

REFERENCES

- A CEFR Reference Guide for Assessment Tasks Reading & Listening*. (2011).
www.coe.int/portfolio.
- Alpiyah, A., Ambarita, A., & Pargito, P. (2021). The development of environment-based picture storybooks to increase the fourth-grade students' reading interest. *International Journal of Educational Studies in Social Sciences (IJESSS)*, 1(3), 118–120. <https://doi.org/10.53402/ijesss.v1i3.24>
- Amin, S., Utaya, S., Bachri, S., Sumarmi, & Susilo, S. (2020). *Effect of problem-based learning on critical thinking skills and environmental attitude*. *Journal for the Education of Gifted Young Scientists*, 8(2), 743–755.
- Anggraini, N., Nazip, K., & Andriani, D. S. (2021). Pengembangan Bahan Ajar Berorientasi Environmental Sustainability Education Berbasis Literasi Sains Dan Realitas Lokal Sumatera Selatan. *PENDIPA Journal of Science Education*, 5(3), 309–315. <https://doi.org/10.33369/pendipa.5.3.309-315>
- Anggraini, N., Nazip, K., & Andriani, D. S. (2021). Pengembangan bahan ajar berorientasi environmental sustainability education berbasis literasi sains dan realitas lokal Sumatera Selatan. *PENDIPA Journal of Science Education*, 5(3), 309–315.
<https://doi.org/10.33369/pendipa.5.3.309-315>
- Brown (2001). *Chapter 18 Teaching Reading Teaching Reading Teaching Reading Teaching Reading Teaching Reading Teaching Reading Teaching Reading Teaching Reading*. (n.d.).
- Bulan, A., Ariska Ramadhan, R., Wahyuni, N., Yapis Dompou, S., Yapis Dompou, S., & Author, C. (2024). 72 Ciptaan disebarluaskan di bawah Lisensi Creative Commons Atribusi 4.0 Internasional *Need Analysis for Developing English Teaching Materials Using the Eco-ELT Approach to Enhance Environmental Literacy Among High School Students in Dompou Regency*. 4(1).
<https://doi.org/10.53299/jppiv4i1.417>

- Corni-Díaz, G. (2021). *Environmental education and English language teaching: Promoting environmental awareness through language learning*. Journal of Language and Education for Sustainability, 3(2), 85–102.
- Corpuz, A. M., San Andres, T. C., & Lagasca, J. M. (2022). *Integration of environmental education (EE) in teacher education programs: Toward sustainable curriculum greening*. Problems of Education in the 21st Century, 80(1), 119–143.
- Critical Thinking in the EFL Classroom: The Search for a Pedagogical Alternative to Improve English Learning*. (2009).
<https://www.researchgate.net/publication/277834572>
- Darmawan, M. D., & Dagamac, N. H. (2021). Situation of Environmental Education in Senior High School Programs in Indonesia: Perspectives from the Teachers of Palembang. *Interdisciplinary Journal of Environmental and Science Education*, 17(3), e2241. <https://doi.org/10.21601/ijese/9605>
- Derewianka & Jones. *TEACHING LANGUAGE IN CONTEXT*. (2016).
Design and Development Research. (n.d.).
- Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Corwin Press
- Education for sustainable development goals : learning objectives*. (2017). UNESCO.
- Ernst, J. (2012). Influences on and obstacles to K-12 administrators' support for environment-based education. *Journal of Environmental Education*, 43(2), 73-92. <https://bit.ly/2VFSWLT>
- Facione, P. A. (2013a). *Critical Thinking: What It Is and Why It Counts*.
- Fan, H. (2023). *A Study of Students' English Critical Reading Skill in Senior High School* (Vol. 2, Issue 1).

- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Jossey-Bass.
- Garzón-Díaz, E. (2021). *From cultural awareness to scientific citizenship: Implementing content and language integrated learning projects to connect environmental science and English in a state school in Colombia*.
- Glenn, J. L. (2000). *Environment-based education: Creating high-performance schools and students*. National Environmental Education and Training Foundation (NEETF).
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315726274>
- Gustian, R., Jalal, F., & Boeriswati, E. (2022). Improving Student's Eco-Literacy Skills Through the Use of The Eco-Literacy Module. *Indonesian Journal of Social Research (IJSR)*, 4(3), 178–186. <https://doi.org/10.30997/ijsr.v4i3.231>
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin Press.
- Husamah, H., Rahardjanto, A., Permana, T. I., & Lestari, N. (2025). *The relationship between environmental literacy, ecological literacy, and science for sustainability: A systematic literature review*. Research and Development in Education (RaDEn), 5(1), 351–364. *International Implementation Scheme United Nations Decade of Education for Sustainable Development (UNESCO Education Sector*. (2005). www.unesco.org/education/desd
- Ismail, N. S., Harun, J., Aman, M., Megat, Z., & Salleh, S. (2018). *The Effect of Mobile Problem-Based Learning Application DicScience PBL on Students' Critical Thinking. Thinking Skills and Creativity*.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Capaian pembelajaran pada pendidikan anak usia dini, jenjang pendidikan dasar, dan*

