentris dan lingkungan yang diadaptasi dari kerangka teoritis yang telah ditetapkan dan selaras dengan hasil pembelajaran Kurikulum Merdeka Tahap E dan tingkat kecakapan CEFR B1. Data dikumpulkan melalui analisis dokumen, wawancara guru, dan validasi ahli untuk memastikan kualitas pedagogis dan kesesuaian materi yang dikembangkan. Hasil penelitian ini adalah modul membaca bahasa Inggris digital yang mengintegrasikan perspektif ekosentris dan kesadaran lingkungan ke dalam kegiatan membaca bagi siswa kelas sepuluh. Validasi ahli menunjukkan bahwa modul yang dikembangkan valid secara pedagogis dan sesuai untuk implementasi di kelas. Modul ini menyediakan bahan bacaan kontekstual yang menghubungkan pembelajaran bahasa dengan isu-isu lingkungan yang otentik sambil mendukung pemahaman bacaan siswa dan keterlibatan kritis dengan topik-topik ekologis. Penelitian ini menyimpulkan bahwa mengintegrasikan perspektif ekosentris dan kesadaran lingkungan ke dalam bahan bacaan bahasa Inggris mendukung perkembangan bahasa siswa sekaligus menumbuhkan kesadaran ekologis dan sikap bertanggung jawab terhadap lingkungan. Temuan ini berkontribusi pada pendidikan bahasa Inggris dengan menyediakan modul membaca kontekstual yang mendukung pendidikan ramah lingkungan dan praktik pembelajaran berkelanjutan, sekaligus menunjukkan potensi mengintegrasikan nilai-nilai lingkungan ke dalam pengajaran bahasa Inggris.

**Kata Kunci:** *Ekosentris, Kesadaran Lingkungan, Materi Membaca*

## ABSTRACT

Zahra Syifaun Nisa, 2026. *Integrating Ecocentric and Environmental Awareness in English Reading Materials for Tenth Graders*. Thesis, Jakarta: Master Program of English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta.

The increasing severity of global environmental challenges has highlighted the important role of education in fostering ecological awareness and sustainability among learners. In English language education, reading materials can serve not only as a means of developing language proficiency but also as a medium for promoting environmental values. However, existing English reading materials for senior high school students have primarily emphasized linguistic competence while providing limited opportunities to develop ecocentric perspectives and environmental awareness. Therefore, this study aimed to develop English reading materials for tenth-grade students by integrating ecocentric perspectives and environmental awareness. This study employed Design and Development Research (DDR), consisting of four phases: needs analysis, material design, expert evaluation, and revision. The development process was guided by ecocentric and environmental awareness indicators adapted from established theoretical frameworks and aligned with the *Kurikulum Merdeka* Phase E learning outcomes and the CEFR B1 proficiency level. Data were collected through document analysis, teacher interviews, and expert validation to ensure the pedagogical quality and appropriateness of the developed materials. The result of this study was a digital English reading module that integrated ecocentric perspectives and environmental awareness into reading activities for tenth-grade students. Expert validation indicated that the developed module was pedagogically valid and appropriate for classroom implementation. The module provided contextualized reading materials that connected language learning with authentic environmental issues while supporting students' reading comprehension and critical engagement with ecological topics. This study concluded that integrating ecocentric perspectives and environmental awareness into English reading materials supported students' language development while fostering ecological awareness and responsible attitudes toward the environment. The findings contribute to English language education by providing a contextualized reading module that supports green education and sustainable learning practices, while demonstrating the potential of integrating environmental values into English language instruction.

**Keywords:** *Ecocentric; Environmental Awareness; Reading Material*

## DECLARATION OF AUTHENTICITY

I am the student with the following identity:

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Jakarta, 20 Agustus 2026



(Zahra Syifaun Nisa)

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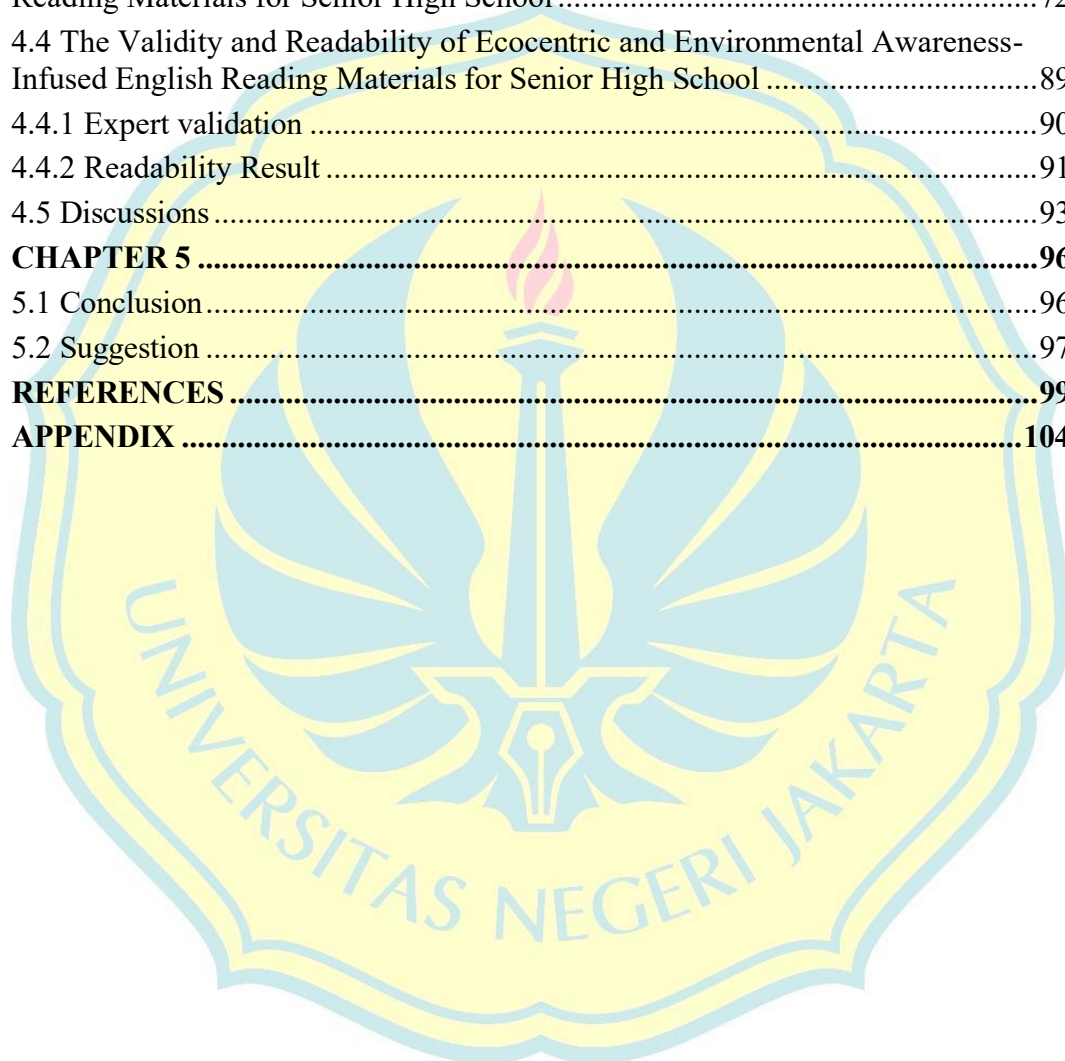
In the name of Allah SWT, the Most Merciful, who always blesses me with guidance and protection, so I can finish my thesis. I would like to express my deepest gratitude to:

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