

Environmental Issues in English Textbooks
(A Content Analysis of English Textbooks for SD, SMP,
and SMA Students in Bekasi and East Jakarta)



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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research questions, the limitations, the purposes of the study, and the significance of the study.

1.1. Background of the Study

Human continue to devastate the mother earth. There is no doubt that over the last decades, human action has significantly increased the atmospheric concentrations of several gases which raise global temperature, known as global warming. Evidence shows that the planet has warmed at the surface by about 0.5°C over the past century (Middleton, 1995: 105). As mentioned above, this warming caused by some gases, so-called greenhouse gases, present in the atmosphere. The gases are CO₂, methane, chlorofluorocarbons (CFC), and nitrous oxide (Eastwood, 1991: 9). These gases are produced from industrial or agricultural, and even personal usage. The domino impacts of global warming are hazardous for human and the next generation. The temperature increase causes the melting of glaciers and ice at the poles. This could cause the rising of sea-level and sea-level rises could cause flooding and threat to life from storm waves and loss of fresh water as well as loss of land. A 50 cm sea-level rise would lead to sea- water contamination of half ground-water supply and small flat islands might disappear (Blackmore and Reddish, 1996: 171). Experts have predicted that the relative sea-level rise may reach one metre in 2050 and two metres by 2100

(Eastwood, 1991: 81). The risks and the effect will be more dangerous at that time.

Because of the increasing levels of environmental destruction, environmental education began to be known and done and now, environmental education is a part of education around the world (Jacobs and Goatly, 2000: 256). The United Nations had formulated six objectives for environmental education in The Belgrade Charter (UNESCO-UNEP, 1976): *“1) Awareness of environmental problems; 2) Basic understanding of the environmental and its problems, and human beings’ role in relation to the environment; 3) Attitude of concern for environmental problems; 4) Skills in overcoming environmental problems; 5) Ability to evaluate proposed solutions to environmental problems; and 6) Participation in solving environmental problems.”*

There are several ways to include environmental issues to students in the classroom. One way of doing so is by using textbook because textbooks are the essential components to English subject that are often used by language teachers. Riazi (2003: 52) stated that textbooks play a crucial role in language teaching and learning and they also important in the second/foreign language classroom. That information shows that textbooks give a huge contribution in the success of teaching and learning activities. Based on that view, textbooks could be used to inform students about environmental situation and encourage them to do something about it. However, nowadays most English textbooks are only concern with the language. There is only a little part of environment from the whole book. Yet, environmental education is a part of one’s life and need to be given an

appropriate portion. There are some studies which have been done to analyze the issues in some English textbooks for certain level. However, the writer is interested to analyze the environmental issues in textbooks from SD until SMA level in Bekasi and East Jakarta, and to see how the content of the textbooks can implant students' awareness in the environmental circumstances.

1.2. Research Question

This study investigates two main research questions:

1. What environmental issues are presented in the English textbooks?
2. To what extent are the questions related to environmental issues in the textbooks able to implant students' awareness?

1.3. Limitations

This study only investigates the treatment of environmental issues in some textbooks used in several schools in Bekasi and East Jakarta and analyzes the questions of reading tasks in the textbooks by using Barrett's taxonomy.

1.4. Purpose of the Study

The purposes of this study are:

1. to investigate the treatment of environmental issues in some textbooks,
2. to figure out whether the questions related to environmental issues provided in the textbooks could implant students' awareness of environment.

1.5. Significance of the Study

The study expectantly helps anyone that concerns with education as well as schools to select the appropriate textbooks in conducting teaching-learning activities which include the environmental education and encourage the awareness of the environment problems for the students. The result of the study can also be used as groundwork information to other researchers who are interested to conduct further research in the same field. Theoretically, in addition, the result of the study hopefully can be a positive input in English as a foreign language classroom activity for developing quality of English teaching-learning material.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several points. First, the studies of environmental issues. It includes all environmental issues, problems, causes, and solutions that exist in these present days and often found in English textbooks. Second is environmental issues in the textbooks and it includes the way environmental issues presented in English textbooks and some researches which has been done to find out the treatment of environmental issues in several textbooks. The last is the studies of ideal textbooks; it includes how important a textbook in English teaching-learning process and in introducing environmental issues also how these issues should be presented appropriately.

2.1. The Studies on Environmental Issues

The environment here can be considered as the whole set of natural and social systems in which man and the other organism live and from which they draw their sustenance (UNESCO, 1978: 34). However, the term ‘environment’ that is used in this study always refers to the natural systems. As discussed above, the environment is in its critical condition so that a number of such issues are known by society. The common and familiar issues of environment nowadays according to geologists such as Andrew Goudie, Nick Middleton, Roger Blackmore and Alan Reddish are: climate change, ozone depletion, air, water, and soil pollution; acid rain, soil erosion, endangered species, blast fishing, and deforestation. First is

climate change. Climate change is a change of weather over periods of time (<http://www.environment.about.com/>). Climate change is becoming a global issue nowadays. The problems caused by climate change are glaciers and sea ice are disappearing; sea levels are rising, seasons changing, and extreme weather becoming more extreme (Goudie, 2000: 329). The main cause of climate change is global warming. Thus, climate change and global warming are connected. Because the earth's temperature gets warmer, the climate also changes drastically. The solution of this issue is the concern from the government. It is important for governments to realize the urgency of this situation. Governments should have a responsibility to educate both the public and the industry about these hazards. As an individual, a person also can contribute to decrease the effect of global warming so as climate change. For instance, a person can help by reducing the amount of fuels by walking instead of driving.

Second is ozone depletion. Ozone depletion is the declining volume of ozone which causes a hole in the ozone layer. Ozone layer protects the earth and human population from the harmful UVB light. However, because of the depletion, several consequences should be faced by human beings such as skin cancer, cataracts, damage to plants, and reduction of plankton population in the ocean (Blackmore and Reddish, 1996: 70). The main factor that causes the increasing of ozone depletion is the use of CFC or chlorofluorocarbon. CFC is dangerous chemical contains atomic chlorine and bromine that could emit in the air (Goudie, 2000: 372). As the use of CFC increase, the ozone depletion is also increase. As a solution, there is an international action which has been taken to limit CFCs.

Many countries have signed treaties and written laws restricting the use of CFCs. Companies also have found substitutions for CFC for their production activities.

Third is air pollution. Air pollution is the condition of air which already contaminated with chemicals, particulate matter, or biological materials that cause harm or discomfort to living organisms, or even damages the natural environment (Goudie, 2000: 91). One kind of air pollution is smog. Smog is a blend of smoke and fog. Air pollution, including smog, can provoke breathing problems such as the decrease the lungs' working capacity and shortness of breath, and also coughing. The factors that cause the air pollution are smoke from factories, motor vehicles, and fire of forests. As a solution, there are some efforts that have been done by some countries to reduce air pollution such as primary regulation to oblige the public to put their motor vehicles into emission test and conversion to cleaner fuels.

Fourth is another kind of pollution, water pollution. Water pollution is the contamination of water sources such as lakes, rivers, oceans, and groundwater. The problems caused by water pollution are the food chain is damaged and diseases can spread via polluted water. The causes of water pollution are sewages especially human sewage including feces, urine, used toilet papers, and vehicle fuels and lubricants (Goudie, 2000: 235). The solution is by doing control to the water pollution. For domestic sewage usually there is a septic tank which treats the wastewater on site and discharges into the soil. There are also some industries which have a facility to treat wastewaters to be less danger.

