

# Environmental Themes in BIPA Textbook: Ecolinguistics Perspective

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## ABSTRACT

At the first glance, ecology and language are separate and unrelated topics, but they are closely related when viewed using ecolinguistics theory. Indonesia has many textbooks that integrate environmental education to increase students' awareness of global issues on the environment, one of which is the Indonesian Language Textbook for Foreign Speakers (better known as BIPA). There are 7 books analyzed using document analysis. Qualitative research is used in this case. The data source comes from the book *BIPA Sahabatku Indonesia 2019* published by the Language Development and Development Agency, Ministry of Education and Culture. In particular, the research investigates the spread of the theme, the ecolexicon, and euphemisms in environmental themed reading texts. The findings of this study are expected to be useful in presenting material and increasing vocabulary related to the environment in textbooks, especially BIPA textbooks.

**Keywords:** *BIPA, Ecolexicon, Ecoeuphemism.*

## 1. INTRODUCTION

The environmental theme in the learning process is an important problem in many countries. Many countries supplement things related to the environment and integrate environmental issues into the field of education [1] – [3]. One of the environmental themes in the scope of learning can be found in various textbooks. Various contents regarding environmental issues are contained in the learning themes contained in textbooks [1], [4], [5]. Environmental-themed textbooks are believed to be an important factor in minimizing natural damage and are believed to be an effective and efficient solution in raising awareness about nature conservation to students.

Furthermore, textbooks are an important element in every language teaching, especially for second language learners [6] – [8]. Besides being used as an effective source of information in delivering learning materials, textbooks also serve as input for various vocabularies for second language learners. One of the textbooks is a textbook for BIPA students. The success of BIPA students depends on textbooks [9] – [11]. Currently, the BIPA program is growing and is known in various parts of the world. BIPA has been in demand in various continents such as Asia, Europe, and Africa. BIPA has

also become a subject at various leading universities in Europe [9]. Besides being studied abroad, BIPA is also studied at several campuses in the country [12]. Cooperation between countries has also been established by the Indonesian government to introduce BIPA. Based on this information, research on BIPA must always be carried out from various aspects, such as research on BIPA textbooks, with the aim of encouraging higher quality BIPA learning in various aspects. In this regard, this research will indirectly have a positive impact on the development of BIPA learning, especially regarding the material in environmental-themed textbooks. In addition, it can also influence the perspective of BIPA students on life and the environment.

Environmental themed reading texts have a relationship between environment and language. Ecolinguistics as an interdisciplinary science helps to investigate the relationship between language, environment, and society. Ecolinguistics is also an alternative to see and criticize how nature is used and exploited [13]. Another opinion, Stibbe [14] said that ecolinguistics helps and influences people to find new languages related to the environment and helps them in preserving nature. The topics that can be researched in ecolinguistic studies vary, such as lexicon and euphemism.

The lexicon is the initial foundation in understanding the meaning of words around the environment. The lexicon related to the environment or what is called the ecolexicon depends on the protection and preservation of the environment [15]. Based on this, if natural damage occurs, it can affect the ecolexicon, even causing extinction. This environmental damage is caused by an uncaring, unfriendly attitude, and an attitude that seems to ignore nature [16]. There are many ways to describe a damaged environment to make it look like a situation that does not look like an emergency, one of them is by using euphemisms. Fill & Muhlhausler [17] say that euphemisms are used in ecolinguistics to describe natural phenomena that hide a distorted reality against the destruction of nature. Thus, research focusing on ecolexicon and the use of euphemisms will help to explain the real situation in the environment.

Based on the description above, the context of research on environmental themes in BIPA textbooks will help BIPA students to obtain information about environmental damage and exploitation as well as vocabulary related to the environment. This article has the objectives of (1) describing the spread of environmental themes, (2) describing the eco-collection of textbooks, (3) describing euphemisms related to environmental themes. This research is expected to contribute to the development of BIPA, especially textbooks. The results of this study are also expected to contribute to the treasures of ecolinguistics research with the object in the form of text.

## **2. LITERATURE REVIEW**

This section describes the understanding and general description of BIPA books and ecolinguistics concepts and environmental problems in textbooks.

