

## CHAPTER IV

### RESULT AND DISCUSSION OF RESEARCH

This chapter presented the findings that consist of result and discussion of the research. The data collected from the implementation of educotourism through eco-literacy in English learning materials in MTs Sumber Bungur Pakong. Besides, the advantages and disadvantages of the implementation of it will be also discussed in this chapter. This chapter will be presented the answer from research focus based on the first chapter.

#### A. Result of Research

In this part of research, the researcher described about the implementation of educotourism through eco-literacy that related to the English learning materials especially in MTs Sumber Bungur Pakong. Within this case, the researcher did an observations, interviews, and documentations to support the research focus to be answered.

#### 1. The Implementation of Educotourism through Eco-literacy in English Learning Materials

##### a. The Observation of School Policy

The researcher did an observation to know the condition of the school that related to the eco-literacy by looking around MTs Sumber Bungur Pakong. Besides, MTs Sumber Bungur Pakong is also predicated as Adiwiyata award that cares about a healthy, clean, and beautiful environment, and the term *educotourism* is first known by this school.

The researcher got data from the observation on October 7<sup>th</sup>, 2022 at MTs Sumber Bungur Pakong. It was found that the school full of green colour that it means this school proved as an educotourism school.



When the researcher came to the school at the first time, it showed the written of '*Educotourism School*' exactly after the hedge that surrounded by various kind of plants. From this, we know that this school definitely develop the educotourism term that apply the education, ecology, and tourism in the same time through teaching and learning process.



On the right side of the school, the researcher found a big banner written *'one child, one teacher, one pen, and one book can change the world'* that quoted from Malala Yousafzai, a human rights activist from Pakistan. This famous quote means that every children should have an opportunity to have an education. Not only that, but also the children might have the rights to learn of current and past world affairs. Within this quote, the headmaster of this school expects all the students to have a rights and opportunity to receive the knowledge in MTs Sumber Bungur Pakong.





Those are some kinds of plants that the students and all the teachers keep in the school for completing the educotourism term. The teachers accustomed to put the habit of planting the plants into the materials in some subjects such as biology.



The presence of toilet is very important in the school as the second home for completing the students need. Most of the school will only divide the students' and teachers' toilet. It means that, it is very hard to find the toilet that divide for women and men. The educotourism school which is MTs Sumber Bungur Pakong applied the new rule that divide the toilet from women and men. This rule helped the students to be more satisfied in using toilet.



Slogan is a small sentence that is interesting and easy to remember. Slogan must be contained a simple meaning of something. The school that got Adiwiyata program should contained various slogan about education and cleanliness. Those pictures proved that MTs Sumber Bungur Pakong has some slogan to fulfill the educotourism term.

Such as the sentence of '*kualitas bacaanmu menentukan seni berfikirmu, dan seni berfikirmu menentukan keindahan tulisanmu*' which means: the quality of your reading determines your art of thinking, and the quality of your art of thinking determines the beauty of your writing. This slogan contained a meaning about the importance of reading as a foundation of students to be creative in writing.

**b. The Observation of Teacher Assigned Related to Eco-literacy**

Documentation consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.<sup>1</sup> This research is conducted in the school exactly in the English subject. The researcher would provide the syllabus design or this school called as '*ATP (Alur Tujuan Pembelajaran) Bahasa Inggris*' that attached to the eco-literacy.

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<sup>1</sup> John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 223.

<b>ALUR TUJUAN PEMBELAJARAN</b> <b>BAHASA INGGRIS</b> Penulis: MGMP BAHASA INGGRIS Instansi: MTsN 3 Pamekasan
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**CAPAIAN PEMBELAJARAN FASE D:**

Pada akhir fase D, siswa menggunakan teks lisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemisa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

**CAPAIAN PEMBELAJARAN FASE D PER ELEMEN BERBAHASA**

<b>Menyimak – Berbicara</b>	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
<b>Membaca – Menitisa</b>	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
<b>Menulis – Mempresentasikan</b>	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.