Fifth is also in a form of pollution, soil pollution. Soil pollution occurs because of man-made chemicals in the natural soil. The problem is soil contaminants may affect plants in which planted in such soil, most commonly this pollution could reduce crop yields (Blackmore and Reddish, 1996: 4). This type of contamination are usually caused by the use of pesticides, oil and fuel dumping, and leakage of industrial wastes to the soil (Goudie, 2000: 174). The solution of this pollution is cleanup process.

Sixth is acid rain. Acid rain is a rain that is unusually acidic and has a low pH (<http://www.oecd.org/env/>). The problem is acid rain is very harmful. It could kill small animals and also affect human health. Acid rain is mostly caused by emissions of compounds of sulfur, nitrogen, and carbon from factories (Middleton, 1995: 115). For the solution, several companies do not use some chemical which contains sulfur gases. A number of international treaties about this issue have been agreed.

Seventh is soil erosion. Soil erosion is the movement of soil by the action of water or wind. The problem is approximately 40% of the world's agricultural land is seriously degraded (Middleton, 1995: 74). The cause of soil erosion is also global warming. The increasing of the earth's temperature or global warming could cause more extreme rainfall. This is a main factor of soil erosion. If rainfall amounts and intensities increase in many parts of the world, erosion will also increase. However, human keep removing vegetation from an area, making the soil easily eroded for example forest logging. As a solution, there are many

erosion control methods that can be used, and the government needs to be stricter to control forest logging or deforestation.

Eighth is endangered species. An endangered species is a population of organisms which is at risk of becoming extinct. The problem is the damage of food chain. For example, if snake become endangered, the mice they eat would have less predators to eat them thus their population would increase greatly. When this happens, the plants of food would be eaten totally by the mice (Goudie, 2000: 150). Endangered species could happen because of poaching. Poaching is the illegal hunting, fishing, trapping, or eating of wild plants or animals contrary to local and international conservation and wildlife management laws (Greenhalgh, 1995: 22). The solution is some nations have laws offering protection to conservation.

The ninth issue is the blast fishing. Blast fishing is the practice of using explosives to stun or kill schools of fish (Goudie, 2000: 137). The problem is this illegal practice can destruct the surrounding ecosystem such as coral reefs that supports the fish. The use of explosion is also dangerous for the fishermen with the risk of accidents and injuries. The causes of this issue are the temptation of easy and big profit and, in some cases, lack of concern or corruption on the part of local officials. The solution is governments have made laws concerning the use of blast fishing and punish the doer.

The last is deforestation. Deforestation is the clearance of naturally occurring forests by the processes of logging and/or burning of trees in a forested area (Middleton, 1995: 28). The problems are deforestation is a contributor to global

climate change and it reduces soil cohesion so that erosion, flooding, and landslides increase (Greenhalgh, 1995: 30, 31). There are several factors deforestation occurs: trees can be sold as a commodity and used by humans, while cleared land is used as pasture, plantations of commodities and human settlement (Goudie, 2000: 52). As the solution: new methods are being developed so that farmers do not need to burn the forests any longer. In most parts of the world, a number of political actions have been made and agreed to prevent illegal logging.

2.2. The Studies on Environmental Issues in the Textbooks

Schools have been charged with preparing the students to face the environmental issues that confront their parents today. It will be up to them to deal intelligently with pollution, species preservation, climate change, and other environmental problems. It is very important, therefore, that education about these vital issues is provided in textbooks which have become important tools in teaching and learning activities nowadays. Besides, the significance of English subject with balance coverage of both linguistic and content aspects is growing in the context of the increased focus on global issues in the textbooks, including environmental issues. Thus, it is normal that most parents assume textbook coverage of the environmental issues is scientifically accurate and objectively presented (Sanera as cited in <http://www.cei.org/gencon/025.cfm>). Moreover, environmental issues in the textbooks can be presented in two ways, explicitly and implicitly. Textbooks explicitly contain environmental issues by including single topics connected with the environmental issues. It can be provided in the texts,

tasks, sentences, clauses, and even phrases whereas the environmental issues can be presented implicitly in the main idea of any texts in the books.

Zaparucha and Hindson made a study of the environmental content of nineteen commonly used English textbooks. The textbooks, which were published between 1986 and 2006, mostly used in developed countries (as cited in <http://www.factworld.info/1.doc>). However, the result of this study could help people see how far environmental issues are presented in the textbooks. Five textbooks that had been analyzed do not mention the problem at all. Other textbooks include single topics loosely connected with environmental issues. Two textbooks present environmental problems but no, or limited solutions. The remaining textbooks include various study cases and vocabulary, and they offer some solutions to environmental issues. There are only two textbooks that provided environmental problems, effects, solutions. Only two books include significant environmental content and even these cannot be used to give students any coherent appreciation of environmental issues and their solutions (Zaparucha and Hindson as cited in <http://www.factworld.info/1.doc>). In conclusion, even textbooks used in developed countries mostly do not cover the issues at all, and many of the rest have only a shallow coverage or include limited or out-of-date material on environmental issues.

Another research had been done by Jacob and Goatly to analyze seventeen textbooks used in South East Asia region (2000: 257). They found that there are 134 activities which have environmental content from the amount 6,167 activities from seventeen textbooks. Four of the books they analyzed had an entire unit or

lesson devoted to environmental issues. However, these issues occur less in textbooks for lower proficiency students (Jacob and Goatly, 2000: 260). Based on this research, such issues appear to be quite common in textbooks. From the two previous researches, it can be concluded that there are many ways to present environmental issues in English textbooks whether it is explicitly or implicitly. However, there are also some textbooks which not mentioned the issues at all. Unfortunately, some experts think that even a small amount of environmental issues content in an English textbook is still too much. They argue that teachers give too much attention to social issues and it is better for teachers to concentrate on their job, teaching the language, instead of forcing social issues to students. Jacob and Goatly counter by arguing that language is often best taught through content (2000: 261). They stated that critical discourse analysis argues that any text expresses an ideology, whether it is explicitly or implicitly. Every text classifies phenomena in the world, takes an attitude to what it describes, and positions the reader socially. From this perspective, the idea that language can exist or be taught neutrally or without content or outside social interaction could be said impossible. Thus, education need to link learning with the world outside the classroom and environmental concerns could be retained as one of many social issues in the second language learning, especially in Indonesia.

2.3. The Studies on Ideal Textbooks

A textbook is a worldwide tool in English teaching. No teaching-learning process seems complete until it has its relevant textbook (Hutchinson and Torres, 1994: 315). Surely, there are some advantages and limitations of the textbooks. However, textbook doubtlessly continue to play an important role in language teaching-learning and provide useful resource for both teachers and students. Depending on the situation, textbooks can bring about positive or negative effects. On a positive note, a textbook can act as a guide to teachers and especially to new inexperienced teachers. Good textbooks relieve teachers of having to think of materials for every class and textbooks provide learners with an orientation to the learning program. Cunningsworth proposed four criteria of good textbooks (1995): *“1) they should correspond to students’ needs; 2) they should reflect the present or future uses which students will make of language; 3) they should take account of students’ needs and should facilitate their learning processes; and 4) they should have a clear role as a support for learning”*. From the criteria above, it is clear that the chosen textbooks are expected to help students to use language effectively in life, including environmental issues. Therefore, Hutchinson and Torres (1994: 323) see the textbook as a possible agent for change and an essential source of information and support. Based on that, textbooks could be used to introduce environmental issues, problems, cause, and solutions to students and motivate them to do something about it in order to make a positive change.

Each English textbook uses a wide variety of topics to be covered during language learning. They include personal ones such as family life or school

situation, and also general knowledge topics with strong links to other school subjects. For instance, a good language textbook could be covered with some geographical vocabulary or historical issues. In the context of the challenges of the twenty-first century the same thing can be done with environmental issues. The meaning of global issue education – including environmental education – cannot be denied because the aim of this type of education is to set the foundations for a better world (Endo, 2006: 749). The students are expected to be trained to work for a better world and they should be responsible as world citizens. The significance of empowerment of students with knowledge, skills, and commitment as world citizens for the solution of environmental problems, together with the acquisition of a foreign language should be prioritized in these days (Endo, 2006: 750).