### **2.1. BIPA Textbook**

BIPA is an Indonesian language learning program that is intended for foreign speakers from various countries. In this context, Indonesian is the second language for BIPA students [18]. In short, the BIPA program aims to teach and improve Indonesian language skills to foreign nationals who have a non-Indonesian first language. They want to learn and master Indonesian from various aspects such as linguistics and culture [19], [20]. Apart from this, their main goal is to be able to use Indonesian properly and correctly or according to the context of using Indonesian. They also have very diverse goals and needs. According to Suyitno [21], someone studying BIPA has a variety of goals, such as wanting to deepen knowledge about the Indonesian language, supporting various research activities, job needs, and for the benefit of settling in Indonesia. They also come from different languages and

cultures; generally they are in the adult age group [22], [23].

Furthermore, one of the elements of success in learning BIPA depends on textbooks [24]. Textbooks are useful as guidelines when providing learning materials to students. Textbooks are also a link in shaping learning knowledge and understanding [11]. BIPA textbooks consist of various levels, ranging from beginner to advanced levels, BIPA 1 to BIPA 7. The textbooks are arranged in a coherent and systematic manner, so as to provide an overview of what competencies will be achieved or mastered by students. The textbook also adapts to learning objectives and is compiled based on an analysis of the needs of BIPA students [9], [11]. Each level of BIPA textbooks usually consists of 10 chapters and various learning themes, one of which is the environmental theme. Each chapter and theme contains four linguistic skills that must be mastered, namely speaking, listening, writing, and reading.

### **2.2. Ecolinguistics and Environmental-themed Textbooks**

Haugen is said to be the first linguist to introduce the relationship between the environment and language in his book entitled *The Ecology of Language* [25]. This interdisciplinary study is better known as ecolinguistics [26], [15], [27] – [30]. Prastio et al., [13] said that ecolinguistics is an interdisciplinary branch of science that tries to reveal the role of language and the environment as well as find possible solutions to environmental problems. In addition, some experts call it language ecology, such as Crystal [31]. Ecolinguistics is a broad study and can be used to analyze linguistic diversity, language systems, and criticism of the environment [26]. It can be concluded that ecolinguistics has a close relationship with our living conditions and the surrounding environment.

In term of environmental text, Environmentally-themed BIPA textbooks are a language phenomenon. As a text, the environmental theme is not just a structural or grammatical linguistic phenomenon, but its role is also the initial foundation of thinking (cognitive structure) and is an action that will build awareness of love for the environment (action structure). Environmental-themed textbooks serve as instruments in sensitizing readers to take social action [3]. Another opinion, Stibbe [14] and Norton & Hulme [32] said that texts related to the environment analyzed by ecolinguistics will be able to shape people's concern for the environment. Thus, ecolinguistics plays its role in describing the text, so that it will be able to see the ideology, metaphor, and grammatical form of the text.

### 3. METHODS

This study uses descriptive qualitative in processing the data. Qualitative research in this study is used to describe the spread of environmental themes that focus on nature conservation and natural destruction, as well as euphemisms. The data in this study are in the form of reading texts about the environment. The type of research used is ecolinguistics research from Stibbe [14] which is one of the language and environmental studies. The source of this research data comes from the BIPA textbook series 1 to 7 “*Sahabatku Indonesia*” published by the Language and Book Development Agency, Ministry of Education and Culture in 2019. This research was conducted for one month in order to collect and analyze data. Content analysis is used to interpret data from the results of reviewing environmental elements and euphemisms obtained from the results of reviewing textbooks. Content analysis can be used in qualitative and quantitative research, or it can be done simultaneously [33].

**Table 1.** Environmental Themes in the BIPA Text

Data sources	Unit	Types text	Page	Theme	Title
BIPA 1	-	-	-	-	-
BIPA 2	6	Description text	53	My home environment	Directions
BIPA 3	2	Exposition text	20	Environmental conservation	Cigarette smoke
	8	Explanatory text	86	Environmental conservation	Landslide
BIPA 4	7	Explanatory text	92	Love for the environment	We must create green schools together
BIPA5	1	Explanatory text	8-9	Healthy life without trash	garbage
BIPA 6	8	Text explanations	100	Natural phenomena	Tsunami Banten and Lampung
BIPA 7	6	Text observation	52	Latest news about the environmental	Oil-palm waste contamination in river Baliri

Each BIPA textbook consists of one unit that discusses the environment, except for BIPA 4 which consists of two units. The types of text in the reading theme about the environment consist of descriptive text (BIPA 1), exposition text (BIPA 3 reading 1),