KODE	TUJUAN PEMBELAJARAN	MATERI POKOK	PROFILI PELAJAR PANCASILA	ALOKASI WAKTU
	kinerja, dan mengajukan pendapat dalam bahasa Inggris dengan percaya diri			
8.5	Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri dalam konteks kehidupan sehari-hari.			
8.6	Mengidentifikasi tujuan komunikatif/ social function teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan	Can and Will		
8.7	Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan		<ul style="list-style-type: none"> <li>Beriman dan bertakwa kepada tuhan yang Maha Esa</li> <li>Kebhinnekaan global</li> <li>Kreatif</li> <li>Mandiri</li> <li>Gotong royong</li> </ul>	10 JP (10X40")
8.8	Mengidentifikasi unsur kebahasaan dalam teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan			
8.9	Menyusun ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan			
8.10	Menetapkan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan konteks yang berterima			
8.11	Menentukan tujuan komunikatif teks/ social function ungkapan keharusan, larangan dan himbauan	Obligations, Prohibitions, and Suggestion	<ul style="list-style-type: none"> <li>Beriman dan bertakwa kepada tuhan yang Maha Esa</li> </ul>	10 JP (10X40")
8.12	Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan			

KODE	TUJUAN PEMBELAJARAN	MATERI POKOK	PROFILE PELAJAR PANCASILA	ALOKASI WAKTU
9.7	multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas. Merancang teks interaksi interpersonalisasi lisan/tulisan sederhana berupa Agreement and disagreement tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.		<ul style="list-style-type: none"> <li>Esa</li> <li>Kebhinekaan global</li> <li>Kreatif</li> <li>Mandiri</li> <li>Gotong royong</li> </ul>	
9.8	Memproduksi teks interaksi interpersonalisasi lisan/tulisan sederhana berupa Agreement and disagreement yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas		<ul style="list-style-type: none"> <li>Beriman dan bertakwa kepada tuhan yang Maha Esa</li> <li>Kebhinekaan global</li> <li>Kreatif</li> <li>Mandiri</li> <li>Gotong royong</li> </ul>	121P (6x40")
9.9	Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari Label	Label		
9.10	Menjelaskan fungsi social, struktur teks dan unsur kebahasaan dari Label			
9.11	Mengidentifikasi ungkapan yang digunakan untuk menyatakan Label berkaitan dengan anggota keluarga			
9.12	Menirukan ungkapan memperkenalkan Label sesuai dengan struktur dan unsur kebahasaan dengan tepat.			
9.13	Menyusun ungkapan memperkenalkan Label dengan tepat sesuai dengan struktur dan unsur kebahasaan dengan tepat.			
9.14	Menetapkan percakapan interpersonal untuk meminta dan member informasi terkait Label dan anggota keluarga kegiatan terintegrasi menyimak, berbicara dengan percaya diri.			
9.15	Mengidentifikasi Procedure Text yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.	PROCEDURE TEXT	<ul style="list-style-type: none"> <li>Beriman dan bertakwa</li> </ul>	121P (6x40")

There are two materials from all classes in MTs Sumber Bungur Pakong that attached to the eco-literacy. Firstly 8<sup>th</sup> grade that