The students are supposed to possess knowledge, skills, and awareness for the issues and ideally take actions to improve environmental problems. That is why it is well worth considering what is required of English textbooks dealing with these issues. It is hoped that while and after students read the English textbooks, they could express their values and to think and speak critically about the environmental issues by judging and synthesizing other perspectives (Endo, 2006: 750). As mentioned before, the goal of global issue education – including environmental issues – is the construction of the basis for the better world and active student involvement in the issues. Language education has a role to play in helping students to learn about and participate in environmental protection. That is why textbooks have included environmental themes for several years. In fact, a

small number of textbooks are devoted exclusively to the environment (Jacob and Goatly, 2000: 256). The insertion of environmental issues in textbooks fits well with the trend in communicative language teaching and theme-based and content-based instruction. Indeed, as the tools in English teaching and learning processes especially in Indonesian schools, textbooks should provide the appropriate materials and tasks concerning environmental issues.

Because of the importance of textbooks in presenting the environmental issues, it is normal to have an idea of ideal textbooks. However, some researches show that English textbooks quite disappointed for parents, teachers, and experts. For instance, Sanera analyzed twelve textbooks used in one city in the United States of America (as cited in <http://www.cei.org/gencon/025.cfm>). He found that textbooks' treatment of environmental issues is influenced by an ideological view that presents human beings as evil and blames the United States in particular and Western industrial societies in general for every environmental problems. Environmental issues are often presented in an emotional rather than a scientific manner and students are encouraged to support public policy decisions that go beyond the current knowledge base. Weak science and misleading or incomplete information lead students to draw conclusions contested within the scientific community (Sanera as cited in <http://www.cei.org/gencon/025.cfm>).

It is better if the facts of environmental issues in the textbooks should be presented, as scientists know them, without attempts to propagandize students. A balanced environmental education would encourage students to become participants in the quest for environmental knowledge on which to base solutions.

Properly presented, opposing scientific theories about environmental issues are important components in the search for scientific truth. Textbooks should introduce students to the way knowledge is obtained and how scientific validity is established (Sanera as cited in <http://www.cei.org/gencon/025.cfm>). However, only presenting the environmental issues, problems, causes, and solutions in the English textbooks with the right portion is not enough. As discussed above, the students should possess not only the knowledge but also the concern or awareness of the environmental issues itself, harmonize with UNESCO's objective. It means the textbooks present the issues appropriately along with deep questions in the tasks about them which make students realize what is really happening with the global environment.

According to Webster's Collegiate Dictionary, awareness implies vigilance in observing something or experience and alertness in drawing inferences from what one observes. Psychologists have proposed components of awareness; they are attention, emotive, and novelty. Attention means the focusing of cognizance on internal or external things; emotive means the affective components associated with consciousness; and novelty means the tendency not only to focus on central thoughts and events, but also to seek out novel, creative, and innovative items (Solso, R. L., MacLin, O. H., & MacLin, M. K., 2007 as cited in <http://www.theassc.org/files/assc/AWAREnes.pdf>). Based on these items, awareness could occur when one have knowledge of something, emotionally correlate to it, and think more than just what is written. Ideally, an English textbook provides appropriate environmental issues, problems, causes, and

solutions add with tasks and questions which will make students not only know, but also aware and make them able to do something about these issues as the next generation.

2.4. The Studies on Taxonomy

There are a number of taxonomies in education and most commonly known taxonomy is Bloom's. Bloom believes that the main aim in constructing a taxonomy is to facilitate communication; he designed the taxonomy which represents the outcomes of the educational process. It is assumed whether elementary, high-school, or even college students could be measured by the same classes of taxonomy (Bloom et.al, 1956: 10, 12). It is designed from the simplest category to the most complex: knowledge, comprehension, application, analysis, synthesis, and evaluation. However, a former student of Bloom revisited the taxonomy. As the result, several changes were made (Pohl, 2000: 8). The names of six major categories were transformed from noun to verb forms. 'Application', 'analysis', and 'evaluation' were retained but in their verb forms as 'applying', 'analyzing', and 'evaluating'. The 'knowledge' category was renamed with the word 'remembering'. 'Comprehension' became 'understanding' and 'synthesis' was renamed 'creating' (Krathwohl, 2002, as cited in http://www.tcd.ie/.../Krathwohl_2002_revision_of_Bloom's_Taxonomy.pdf). Thus, the revised Bloom's taxonomy are remembering, understanding, applying, analyzing, evaluating, and creating.

Questions at remembering, understanding, and applying could be considered as lower level questions. Higher level questions requiring analyzing, evaluating, and creating level. These questions are suitable to persuade students to think deeply and critically and also to motivate them to look for information on their own. Pohl (2000: 12-14) provides words-related to all levels of revised Bloom's taxonomy. Common questions words for remembering are *define, duplicate, list, memorize, recall, repeat, reproduce; what happened after...?; how many...?; what is...?; who is...?; can you name...?; find the definition of...; describe what happened after...; who spoke to...?; which is true or false...?* and also "yes or no" questions. Question words for understanding are *classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase; can you explain why...?; can you write it in your own words?; how would you explain...?; can you write a brief outline...?; what do you think...?; who do you think...?; what was the main idea...?; can you clarify...?; can you illustrate...?; does everyone act in the way that ... does?* For applying level, the question words are *choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write; do you know of another instance where...?; can you group by characteristics such as...?; Which factors would you change if...?; What questions would you ask of...?; From the information given, can you develop a set of instructions about...?* Common questions words for analyzing are *appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test; which events could not have happened?; if. ..happened, what might the ending have been?; what do you see as other possible outcomes?*

why did...changes occur?; can you explain what must have happened when...?; what were some of the motives behind..?; what was the turning point? Question words for evaluating are appraise, argue, defend, judge, select, support, value, evaluate; is there a better solution to...?; what do you think about...?; do you think...is a good or bad thing?; what changes to... would you recommend?; do you believe...?; how effective are...?; what are the consequences...?; what influence will....have on our lives? For creating level, the question words are assemble, construct, create, design, develop, formulate, write; can you see a possible solution to...?; why don't you devise your own way to...?; how many ways can you...?; can you create new and unusual uses for...?; can you develop a proposal which would...?

However, Barrett's taxonomy is used in this study because as mentioned in the limitation before (see chapter 1), this study only analyzes questions in reading tasks and the appropriate taxonomy is Barrett's. Barrett designed the taxonomy originally to support teachers in developing questions especially for reading. He proposed taxonomy for reading comprehension that makes the term 'deep questions' clearer (Salina as cited in <http://www.slideshare.com>): "1) *Literal comprehension*; 2) *Reorganization*; 3) *Inferential comprehension*; 4) *Evaluation*; and 5) *Appreciation*." Literal comprehension level entailing recognition and recall of ideas and information explicitly stated in the reading selection. Reorganization level tasks dealing with the organizing of ideas and information explicitly. Inferential comprehension means ideas and information which explicitly stated are used as the basis for making intelligent guesses or hypotheses.

Just like remembering, understanding, and applying in Bloom's taxonomy, questions at these levels could not be considered as 'deep questions' because the questions only demand the answers available in the texts and could not implant students' awareness; they do not require more thinking from the students. Evaluation questions level requiring responses in the form of an evaluative judgment. Appreciation questions level involving all the above cognitive scopes of reading, and requiring to be aesthetically and emotionally sensitive to the ideas and information in the reading selection. Questions at these levels is equal with analyzing, evaluating, and creating in Bloom's so that they could be considered as 'deep questions' because these levels demand thinking and imagination that go beyond the printed page and indicate evaluative judgment or even more, and theoretically, questions at these levels could implant students' awareness based on the information above (see appendix 1).