jenjang pendidikan menengah pada Kurikulum Merdeka (Keputusan Kepala BSKAP Nomor 008/H/KR/2022). Badan Standar, Kurikulum, dan Asesmen Pendidikan.

Laelani Marda, I., Adi Andayani, M. T., Fitriani, I., Bahasa Inggris, P., Jember, U., & Timur, J. (2025). *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature The Representation of Environmental Awareness in the Indonesian ELT Textbook for Senior High School Students*. 13(1), 1921–1936. <https://doi.org/10.24256/ideas>

Laelani Marda, I., Adi Andayani, M. T., Fitriani, I., Bahasa Inggris, P., Jember, U., & Timur, J. (2025). *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature The Representation of Environmental Awareness in the Indonesian ELT Textbook for Senior High School Students*. 13(1), 1921–1936. <https://doi.org/10.24256/ideas>

Ludwig, C. (2021). Developing critical environmental literacies in the EFL classroom. In C. Deetjen & C. Ludwig (Eds.), *Developing Critical Environmental Literacies in the EFL Classroom*. Winter Verlag.

Malawi, I. (2019). *Pengembangan bahan ajar*. CV. Ae Media Grafika.

McBride, B. B., Brewer, C. A., Berkowitz, A. R., & Borrie, W. T. (2013). Environmental literacy, ecological literacy, ecoliteracy: What do we mean and how did we get here? *Ecosphere*, 4(5). <https://doi.org/10.1890/ES13-00075.1>

McGovern, M., & Cuevas, J. (2025). Environment-based Education and Environmental Literacy: Instructional Strategies to Improve the Employability Skills of High School Students. *International Journal on Studies in Education*, 7(2), 172–198. <https://doi.org/10.46328/ijonse.324>

McGrath, I. (2016). *Materials evaluation and design for language teaching* (2nd ed.). Edinburgh University Press.

- McKenney, S., & Reeves, T. C. (2019). *Conducting educational design research* (2nd ed.). Routledge.
- Nasirudin, Z. D. M., Baharudin, H., Yusoff, N. M. R. N., & Yusof, N. (2022). *Evaluation of the Arabic text reading skills model based on the integrated dini curriculum inquiry activity: A fuzzy Delphi approach*. *Ijaz Arabi Journal of Arabic Learning*, 5(2), 357–380. <https://doi.org/10.18860/ijazarabi.v5i2.15815>
- Niculescu, B.-O., & Dragomir, I.-A. (2023). *Critical reading: A fundamental skill for building 21st century literacy*. *International Conference Knowledge-Based Organization*, 29(2), 215–220.
- North, B. (2014). *The CEFR in practice*. Cambridge University Press.
- Nunan, D. (1998). *Second language teaching and learning*. Heinle & Heinle Publishers.
- Núñez Pardo, A., Pineda-Báez, C., & Téllez-Téllez, M. F. (2004). *Key aspects for developing your instructional materials*. *PROFILE Issues in Teachers' Professional Development*, 5, 128–139.
- Nuttall, C. (2005). *Teaching reading skills in a foreign language* (3rd ed.). Macmillan Education.
- Paige, D., Rupley, W. H., & Ziglari, L. (2024). Critical Thinking in Reading Comprehension: Fine Tuning the Simple View of Reading. *Education Sciences*, 14(3). <https://doi.org/10.3390/educsci14030225>
- Paul, R., & Elder, L. (2014). *Critical thinking: Concepts and tools*. Foundation for Critical Thinking Press.
- Plomp, T. (2013). Educational design research: An introduction. In T. Plomp & N. Nieveen (Eds.), *Educational design research* (pp. 10–51). Netherlands Institute for Curriculum Development (SLO).