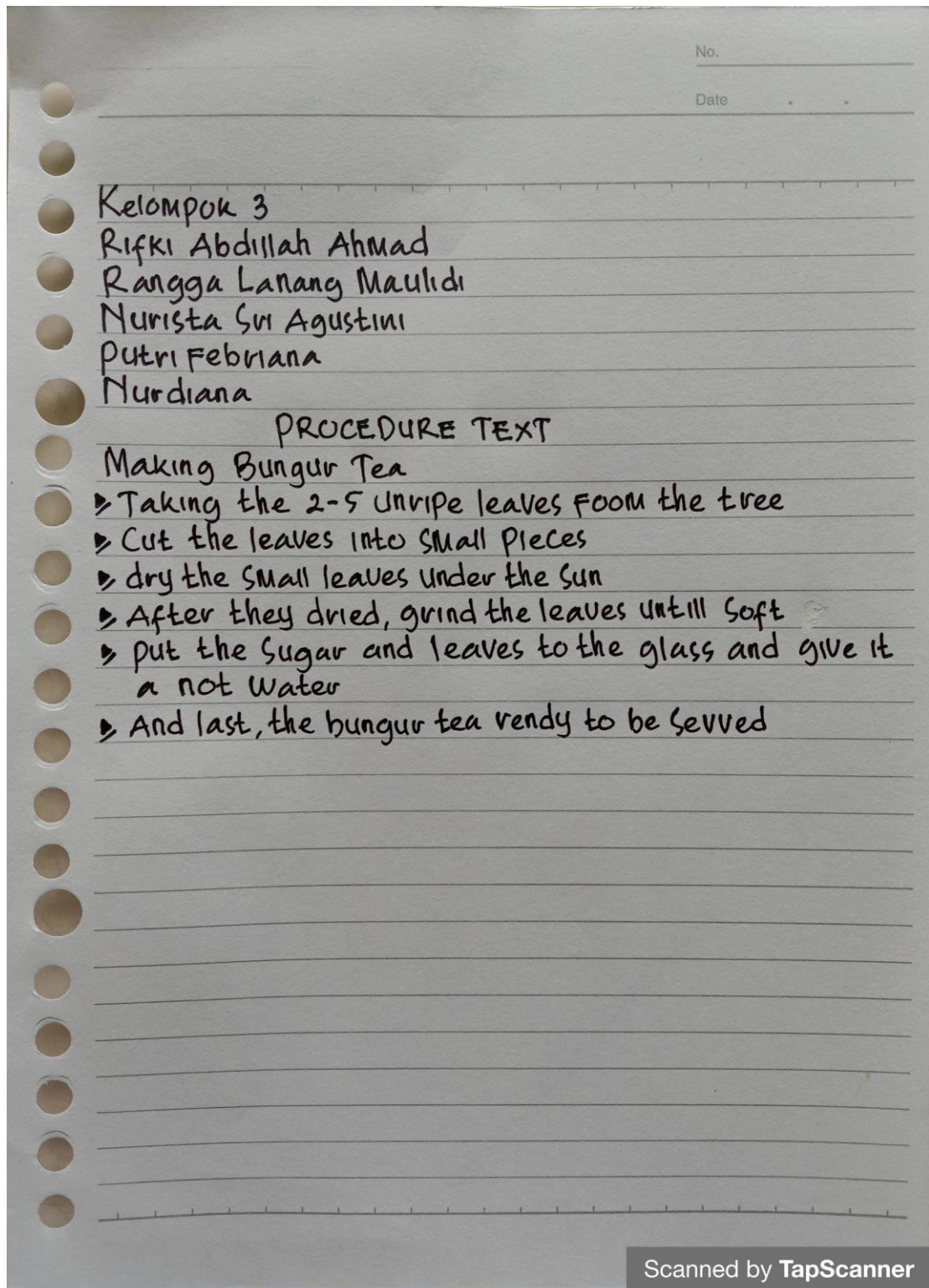
attached to the material: Obligations, Prohibitions, and Suggestions.

The eco-literacy is attached when the students make a sentence of obligations, prohibitions, and suggestions that the content is about eco-literacy such as students' awareness about environment. This table showed some examples from the students who has made the sentence of obligations, prohibitions, and suggestions as their task.

No.	Name	Obligations	Prohibitions	Suggestions
1.	Ahmad Imtiyaz Ali	We must keep the environment clean.	Don't throw rubbish anywhere!	You should water the plants every morning.
2.	Dwika Aliq WIdyansyah	I have to throw the rubbish in trash can.	No smoking in this are!	We should recycle the plastic waste.
3.	Moh. Ilham Ramadhani	I have to save money.	Don't cut down the trees carelessly.	She should save the water well.
4.	Moh. Reza Dwi Ardiansyah	We must keep the class clean and healthy.	Don't waste electricity!	We should change the plastic bag with tote bag.
5.	Muhammad Faqih Abdillah	We must save the electricity.	Don't turn on the lamp when it's morning!	You should separate the decomposed and recycled rubbish.
6.	Asfiyatun Nida	We must use the environmentally friendly products.	Don't scratch the walls in the school!	We should replant the trees in the forest.
7.	Necta Althayana Kayana	I have to eat food sufficiently.	Don't be lazy to take a bath!	I should cooperate to clean up the village.
8.	Arini Rahmatika	He has to pay attention to the teacher.	Don't break the school rules!	They should clean the toilet after they used it.
9.	Adelia Sintiya Bella	I have to sweep the class based on the class pickets.	Don't step the grass!	You should use paperless office.
10.	Maulida Putri Kusuma Dewi	We have to pay the bill.	Don't eat while standing!	You should keep the fresh garden.