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses this study's research method, the data and data source, time, material, data collection procedure, and data analysis procedure. In this chapter, content analysis method is used to answer two research questions in the previous chapter.

3.1. Research Method

This research is a content analysis study. Content analysis is a standard methodology in the social science for studying the content of recorded human communications such as textbooks, websites, paintings, and laws. Krippendorff (2004: 18) define a content analysis as follow:

“Content analysis is a research technique for making replicable and valid interference from texts (or other meaningful matter) to the contexts of their use.”

Krippendorff argued that content analysts should not restrict themselves to summarizing surface features of message but should instead interpret the meaning of content. It means content analysis is a research tool used to determine concepts within texts or sets of texts. This method could be used quantitatively or qualitatively. Baxter (1991: 245) noted that qualitative content analysis can involve any kind of analysis where communication content (speech, written text, interviews, or even images) is categorized and classified. Because this research deals with textbooks and texts, it is a qualitative study. This study presents the analysis of environmental issues in several textbooks.

3.2. The Data and Data Source

The data are the statements of the environmental issues in the textbook. The sources of the data are several SD, SMP, and SMA English textbooks used in several schools in Bekasi and East Jakarta.

3.3. Time of the Study

The time of conducting this study is from September 2009 until January 2010.

3.4. Material

The English textbooks which are analyzed are *Grow with English 4*, 5, and 6; *English on Sky 1* and 2; *The Bridge English Competence 3* for SMP grade IX, *Contextual English 1* for grade X of Senior High Schools, *Interlanguage: English for Senior High School Students XI*, and *Real English 3* for Senior High School Grade XII. In choosing the textbooks, the writer does not generalize them. The writer chooses the textbook which are used in several schools in Bekasi and East Jakarta randomly. These are the description of textbooks:

No.	Textbooks	Publishers	Authors	Schools
1.	<i>Grow with English 4</i>	Erlangga	Mukarto	SDN Jati Asih III Bekasi, SDN Jati Asih V Bekasi, and SD Fransiskus VI Jakarta
2.	<i>Grow with English 5</i>	Erlangga	Mukarto	SDN Jati Asih III Bekasi, SDN Jati Asih V Bekasi,

				SDN Pisangan 01 Jakarta, and SD Fransiskus VI Jakarta
3.	<i>Grow with English 6</i>	Erlangga	Mukarto	SDN Jati Asih III Bekasi, SDN Jati Asih V Bekasi, SDN Pisangan 01 Jakarta, and SD Fransiskus VI Jakarta
4.	<i>English on Sky 1</i>	Erlangga	Mukarto	SMPN 74 Jakarta, SMP Bunda Bekasi, and SMPN 29 Bekasi
5.	<i>English on Sky 2</i>	Erlangga	Mukarto	SMPN 74 Jakarta, SMP Bunda Bekasi, and SMPN 29 Bekasi
6.	<i>The Bridge English Competence 3 for SMP grade IX</i>	Yudhistira	Kistono, Esti Tri Andayani, Ismokoco, and Albert Tupan	SMPN 9 Bekasi, SMP Prambanan Bekasi, SMP Malidar Bekasi, SMPN 232 Jakarta, and SMP Tulus Bhakti Bekasi
7.	<i>Contextual English 1 for</i>	Platinum from	Bambang Sugeng	SMAN 6 Bekasi,

	<i>grade X of Senior High Schools</i>	PT. Tiga Serangkai Pustaka	and Noor Zaimah	SMAN 2 Bekasi, SMA Malidar Bekasi and SMA Prambanan Bekasi
8.	<i>Interlanguage: English for Senior High School Students XI</i>	Pusat Perbukuan Departemen Pendidikan Nasional	Joko Priyana, Zayin Adib Muhammad, and Eka Denis Machfutra	SMAN 2 Bekasi, SMAN 5 Bekasi, SMAN 8 Bekasi, and SMAN 11 Bekasi
9.	<i>Real English 3 for Senior High School Grade XII</i>	Esis, an imprint from Erlangga	Peter James	SMAN 48 Jakarta, SMA Harapan Bunda Bekasi, SMA Tulus Bakti Bekasi, and SMAN 42 Jakarta

Table 1. The description of the nine textbooks used in the study

3.5. The Data Collection Procedure

The data are obtained from all of the textbooks from SD until SMA which are most commonly used in several SD, SMP, SMA in Bekasi and East Jakarta and contain environmental issues. The procedure is:

1. Deciding *Grow with English 4, 5, and 6; English on Sky 1 and 2; The Bridge English Competence 3 for SMP grade IX, Contextual English 1 for grade X of Senior High Schools, Interlanguage: English for Senior High School Students XI, and Real English 3 for Senior High School Grade XII* to be analyzed.

2. Deciding the chapter, tasks, and activities that content environmental issues.

3.6. The Data Analysis Procedure

From the overall data collected, the writer analyzes them by doing this data analysis procedure:

1. Find what are the environmental issues presented in the English textbooks whether from the chapter, tasks or activities and mention them in this study.
2. Relate questions in the reading tasks with Barrett's taxonomy levels; the questions equal with which level of Barrett's taxonomy.
3. Discuss the findings related to the relevance theories described in the literature review. From the level of taxonomy, the writer could see whether the questions could implant students' awareness of such issues or not.

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the findings and discussion of the result by using Barrett's taxonomy.

4.1. Findings

4.1.1. Findings of Environmental Issues

No.	The Textbook	The Environmental Issues
1.	<i>Grow with English 4</i>	-
2.	<i>Grow with English 5</i>	-
3.	<i>Grow with English 6</i>	-
4.	<i>English on Sky 1</i>	-
5.	<i>English on Sky 2</i>	-
6.	<i>The Bridge English Competence 3 for SMP grade IX</i>	1. Acid rain 2. Sewage 3. Pesticide and fertilizer 4. Industrial waste 5. Air and water pollution 6. Deforestation 7. Endangered species
7.	<i>Contextual English 1 for grade X of Senior High Schools</i>	1. Flood (there is few discussion about how to cut trees or deforestation). 2. Pollution: Water pollution Land pollution Air pollution

		Noise pollution Pesticide pollution
8.	<i>Interlanguage: English for Senior High School Students XI</i>	Global warming
9.	<i>Real English 3 for Senior High School Grade XII,</i>	Environment and preservation (endangered species)

Table 2. The Findings of Environmental Issues in the Textbooks

Sekolah Dasar (SD). These textbooks do not include any environmental issues. The theme or topic is only around the students' life at schools and at home.

Sekolah Menengah Pertama (SMP). *English on Sky 1* and *2* also do not include environmental issues. Schools and friendship are still the main topic or theme in these textbooks. *The Bridge English Competence 3 for SMP grade IX* has put environmental issues in one chapter.

Sekolah Menengah Atas (SMA). *Contextual English 1 for grade X of Senior High Schools* has seven units and each unit has two or three lessons. Environmental issues in this textbook are presented in one unit and two lessons. However, there are only two environmental issues discussed: flood and pollution. *Interlanguage: English for Senior High School Students XI* has one unit discussing about environmental issues. The issues arise in this textbook is about global warming only. However, there are some points related to global warming are discussed here, such as saving energy and planting trees. In *Real English 3 for Senior High School Grade XII*, it seems there are two units involving environmental issues. The title of one certain unit is 'Environment and preservation' and the other unit is 'Energy'. One passage in the latter says that oil

would be gone first because it is being used in such huge quantities, but it does not discuss about what is the effect if human lose the energy source and the impact to the environment if it run out. The unit only talks about the source of energy, the renewable and non-renewable source of energy, and how some alternative source can produce valuable energy for humankind. Therefore, only one unit discusses the environmental issues fully and it is about endangered species. Moreover, most of the environmental issues explained in chapter 2 are put in some textbooks.