- Pratama, A., Putri, R. R., & Fitrah, Y. (2024). Students' Critical Thinking on Reading Comprehension Based on Contextual Reading Material: An Experimental Study. *SALEE: Study of Applied Linguistics and English Education*, 5(1), 258–270. <https://doi.org/10.35961/salee.v5i1.1097>
- Rafi'y, Muh., Ferry Irawan, & Dharma Gyta Sari Harahap. (2023). Pengembangan Bahan Ajar Interaktif Berbasis Problem Based Learning untuk Meningkatkan Kemampuan Literasi Sains Peserta Didik. *Indo-MathEdu Intellectuals Journal*, 4(2), 669–682. <https://doi.org/10.54373/imeij.v4i2.243>
- Rahman, M. A., & Salija, K. (n.d.). *USING THE ENVIRONMENTAL BASED LEARNING IN TEACHING ENGLISH VOCABULARY AT MAKASSAR ISLAMIC SECONDARY SCHOOL* Asriadi.
- Ramos, J.-J. R. (2018). *CRITICAL THINKING SKILLS AMONG SENIOR HIGH SCHOOL STUDENTS AND ITS EFFECT IN THEIR ACADEMIC PERFORMANCE*. www.ijssh.ielas.org
- Richey & Klein (2007). *Design and Development Research*. (n.d.).
- Sidiq, R., & Najuah. (2020). *Pengembangan e-modul interaktif berbasis Android pada mata kuliah strategi belajar mengajar*. *Jurnal Pendidikan Sejarah*, 9(1), 1–14. <https://doi.org/10.21009/JPS.091.01>
- Sitepu, A. T., Solin, M., & Rahman, A. (2019). Development of Reading Materials Environment-Based in VII Grade Students of Junior High School (SMPN) 1 Kuala, Indonesia. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 289–311. <https://doi.org/10.33258/birle.v2i3.373>
- Smk, S. /, Kelas, M. A., Hermawan, B., Haryanti, D., & Suryaningsih, N. (n.d.). *BAHASA INGGRIS BAHASA INGGRIS Work in Progress Work in Progress*. Retrieved <https://buku.kemdikbud.go.id>

- Sumarni, S., & Salsabila, F. (2023). THE INFUSION OF CRITICAL THINKING SKILLS INDICATORS AND MICROLEARNING PRINCIPLES IN THE ENGLISH READING Materials for Vocational School Students: A Content Analysis. *English Review: Journal of English Education*, 11(3), 699–708. <https://doi.org/10.25134/erjee.v11i3.8819>
- Surdyanto, A., & Kurniawan, W. (2020). *Developing critical reading module using integrated learning content and language approach*. *Studies in English Language and Education*, 7(1), 154–169.
- Tarigan, H. G. (2008). *Membaca sebagai suatu keterampilan berbahasa* (Edisi revisi). Angkasa.
- Tomlinson (2014). *Developing Materials for Language Teaching*. (n.d.).
- Tomlinson, B. (Ed.). (2023). *Developing materials for language teaching* (3rd ed.). Bloomsbury Academic.
- Tomlinson, B., & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. Wiley Blackwell.
- UNESCO. (2024). *Education for sustainable development*. United Nations Educational, Scientific and Cultural Organization.
- Wahyuni, N., Apriani, F., Bulan, A., Yapis Dompus, S., & Kreatif Dompus, S. (n.d.). *Edumanagemen: Jurnal Ilmiah Edukasi dan Manajemen The Integration of Environmental-Based Learning in Teaching English at SMK Kreatif Dompus* (Vol. 1, Issue 1).
- Wajdi, M., Jamaluddin, A. bin, Nurdianti, N., & Magfirah, N. (2022). The effectiveness of problem-based learning with environmental-based comic in enhancing students environmental literacy. *International Journal of Evaluation and Research in Education*, 11(3), 1049–1057. <https://doi.org/10.11591/ijere.v11i3.22140>

Yudhatami, D. O. (2013). *Pengembangan modul memelihara standar penampilan pribadi pada mata diklat menerapkan prinsip-prinsip kerjasama dengan kolega dan pelanggan untuk siswa SMK Negeri 2 Buduran Sidoarjo*. Jurnal Pendidikan Administrasi Perkantoran (JPAP), 1(3).

Zarina, Umarova, & Qizi, N. (n.d.). *THE ROLE OF CRITICAL THINKING IN ENGLISH LANGUAGE DEVELOPMENT*.