And the second one is in the 9<sup>th</sup> grade that attached to the material: Procedure Text. The procedure text is attached to the eco-literacy such as making some creative stuffs from recycled materials. The researcher found a group that related to this research. This group that lead by Rifki Abdillah Ahmad make a bungur leaves tea from bungur leaves. For your information, bungur is the name of plants and also a well in that area. So that the plants of bungur is an asset in MTs Sumber Bungur Pakong as a tourism in the term of educoturism.

The material of Procedure Text existed in the 9<sup>th</sup> grade based on *ATP Bahasa Inggris* that the researcher got from the English teacher. Exactly on Tuesday, October 11<sup>th</sup> 2022, the researcher came to the class when the students already studied the Procedure Text material. For the next step is the English teacher called Mr. Lutfi will give them assignments to make a procedure text in some groups. The first group is conducted: *How to Make a Bungur Leaves Tea* that consist of five students. Those five students are: Rifki Abdillah Ahmad, Rangga Lanang Maulidi, Nurista Sri Agustini, Putri Febriana, and Nurdiana. After that, the researcher asked their procedure text in making Bungur leaves tea.



The text showed that the students were using the Bungur leaves to utilize into a tea that produced some benefits on it. After

that, the students also demonstrated the procedure text to make a Bungur leaves tea in real life.

In the next week, the researcher came to the previous class to know and to have a documentation in making Bungur leaves tea. These pictures would help the readers to understand in making Bungur leaves tea.



The leader of the group took 2 to 5 unripe leaves from the tree. The tree is located exactly around the school, it is MTs Sumber Bungur Pakong. The trees existed for about 5 to 7 with big trees. So, it was very easy for Rifki as the leader to take the leaves to be Bungur leaves tea.





The next step was cutting the leaves into very small pieces and put them in the box. After that, dry the small pieces of Bungur leaves under the sun or at 10.00 to 13.00 o'clock. Make sure it really dried so that you might dry it for about two days. If there was no sun, you might change the sun to the oven in order to get the same result.



This was the appearance of the small leaves after they dried. There was a physical change that the green leaves change the color to the dark brown. The smell is very specific but still good to be smelled.



Then, the next step was preparing the ingredients that you need to make Bungur leaves tea. The first one is sugar. When you want to make a tea, sugar is the important thing to complete in making a sweet tea. And then don't forget to boil a water to complete a hot water and put it in the glass. When all the ingredients were ready, the next step is making a Bungur leaves tea.



This is the step how to serve Bungur leaves tea. Firstly, put a teaspoon sugar to the glass. After that, put the Bungur leaves to the glass sufficiently. And then give a hot water. Don't forget to stir the sugar and tea until it ready to be served.



**c. The Interview of the Implementation in Educotourism through Eco-literacy in English Learning Materials**

The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own word.<sup>2</sup> The interview process occurred when the researcher did an observation. The interview has already been prepared the list of the questions about the implementation of educotourism through eco-literacy in English learning materials and also the advantages and disadvantages of the implementation in educotourism through eco-literacy in English learning materials that will be answered by the English teacher and the students in MTs Sumber Bungur Pakong.

When the researcher identified the research focus, there were interview beside observation in collecting the data. The interview has been done since the first researcher came to MTs Sumber Bungur Pakong. The researcher met with two English teachers, they are Mr Lutfi and Miss. Dwi to help the researcher in doing the research. Besides, the students were also help in completing the research data.