4.1.2. Findings of Questions in Reading Tasks

The questions of the tasks are analyzed by using Barrett's taxonomy (see chapter 2 and/or appendix). The following are the interpretations per textbook:

Textbook	Task	Questions	Level of Barrett's Taxonomy				
			1	2	3	4	5
<i>The Bridge</i> <i>English</i> <i>Competence 3 for</i> <i>SMP grade IX</i>	1	What caused pollution?			√		
	7	Complete the missing words...		√			
	8	Passage 1, 2,3,4,5 is about...	√				
	1	When we talk about rubbish, what comes into your mind?	√				
	1	What picture is it?, etc	√				
		Can animals and forest be wiped out? Why?, etc			√		
	3	What will happen if you cut down trees? What will happen if you pollute			√		

		water? What will happen if you throw rubbish everywhere?, etc					
	6	Read the following dialogue then decide whether the statements below are true or false	√				
	7	Write down the correct statements for the false statements above	√				
	8	Have you seen it before? What do you call it?, etc	√				
	13	...match each picture with the steps below...		√			
	14	What do you think title of the text is? What is it about?, etc	√				
<i>Contextual English 1 for grade X of Senior High Schools</i>	a	What causes flooding?, etc			√		
	b	The story is mainly about... The main idea of paragraph 1 is... It started to rain..., etc	√				
	a	Which of the following will be the main topic of the text? Why did Tom think that visitors and travelers were rather careless? Did Aunt Lucy enjoy her trip?, etc	√				
<i>Interlanguage: English for Senior High School</i>	1	What does the poster tell you? Why is it important for us to stop global warming?, etc			√		

<i>Students XI</i>	9	What do you see in the poster?, etc			√		
		What does the picture in the poster try to show or say?, etc				√	
		What does “watch your step” mean?, etc					√
	10	What does Helmi ask Retno for? What is Retno’s opinion o the action that should be done to reduce global warming?, etc	√				
	12	...study the following information then choose one of the things that you can do to reduce global warming...and write a short argument...				√	
	15	What is proposed by Zulfan A Rambe? To whom is the proposal proposed?, etc	√				
	19	Read the text below...then, find three points listed below in the text			√		
	22	Find information from those opinions using the following guidelines questions			√		
<i>Real English 3 for</i>	28	Write at least two paragraphs based on the information that you can find in the following pamphlet...			√		
	A	What types of animals can you find	√				

Senior High School Grade XII		in the area where you live?, etc					
		What do you think life would be like without animals?				√	
	B	...fill in the blanks using words from the box below.		√			
	C	What does Natural journal think might happen over the next fifty years What could cause the loss of many species of animals?, etc	√				
	E	In paragraph 1, lines 3 & 4, 'This stark warning' refers to..., etc	√				
	F & G	Read the following text carefully. Which word in the text means 'only found in this area'? What is special about some of Indonesia's wildlife?, etc	√				
	A	How many times have you been to a beach? Have you ever been swimming in the sea?, etc	√				
		How many species of animals do you think live in the sea?			√		
		Do you think fish are safer in the sea, or in a public aquarium?				√	
	B	...fill in the blanks using words from the box below.		√			
	C	Decide if the following statements	√				

		are true or false based on the passage above.					
	E	In paragraph 2,line 2, ‘This water’ refers to..., etc	√				
	F	Read the following information carefully and then complete the exercises with a partner		√			

Table 3. The Findings of Questions of Reading Tasks in the Textbooks

4.2. Discussion

The first research question considered the kinds of environmental issues present in the textbooks. Based on the sample used in this study, almost all environmental issues exist nowadays are provided. They are global warming, acid rain, water and air pollution, pesticide, deforestation, and endangered species. The fact that environmental issues seemed occur less or none at all often in English textbooks for lower proficiency students like SD also 1st and 2nd of SMP might be happen because of the belief that students at that level are lack of the language tools needed to interact on this topic. The second research question asked whether questions in the reading tasks could implant students’ awareness of environmental issues.

1. *The Bridge English Competence 3 for SMP grade IX or ninth grade junior high school students*

There are six units in this whole textbook and unit 2 is dedicated to environmental issues. Unit 2 is divided into two subtitles, ‘pollution’ and ‘save our planet’. In one subtitle, there are two types of tasks: oral and written cycle.

Each cycle has several tasks. Oral cycle in ‘pollution’ has eleven tasks while the writing cycle has thirteen tasks; oral cycle in ‘save our planet’ has eleven tasks whereas the writing cycle has sixteen tasks. First is ‘pollution’ subtitle. Task 2, 3, 4, 5, 6, 9, 10, and 11 in oral cycle of do not related to environment at all; they focus on language features and comprehension, and they are not reading tasks. In writing cycle, task 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 are language features tasks about procedure discourse, note, and adverbs. Some of these tasks are reading tasks but they do not contain environmental issues. Thus the analyzed tasks are task 1, 7, and 8 in oral cycle. Question of task 1 in could be classified as inferential comprehension because there is no explanation about pollution, so the students should think more than read based on the printed text. In task 7, there are five passages about acid rain, sewage, pesticides and fertilizer, industrial waste, and oil. The students are supposed to fill in the missing blank in the passage only. This kind of activity could be classified as reorganization. Task 8 related to the five passages in task 7. It is multiple choice questions which ask about the main ideas in five passages in task 7. This kind of question is a literal comprehension question because students only recall the information they found in the passages. In writing cycle, task 1 is analyzed. This task is almost the same with task 1 in oral cycle, so it is also inferential comprehension questions.

Second is ‘save our planet’ subtitle. Task 2, 4, 5, 6, 7, 8, 9, 10, and 11 in oral cycle of this subtitle is not analyzed. In writing cycle, task 1, 2, 3, 4, 5, 9, 10, 11, 12, 15, and 16 are not analyzed. In this textbook, each unit has some “What’s up?” box. Thus, the analyzed tasks are task 1 and 3 in oral cycle. Questions 1 – 3

in task 1 are literal comprehension questions because students already know the answers very well. Questions 4 and 5 are inferential comprehension questions because they demand more thinking from the students. This type of questions is inferential comprehension questions. In task 3, there are ten questions that should be answered based on students' knowledge. This type of questions is inferential comprehension questions. Task 6, 7, 8, 13, and 14 in writing cycle are analyzed. Task 6 contains a dialogue about save the earth. The content of the dialogue is good, very educating in relation with environment. However, the task is only to choose the correct or incorrect sentence based on the dialogue. And in task 7, students should correct the false statements. With a good content dialogue, the task and questions should be more demanding than this. This task is at literal comprehension level. In task 8, there is a poster about recycling program. The questions are only about the physical features of the poster, not the content of it. Thus, these questions are literal comprehension questions. Task 13 contain of pictures and steps to recycle paper. Students just match the steps explained in the text with the pictures. This kind of activity could be classified as reorganization. In task 14, there are five questions about the recycle paper text. The answers of these questions are available in the text, so these questions are literal comprehension questions. In this textbook, there are small boxes called "What's up?" This small box contains news about the theme of the unit. In the unit about environment, there are 4 "What's up?" boxes.