The researcher did an interview both to the teacher and student to complete the research data. The interview was started

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<sup>2</sup> Donald Ary, *Introduction to Research in Education* (Belmont, CA: Wadsworth Cengage Learning, 2010), 438.

when the researcher asked Mr Lutfi about the presence of educotourism term in MTs Sumber Bungur Pakong. He stated that:

“MTs Sumber Bungur Pakong is called as a green school. Our headmaster is very care of environment, so that he make this school full of plants. After for some many years, this school predicated as Adiwiyata program. The headmaster also joined several competitions until he won as the best headmaster in Indonesia. From this, the headmaster designed this school as ‘*Educotourism School*’.”<sup>3</sup>

This statement means that the headmaster as the pioner in making educotourism term to be pinned in MTs Sumber Bungur Pakong. Then, the researcher asked Mr. Lutfi about how did the educotourism related to the eco-literacy that attached to English learning materials. He answered:

“Firstly, we make a syllabus design that special for this school only. After that, we selected some materials that possible to be attached the eco-literacy. The result stated that there are two materials which can be attached to the eco-literacy, those are: Obligations, Prohibitions, and Suggestions, and also Procedure Text. After we decided, we make a lesson plan to be applied in the classroom.”<sup>4</sup>

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<sup>3</sup> Lutfi Rahman, The English Teacher of MTs Sumber Bungur Pakong, Direct Interview, October 7, 2022.

<sup>4</sup> Rahman.

The researcher asked anymore to Mr.Lutfi about the implementation of educotourism through eco-literacy in both materials that has already selected. He stated that:

“The material of Obligations, Prohibitions, and Suggestions would be applied by giving the assignments to the students of 8<sup>th</sup> grade. The instruction was making a sentence of obligations, prohibitions, and suggestions within the topic of eco-literacy or it can be the awareness of environment. While the material of Procedure Text would be applied by giving the assignments to the students of 9<sup>th</sup> grade. The instruction was dividing the students into some groups and decided the topic of procedure text related to eco-literacy or something that care about the environment. before I gave the assignments to the students, I had gave the examples of each assignments in order to make the students understand in making the assignments. Thus, the students could easily do the assignments well.”<sup>5</sup>

The answer from Mr. Lutfi was clear enough in explaining the implementation of English learning material that attached to the eco-literacy. He stated that the eco-literacy is attached to english learning material by giving assignments to the students. This was very good idea to implement the eco-literacy skill. However, the researcher still curious about how did the educotourism attached to those materials. Then Mr. Lutfi answered briefly:

“There is only one material that very related to the term of educotourism. It is on the material of Procedure Text in 9<sup>th</sup> grade. Miss Dwi and I used to give a certain theme for making the assignments of procedure text such as how to make Bungur leaves tea and cassava leaves of jerked meat. These two themes are very related to educotourism. The education term was conducted as the procedure text. The ecological term was conducted in using the cassava and Bungur leaves. While the tourism term was conducted when all the products are ready to be sold. That is all the

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<sup>5</sup> Rahman.

explanation in english learning material that attached to the educotourism term.”<sup>6</sup>

In completing the research data, the researcher also need students’ perspective through the implementation of educotourism through eco-literacy in English learning materials. the researcher interviewed some students to know how is the implementation of educotourism through eco-literacy in english learning materials. But before it, the researcher would like to know how far the students’ knowledge about eco-literacy and their awareness to the environment. The student called Nurdiana answered:

“This school is called as a green school. Since I came to this school, it showed that many kind of plants surround the school. Besides, every subject is attached to make us realize and aware the importance of keeping the environment. such as biology that every materials make us related to any kinds of environment cases.”<sup>7</sup>

She answered very detail. It means that the students’ of MTs Sumber Bungur Pakong aware of the importance in keeping the environment. Then, the researcher ask anymore about how is the implementation of educotourism through eco-literacy in English learning materials.

“For the very first time, the teacher will always input some words to make us remember and care of the environment. Such as

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<sup>6</sup> Rahman.

<sup>7</sup> Nurdiana, The Student of MTs Sumber Bungur Pakong, Direct Interview, October 7, 2022.

throwing rubbish in the trash can, watering some plants in front of our class, cleaning up our class, and etc. Besides, our teacher also give us the assignments that attached to the eco-literacy.”<sup>8</sup>

This answer stated the same case with the teacher’s statement. It stated that the teacher implemented the eco-literacy by inserting to the assignments. Besides, teacher’s role is also remembering the students to be always aware in keeping the environment.

## **2. The Advantages and Disadvantages of the Implementation in Educotourism through Eco-literacy in English Learning Materials in MTs Sumber Bungur Pakong**

The implementation of educotourism through eco-literacy in English learning materials exactly in MTs Sumber Bungur Pakong was very good in arranging the teaching and learning process. The teachers and students are cohesive in doing the teaching and learning process that attached to the eco-literacy. The researcher believe that this school called as educotourism school.

Then, the researcher doing some interviews anymore in order to fulfill the research focus to be answered. The next question is asking about the advantages and disadvantages in implementing the educotourism through eco-literacy in English learning materials. The advantages would be answered first.

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<sup>8</sup> [CSL STYLE ERROR: reference with no printed form.].

“There were so many things to mention the advantages in implementing the educotourism through eco-literacy in English learning materials. Firstly, the students must be aware about the importance in keeping the environment. By giving the eco-literacy that attached to the English learning materials caused students taking care of the environment. And when the students aware to keep the environment, it caused our school clean, healthy, and the students feel comfortable when doing the teaching learning process. Besides, the students’ ability is more creative in developing the school as a tourism. Thus, the educotourism would predicate to MTs Sumber Bungur Pakong.”<sup>9</sup>

It was stated as the advantages in implementing the educotourism through eco-literacy in English learning materials. Then, the disadvantages would probably present in implementing the educotourism though eco-literacy in English learning materials. Mr. Lutfi answered:

“There would be also the disadvantages in implementing the educotourism through eco-literacy in English learning materials. I feel very hard to make the students having care of the environment. I need to remember them every I teach in the class. Sometimes, I still found some students sitting in the canteen while throwing the rubbish anywhere. For this case, I believe that it was very hard to make them realize to keep the environment clean. Besides, the students’ capability in eco-literacy was very small so that when I try to make it combine with the subjects, it made them difficult to catch the material given.”<sup>10</sup>

It stated that there were the disadvantages in implementing the educotourism through eco-literacy in English learning materials. The teacher explained very detail so that the researcher could understand easily from his statements. The researcher also needed students’ perspective about the advantages and disadvantages in implementing the educotourism through eco-literacy in English learning materials. The students directly stated both the advantages and disadvantages of it.

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<sup>9</sup> Rahman, The English Teacher of MTs Sumber Bungur Pakong.

<sup>10</sup> Rahman.

“I feel very happy when our teacher teaches us about the awareness of the environment. I used to always water the plants and flowers in front of my classroom just because we imitate what teacher did. The teacher always gives us assignments that related to the eco-literacy. So that we know what eco-literacy is, how the importance in keeping the environment is, and etc. Besides, the habitual of keeping the environment in the school is also brought when I am at home. This habit makes my parents proud of me. However, this habit is not directly happened in me. I try many things to make myself remember and care of the environment. Sometimes it is very hard to do when I feel lazy to do something.”<sup>11</sup>

The students’ statement was similar to the teacher’s statement about the advantages and disadvantages in implementing the educotourism through eco-literacy in English learning materials.

## **B. Discussion of Research**

Based on the result of research, the researcher described how the school English teacher implemented the educotourism through eco-literacy in English learning materials in MTs Sumber Bungur Pakong.