The total tasks in this unit are 51 tasks. There are twenty-six tasks which have no correlation with environment and twenty-five tasks related to environmental

issues. From that twenty-five task, there are eleven reading tasks. The range of questions is from literal comprehension until inferential comprehension. From eleven reading tasks, there are 40 questions; twenty-six literal comprehension questions, two reorganization questions, and twelve inferential comprehension questions. The percentage could be seen in the chart below:

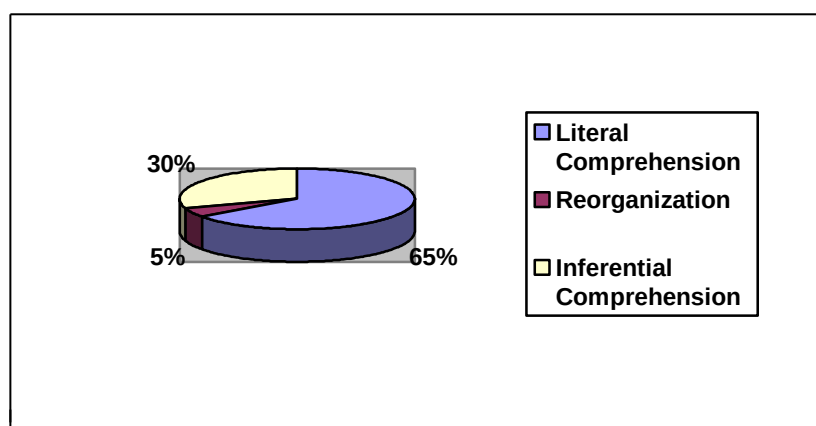


Figure 1. The percentage of Questions in *The Bridge English Competence 3*

The questions that could implant students' awareness based on the taxonomy do not exist at all in this textbook. As mentioned above, the range of the questions is only from literal comprehension until inferential comprehension. This probably happen because the thought that 9th grade students cannot do much for this environment.

2. Contextual English 1 for Grade X of Senior High Schools

This textbook has seven units and sixteen lessons. It has environmental issues in two lessons; in unit two and lesson three and four. The lesson is divided into four language skills, and each language skills have some assignments. First lesson

is about flood. In the listening section, there are five tasks and twenty six questions. However, there is one task which does not correlate with environmental issues. In the speaking section, there is one task concerning environmental issues. In the writing section, there is no task correlate with environmental concerns. All tasks in this section are focus on grammar. Because the writer uses Barrett's taxonomy in analyzing questions, the questions are from reading tasks only. In the reading section, there are five tasks; two tasks do not related to environmental issues while two other tasks do. In the first task, there is a picture of flood and students should answer three questions based on the picture. Previously, there is no explanation about these questions. The students have to think more and answer them by using their knowledge. These questions are inferential comprehension questions. Second tasks include a fiction text about a family who survived from hazardous flood and six multiple-choice questions. All of the questions could be answered by reading the text, so they are literal comprehension questions.

Second lesson is about pollution. There is only one task in the writing section and it is about the effect of pesticide to eggs. The one and only task in listening section include an environmental problem, air pollution. The third task does not related to environmental issues; it is all about grammar practices of the sentences in the text. In reading section of this lesson, there are one text about rubbish and three tasks available. However, the text only mention about such issue in a very low portion. Most of the content is about the fiction story. The questions of this text are literal comprehension questions because all the answers are available in the text. The text itself has a weakness, not explaining about the environmental

issues in detail. In the second task, there are ten sentences about littering and the students have to fill in the spaces using the words provided. This kind of task is at reorganization level.

This textbook has section called ‘update news’ and the ‘lighter side’. ‘Update news’ contains news from trustworthy sources about the topic – in this case, flood and waste or pollution. The ‘lighter side’ gives additional information about the topic. In ‘flood’ lesson, the lighter side contains the ways people cut down trees rightly. The lighter side in ‘pollution’ lesson contains brief information (type, location, pollutants, and impacts) about water, land, air, noise, and pesticide pollution. In ‘pollution’ lesson, there is a group work that force students to find some articles about condition of forest in Indonesia, natural disaster in the past year, and the attempts of people to save our natural condition. They should analyze the articles and give comments on it. This work is classified at evaluation level. In this same lesson, there is a campaign task. The theme of the campaign is to promote a clean and healthy environment by fighting pollution. The students are to create sayings or slogans for this theme, and the slogans should be pasted in the magazine wall. This interesting activity is at inferential comprehension. In ‘flood’ lesson, there is a clipping task. Students should collect materials for the clipping about forests then the result would be pasted on wall magazine. This task is at literal comprehension level because students only search the article and glue it on manila paper.

The totals of tasks from the two lessons are twenty-six tasks, and there are thirteen tasks related to environmental issues with 51 questions. The total of

reading tasks is four with eighteen questions; fourteen literal comprehension questions, one reorganization question, and three inferential comprehension questions. The percentage could be seen in the chart below:

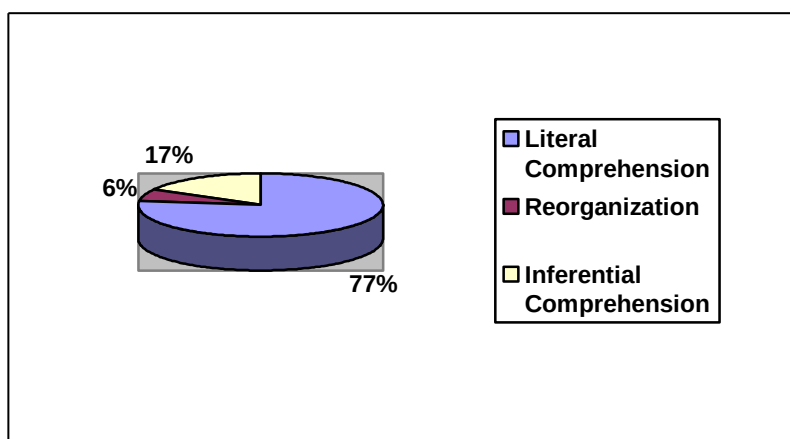


Figure 2. The percentage of Questions in *Contextual English 1*

It is unfortunate that the range of questions is only from literal comprehension until inferential comprehension questions. In fact, there are no evaluation questions at all. It means that questions to implant students' awareness based on Barrett's taxonomy do not exist at all. This textbook is used by senior high schools students. The students of that age are quite mature to discuss environmental issues intelligently. However, the textbook and the questions inside do not support such issues.

3. Interlanguage: English for Senior High School Students XI or eleventh grade

In this textbook, there are fifteen units and unit three of this book discusses global warming as the environmental issue. This unit has twenty-eight tasks with

four tasks which do not have any relation with environmental issues and eight reading tasks. So, task 2, 3, 4, 5, 6, 7, 8, 11, 13, 14, 16, 17, 18, 20, 21, 23, 24, 25, 26, and 27 are not analyzed. The analyzed tasks are task 1, 9, 10, 12, 15, 19, 22, and 28. Task 1 includes a poster that encourages people to stop global warming and there are three questions for it. Because the answers of these questions are not stated explicitly in the poster, they are classified as inferential comprehension questions. There is an interesting poster in task 9 with six questions. The first two questions are inferential questions because the ideas which are explicitly stated are used as the basis for making intelligent guesses/hypotheses. Questions number 3 and 4 are evaluation questions because it requires responses indicating that an evaluative judgment has been made. Questions number 5 and 6 are appreciation questions because these questions aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. In task 10, a dialogue and the questions occur and as usual, the questions are literal comprehension questions. Task 12 allow students to work in a group, and they have to choose one of the things that people can do to reduce global warming from the poster and text provided, and they have to write a short argument why they should do that action. This task is in evaluation level because it requires evaluative judgment from the students. There is a passage about new policy to plant trees for vehicle manufacturers and its questions in task 15. All of the questions in this task are literal comprehension questions. Task 19 urge students to identify the argument of a certain text provided, the reasons behind the argument, and the summary of what is being proposed. Because these questions require more

thinking than just what is printed, they are inferential questions. Quotations from internet about global warming are presented in task 22, and there are three guideline questions that could help students to find information from the quotations. The questions are designed to help students to grasp the meaning from what is printed, so they are inferential comprehension questions. In task 28, students need to write the information (what it is proposed and the reason behind the argument) they found in the pamphlet given about decrease the habit to eat meat in order to reduce global warming. This task is at inferential comprehension level because the students need to grasp the meaning from what is written.

The total of the tasks that involve environmental issues are 24 tasks with 55 questions. There are eight reading tasks and twenty-eight questions. From those questions, there are eleven literal comprehension questions, twelve inferential comprehension questions, three evaluation questions, and two appreciation questions. The percentage could be seen in the chart below:

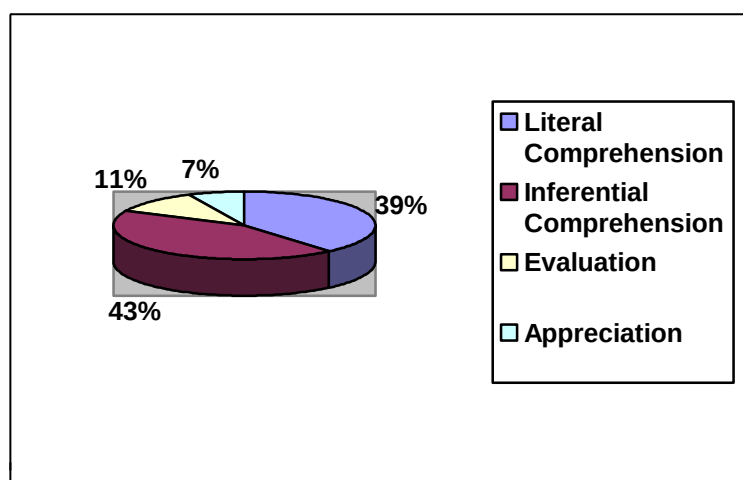


Figure 3. The percentage of Questions in *Interlanguage: English for Senior High School Students XI*

The literal comprehension and inferential comprehension questions still have quite portion in this textbook. However, there are three evaluation and two appreciation questions available whereas previous analyzed textbooks had not included that level of questions. The percentage of questions which could implant students' awareness of environmental issues based on the taxonomy is still less than total of "surface" questions in textbook. It is also not appropriate because senior high schools students are already mature and they need more evaluation and appreciation questions to make them aware. This textbook is published by the government. It means that the government needs to emphasize more on how to make students aware on environmental issues by providing 'deep' questions.

4. Real English 3 for Senior High School Grade XII

In this textbook, there are ten units and each unit is divided into three sections. Section one and two discuss about the topic of the chapter and the last section discuss everyday usage of English. So does chapter six, environment and preservation. The section three of this chapter is not analyzed because it does not contain any environmental issues. Section one has seven tasks and section two has eight tasks. Task D and H of section one and also task D and G of section two are not analyzed because they are not reading tasks. Section two of this chapter mostly talks about endangered species in the ocean. Task A of section one, students need to answer four questions; the first three questions could be considered as literal comprehension questions. Although there is no explanation for these questions, the answer of these questions is so easy. They require no more

hard thinking from the students. Question number four is an evaluation questions because it demands an evaluative judgment from the students. Task B of section one is at reorganization level because students need to fill in the blanks of a passage using words provided. In task C, students have to answer ten questions based on the passage. Like any other text comprehension questions, these questions are literal comprehension questions. In task E, there are eight phrases taken from the passage. The students have to read and decide what the phrases refer to in the passage. This task is at literal comprehension level because the answers are printed. The task F contains a text about *orang-utan*, and in task G contains the questions of the text. The answers of these questions are easily found in the text, so they are literal comprehension questions.

Task A of section two contains five questions; the first three questions are literal comprehension questions. Question number four is inferential comprehension question because demands more imagination, and question number five is an evaluation question because it needs a judgment from the students. Task B of section two is the same with task B of section one, fill in the blanks of a passage using words provided. That is why this task is at reorganization level. In task C, there are ten sentences and the students should decide whether a sentence is true or false according to the passage. It is a task at literal comprehension level. Task E of this section is also the same with task E of section one; the students have to read and decide what the phrases given refer to in the passage. This task is at literal comprehension level because the answers are printed. In task F, the students have to read a passage about coral reefs and then

complete an exercise. In the exercise, students should arrange eight sentences about coral reef from the passage. It is at reorganization level.

From fifteen tasks in this textbook, there are eleven reading tasks and they contains 52 literal comprehension questions, three reorganization questions, one inferential comprehension question, and two evaluation questions. This textbook does not make any appreciation question. The percentage could be seen in the chart below:

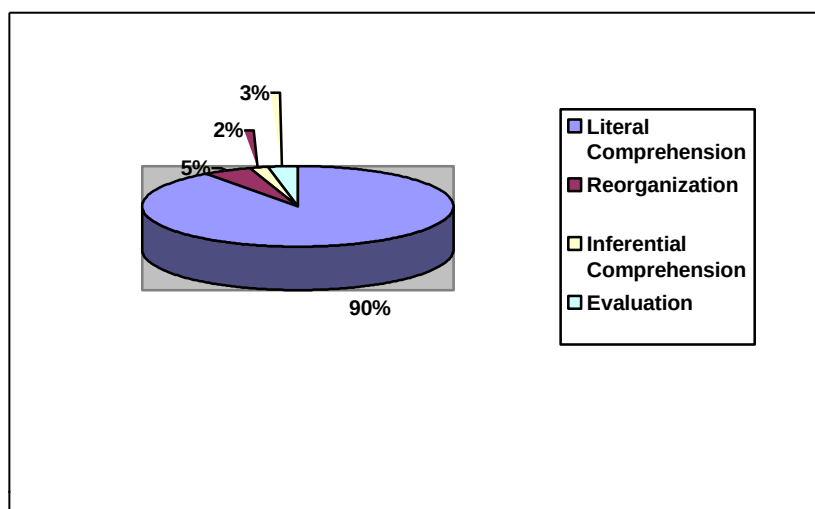


Figure 4. The percentage of Questions in *Real English 3*

This textbook has more literal comprehension, reorganization, and inferential comprehension than evaluation questions. The percentage of evaluation questions is only 3% and there is no appreciation question at all. *Interlanguage* for eleventh grade students provides appreciation questions although in small amount. However, this textbook is designed for twelfth grade of senior high school students. The students are grown-ups that could be aware and do certain actions to solve, or at least reduce, this issue better than students in any levels.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter discusses the conclusion of the whole study, implication, and suggestion from the writer.

5.1. Conclusion

As the key components in most language program, textbooks are believed to provide information that students need. In this century, humans have to face environmental illness which threatening the next generation. As the next generation, students need to be equipped with awareness so that they can participate in making this world a better place for living. The importance of content in a textbook has already approved by experts. Thus, environmental issues in a textbook are common thing nowadays as shown in this study.

From four textbooks analyzed, familiar environmental issues are presented. The issues are global warming, acid rain, water and air pollution, pesticide, deforestation, and endangered species. Based on the data taken, there is still lack of questions which could implant students' awareness based on Barrett's taxonomy. Indeed, two textbooks (*The Bridge English Competence IX* and *Contextual English 1 for Grade X of Senior High Schools*) do not provide evaluation and appreciation questions. One textbook (*Interlanguage: English for Senior High School Students XI*) put such questions but in low portion. The last

textbook (*Real English 3 for Senior High School Grade XII*) only present evaluation questions and there is no appreciation question.