### **1. The Implementation of Educotourism through Eco-literacy in English Learning Materials in MTs Sumber Bungur Pakong**

There were observations, interviews, and documentations that has been done by the researcher to complete the research data collection. The researcher did an observation by looking around MTs Sumber Bungur Pakong to prove the appearance of the school that related to educotourism school. Then the researcher did an interview through the teacher and students about the implementation of educotourism through eco-literacy in English learning materials. After that, the researcher

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<sup>11</sup> The Student of MTs Sumber Bungur Pakong.

collected the documentations such as the syllabus design, students' assignments, and etc.

a. The School Policy

Based on the results of research data, it stated that MTs Sumber Bungur Pakong seemed with full of plants and many things that related to the green color. There was an "*Educotourism School*" written that stood in front of school exactly behind the hedge. On the right side of it, the researcher found a big banner stucked on the wall stated, "*one child, one teacher, one pen, and one book can change the world*". This sentence quoted from Malala Yousafzai that means every student should have an opportunity to have an education. Then, the other part of the school seemed several kinds of plant that spread over the school including the bungur tree, anthurium plant, and various students' biological project. The headmaster and all the teachers' of MTs Sumber Bungur Pakong accustomed the students to put the habit of planting the plants such as input in the subjects. Besides, the presence of toilet is divided between boys and girls. We know that the presence of toilet is very important for completing the students need in the school as the second home. After that, the other part of school appearance is the presence of slogan. The first slogan is stated; "*Wujudkan sekolah peduli dan berbudaya lingkungan.*" That it means, create a school care and cultural environment. This slogan that adhered on the window means that the school must create a culture and care of the environment. The other slogan stated;



*“Hidup itu lunak, maka bentuklah.”* that means, life is soft, then form it. This slogan means that our life is soft if it should be described. Then, we could form it whatever we want. And it depends on us how we form it. And last, the slogan stated; *“Kualitas bacaanmu menentukan seni berfikirmu, seni berfikirmu menentukan keindahan tulisanmu”* which means, the quality of your reading determines your art of thinking, and the quality of your art thinking determines the beauty of your writing. This slogan means the importance of reading as a foundation of students to be creative in writing.

All the cases above proved as the educotourism school that the school will not put all of them if they were not appropriate with the school policy. This is related to the headmaster’s perspective, he stated that educotourism is the abbreviation from education, ecology, and tourism where:

1. The Education Term

The education term is supposed to be in the habit of planting plants and flowers, the sentences in slogans where it discussed about the education, environment, and cleanliness, and many others.

2. The Ecology Term

The ecology term is supposed to be the bilateral cooperation between students and various plants and the distribution of toilet between girls and boys.

3. The Tourism Term

The tourism term is in the educotourism written and also the various plants and flowers surround the school that caused as the green school.

Those explanations are described to complete the observation of research data that fulfill the educotourism school. Based on the interview by the Headmaster of MTs Sumber Bungur Pakong about what educotourism is, he stated that the three concepts (education, ecology, and tourism) make the school environment a fun source of learning for students. Thus, the students who come to the school not only want to learn but also there are nuances of recreation or green tourism.<sup>12</sup> His statement exactly described the school appearance that has been discussed detail by the researcher. By the presence of various plants, slogans, “*Educotourism School*” written, the students will feel at home when doing a teaching learning process.

b. The Teacher Assigned Related to Eco-literacy

Based on the result of research data, in documentation the researcher found the syllabus design that gave by the teacher. Besides, students’ assignments that attached to the eco-literacy would also be discussed.

The school of MTs Sumber Bungur Pakong made their own syllabus design in such a different name, theory, and method. The name of syllabus design that made by this school is ATP (Alur

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<sup>12</sup> Mohammad Holis, The Headmaster of MTs Sumber Bungur Pakong, Direct Interview, March 26, 2022.

Tujuan Pembelajaran). The researcher tried to search the English material that attached to the eco-literacy. Based on the result of research, there are two materials, those are; Obligations, Prohibitions, and Suggestions for 8<sup>th</sup> grade and Procedure Text for 9<sup>th</sup> grade. The material of Obligations, Prohibitions, and Suggestions are implemented in giving assignments that must be related to eco-literacy. In this material, the teacher gave the assignments by making a sentence of obligation, prohibition, and suggestion that related to eco-literacy. Then, the material of Procedure Text conducted in giving the assignments about making procedure text that related to eco-literacy. The students made bungur leaves tea that lead by Rifki. The students demonstrated the procedure text to make a bungur leaves tea.