As mentioned in chapter 2, an English textbook ideally provides appropriate environmental issues, problems, causes, and solutions add with tasks and questions which will make students aware of real life situation. The discussion has shown that there are some textbooks that not put this issue at all (*Grow with English 4, 5, and 6; English on Sky 1 and 2*). Two textbooks present environmental problems with limited solutions (*The Bridge English Competence 3 for SMP grade IX* and *Contextual English 1 for Grade X of Senior High Schools*). This might happen because people believe that students at this level could not do much for the environment. Even for mature students, the detailed information about these items does not exist in the textbook (*Real English 3 for Senior High School Grade XII*). It seems that best developed sections on environmental issues problems, causes, and solutions are included in *Interlanguage: English for Senior High School Students XI*. Besides presenting the current situation, the authors offer topics for discussion such as a poster that consist how to reduce global warming in several ways that can be done by the students in real life.

5.2. Implication and Recommendation

Based on the conclusion as it is stated above, the implication of this study is that textbooks should provide topics, themes, and tasks which include environmental issues. The government, in this case *Kementerian Pendidikan Nasional* as the policy maker, need to make policy which obligate authors and

publishers of textbooks to present environmental issues as one of the contents. However, the questions in the tasks should not only enable students to memorize but also enable them to be aware of the issues. As discussed above, questions which make students think more than just from what is printed theoretically will help students to be aware of environmental issues. It will be better if the tasks also involve real-life situation or activities, such as planting trees, observing nature, cleaning neighborhood, etc.

The writer expects that there is further study or further appropriate follow-up related to environmental issues in the textbooks. The writer only analyzed reading tasks based on Barrett's taxonomy perspective. It is hoped that further study could analyze the whole tasks available in the textbooks.

The writer would like to recommend students of UNJ who are now probably already English teachers, graduates of UNJ who are now taking their career as English teachers to choose the textbooks that contain environmental issues appropriately. The writer also would like to recommend authors of English textbooks, especially authors of lower level students (SD and 1st & 2nd of SMP) to put environmental issues in the textbooks even though the questions in the reading tasks only range from literal comprehension until inferential comprehension because the environmental issues need to be known by the students as early as possible.. It also would be better if literal comprehension, reorganization, and inferential comprehension questions in senior high school students' textbooks, especially in *Real English 3 for Senior High School Grade XII*, are reduced and added by evaluation and appreciation questions because such questions

theoretically could implant students' awareness based on Barrett's taxonomy perspective. The literal comprehension questions are too much whereas this textbook is used by so-called adult.

While environmental issues can seem overwhelming, a number of things can be done by individuals and groups of students and teachers. These include: writing letters to governments, organizations, and companies; growing trees and other plants; reducing use of paper, energy, and containers; reusing materials such as glass jars; recycling materials and buying recycled materials, such as recycled paper; educating others and taking part in campaigns to persuade others to participate in environmentally friendly actions; raising funds for environmental causes; and boycotting environmentally unfriendly products, such as those made from endangered species, and instead buying environmentally friendly products, e.g., refrigerators that do not use ozone-depleting chemicals. Teachers could encourage these activities to the students, give them models of how to do these.

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APPENDICES

Appendix 1

BARRETT'S TAXONOMY of READING COMPREHENSION

1. Literal Comprehension

- Focuses on ideas and information which are explicitly stated in the selection.
- A simple task in literal comprehension may be the recognition or recall of a single fact or incident.
- A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents in a reading selection.
 - Recognition
 - Recognition of Details
 - Recognition of Main Ideas
 - Recognition of a Sequence
 - Recognition of Comparison
 - Recognition of Cause and Effect Relationships
 - Recognition of Character Traits
 - Recall
 - Recall of Details
 - Recall of Main Ideas
 - Recall of a Sequence
 - Recall of Comparison
 - Recall of Cause and Effect Relationships
 - Recall of Character Traits

The examples:

- Recognition
 - Find the sentence that tells who Pedro is:
 - Find the sentences on page 17 that tell what Tina and the girl in the blue dress both need.
 - Number these sentences in the order in which they happen in the story:
 - The girl in the blue dress talks to Tina.
 - ____ Carla asks Tina what she is looking at out the window.
 - ____ Pedro meets two boys.
 - ____ Tina and the girl in the blue dress decided to be friends.
 - ____ Tina runs out of the house crying.
 - Look at the pictures of Tina on pages 13 and 17. What differences can you see in the way Tina looks?
 - Find the sentence on page 16 that tells why the girl in the blue dress sits by the window all day.
- Recall
 - Who are the main characters in this story?
 - Why are Tina and the girl in the blue dress happy they met?

- How do Tina and the girl in the blue dress become friends?
- How are Tina and her new friend alike?
- Why does the girl in the blue dress have no one to play with before she meets Tina?
- What was this story about?
- Pedro says that the big city is a good place for his Dad to find work. Where could we look to find out what kind of job his father might find if he lived in our city?

2. Reorganization

- to analyze, synthesize, and/or organize ideas or information explicitly stated in the selection.
- to produce the desired thought, the reader may utilize the statements of the author or he may paraphrase or translate the author's statements.

Reorganization tasks are:

- Classifying.
- Outlining.
- Summarizing.
- Synthesizing.

The examples:

- Put each word under the proper heading:

Pedro	dress	friends	Tina
city	downstairs	window	Carla
People			
Places			
Things			

3. Inferential Comprehension

- may be either convergent or divergent in nature and may be asked to verbalize the underlying rationale.
- stimulated by purposes for reading which demand thinking and imagination that go beyond the printed page.
 - Inferring Supporting Details.
 - Inferring Main Ideas.
 - Inferring Sequence.
 - Inferring Comparisons.
 - Inferring Cause and Effect Relationships.
 - Inferring Character Traits.
 - Predicting Outcomes.
 - Interpreting Figurative Language.

The examples:

- Why do you think Pedro meets some friends before Tina does?
- What kind of girl do you think Tina's new friend is?

- Read pages 12-14. What do you think will happen next?
- What does Tina mean when she calls the girls downstairs "stuck-up?"

4. Evaluation

- require responses which indicate that an evaluative judgment has been made by comparing ideas.
- deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth or probability of occurrence.
- Evaluative thinking may be demonstrated by the following judgments.
 - Judgments of Reality or Fantasy.
 - Judgments of Fact or Opinion.
 - Judgments of Adequacy and Validity.
 - Judgments of Appropriateness.
 - Judgments of Worth, Desirability and Acceptability.

The examples:

- Could this be a true story?
- How many of you have ever seen a person in a wheelchair or have read a book about a person who couldn't walk? The girl in the blue dress says that she can't go out because she can't walk.
- What part of the story best tells how Tina felt about the city?
- Should Pedro have gone outside without Tina?

5. Appreciation

- involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader.
- to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements.
- Appreciation includes both the knowledge of, and the emotional response to, literary techniques, forms, styles, and structures.
 - Emotional Response to the Content.
 - Identification with Characters or Incidents.
 - Reactions to the Author's Use of Language.
 - Imagery.

The examples:

- What parts of the story were most interesting to you?
- How did you feel when Tina was crying because she had no friends?
- Why do you think the “we'll” and “this” are in capital letters in this sentence? "Well, WE'LL never make friends just standing at THIS window", said Pedro".
- How does the author let you know that the girl in the blue dress is lonely and wants to have a friend?

Appendix 2

The Bridge English Competence 3

Appendix 3

Contextual English 1

Appendix 4

Interlanguage: English for Senior High
School Students XI

Appendix 5

Real English 3