Regarding to the first assignments that making sentences of obligation, prohibition, and suggestion where this result related to Capra's definition of eco-literacy, he stated that the ecosystem including animals, plants, and also microorganisms have developed to sustain the web of life.<sup>13</sup> This definition has a big relation with the results of research data. The assignments provide the sentence about the importance in keeping the environment, caring about the plants, so that those sentences could sustain the students in the web of life.

Then, the other results related to the educotourism term from the statement's Mohammad Holis as the headmaster in MTs Sumber

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<sup>13</sup> Fritjof Capra, *Ecoliteracy: The Challenge for Education in the Next Century* (California: Liverpool Schumacher Lectures, 1999), 1.

Bungur Pakong. He stated that educotourism is the implementation of behavior that cares about the environment, and make the school environment a fun source of learning for students. This statement resulted the materials that attached to the eco-literacy. Thus, the students will feel fun and happy when they learned. Besides, from three words, the education is related to the English learning material, the ecology is related to the bungur leaves tea, and tourism is related to the selling of bungur leaves tea.

While the eco-literacy term by Capra described the highest level of human consciousness, namely respecting the environment (ecosystem).<sup>14</sup> The statements related to the implementation of educotourism through eco-literacy in English learning materials. The implementation of procedure text assignment about making bungur leaves tea described the eco-literacy that it respected the environment or the ecosystem. It proved with the existence in making a tea using bungur leaves. Besides, the bungur leaves tea could heal diabetes. From this case, the students are conscious about the importance in keeping the environment.

Then, the implementation of educotourism through eco-literacy in English learning materials also related to the purpose of English learning material based on *Materials Development for TESOL* book that the materials provide a stimulus for other

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<sup>14</sup> Fritjof Capra, *The Web of Life* (New York: Doubleday, 1996).

activities.<sup>15</sup> It stated that the using text or task can elicit an oral or written response from learners. This statement proved with the existence of the demonstration in making bungur leaves tea through assignment or task. So that the students or learners had stimulus in teaching learning process.

## **2. The Advantages and Disadvantages of the Implementation in Educotourism through Eco-literacy in English Learning Materials in MTs Sumber Bungur Pakong**

The observation has been done since the researcher came to the school. Then, the researcher did an interview about the advantages and disadvantages in implementing the educotourism through eco-literacy in English learning materials. There were a teacher and some students are already existed to be answered the questions from the researcher.

Based on the results of interview through teachers and students about the advantages and disadvantages in implementing the educotourism through eco-literacy in English learning materials, the teacher answered that there were many advantages in implementing the educotourism. The students must be aware about the importance in keeping the environment. This statement regarding to the ecoliteracy term used by Capra about the consciousness in respecting the environment or ecosystem. So that it caused the school clean, healthy, and the students feel comfort in teaching learning process. This is also

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<sup>15</sup> Freda Mishan and Ivor Timmis, *Materials Development for TESOL* (Edinburgh: Edinburgh University Press, 2015), 6.

regarding to the educotourism term that included the education, ecology, and tourism terms.

Then, the teacher stated about the disadvantages in implementing the educotourism through eco-literacy in English learning materials. He said that was very difficult to make the students remember to be aware in keeping the environment. The researcher always found the students that throw the rubbish anywhere. Sometimes the students damaged the plants and took the flowers carelessly. Those examples are included to the disadvantages that stated by the teacher. The researcher argued that the advantages and disadvantages are existed in the implementation educotourism through eco-literacy in English learning materials.

The researcher also needed from the student's perspective about the advantages in implementing educotourism through eco-literacy in English learning materials. The student stated that she was very happy when the eco-literacy attached to the materials. She felt very fun when doing the assignments such as the procedure text in making bungur leaves tea. She stated that she always watering the plants and flowers just to obey to teacher's attention every day. Besides, the habitual of keeping the environment brought her in home. She was keeping the environment in her home. Then, the researcher asked about the disadvantages in implementing the educotourism through eco-literacy in English learning materials. She answered that only laziness about the disadvantages in implementing the educotourism. Based on student's perspective, the researcher argued that it was the usual statement by

student about the laziness in keeping the environment. Besides, the advantages are very related to the Capra's term about eco-literacy that aware about the environment.