**Table 2.** Environmental Distribution Category

Type	Element	Title	
1	Human-caused	Cigarette smoke	
		Garbage	
		Oil-palm waste contamination	
	Natural tragedy	Tsunami	
		Landslide	
2	Efforts to protect nature	Creating innovation	Creating green schools
3	Living environment	Natural condition around residence	Describing directions

### 4. FINDINGS AND DISCUSSION

This section describes and explains the data based on the research objectives in order, (1) The distribution of environmental themes in BIPA textbooks (2) Ecolexicon in environmental theme reading texts, and (3) Euphemisms in environmental themed reading texts.

#### 4.1. Dissemination of environmental themes

Environmental themes in the BIPA textbooks published by the language development and development agency, the ministry of education and culture used by teachers in teaching Indonesian to foreign speakers can be seen in table 1.

Table 1 illustrates that from 7 BIPA textbooks; BIPA 1 does not contain readings about the natural environment or lead to texts with the topic of environmental conservation.

explanatory text (BIPA 3, 4, 5, and 6), and observation text (BIPA 7). Furthermore, based on the findings of environmental themes in the BIPA textbook, it can be categorized into three parts (see table 2).

Categorically, table 2 shows the content of the types of natural disasters caused by human activities as three texts and natural tragedies as many as two texts. The content on the type of nature conservation efforts is only one text, namely creating innovations in protecting nature. The third type of content is not related to love for the environment, describes the environment in which you live and can control directions in everyday life.

Based on the overall findings, BIPA students are positioned as someone who must be aware of and care about the environment. This is in line with the goals of environmental education itself [4], [1]. In addition, the environmental-themed text in the BIPA book is also in line with the concept proposed by Sauve [34] regarding the specific objectives of environmental education itself which must include the *cognitive, affective, pragmatic, and moral values*. In the *cognitive domain*, BIPA students are informed about knowledge about natural damage, both caused by humans and nature. *The affective domain* of BIPA students is given environmental texts about care and creating green spaces. *The pragmatic domain* is to complement environmental education regarding skills in solving environmental problems—in this case the reading text suggests several steps that must be taken in preserving nature. *The moral domain* is used to support developers of moral values or attitudes and who love the environment. Based on the opinion of researchers, of

course these things are very important and necessary because they can help them in making the most appropriate decisions to protect, protect and preserve nature.

Furthermore, the results of this study suggest that the BIPA textbooks focus more specifically on discussing examples of problems in Indonesia. This is because as students who are studying Indonesian culture and local knowledge, BIPA students should study culture and know the original Indonesian situation and environment [10], [12], [35]. As an example of the reading that we propose is a reading text about the natural tragedy of the *Lapindo mudflow* as a result of the negligence of the mining industry. Another example is the eruption of Mount Merapi. Based on observations, the proposed theme is global, such as waste and pollution.

#### **4.2. Ecolexicon Forms of Pillars of Natural Sources and Environment**

Ecolexicon of natural resources and environment are conservation values as well as vocabulary that refer to environmental ecosystems. Based on the observation and research of ecolexicon, it was found that the form of words, phrases, and derivations. Further details are presented in tables 2, 3, and 4.

**Table 3.** Ecolexicon in the Form of Words

No	Ekoleksikon	Source Book	Category	Meaning of	Reference	
					Biotic	Abiotic
1	Atmosphere	BIPA 3 page 20	Noun	Layer of air that surrounds the earth consisting of a mixture of various gases; nitrogen, oxygen, argon, and small amounts of other gases	-	√
2	Air	BIPA 3 pp 20	Noun	mixture of various gas that is colorless and odorless	-	√
3	Carbon	BIPA 3 pp 20	Noun	Elements nonmetallic in nature	-	√
4	Smoke	BIPA 3 p 20	Noun	Steam that can be seen resulting from burning	-	√
5	Avalanche	BIPA 3 pp 86	Verb	Soil and rocks that slide down	-	√
6	Geology	BIPA 3 pp 86	Noun	Science of the composition, structure, and history of the earth	-	√
7	Land	BIPA 3 p 86	Noun	surface of the earth or the earth layer top	-	√
8	Slope	BIPA 3 pp 86	Noun	plot of sloping or slanting	-	√
9	the cliff / gorge	BIPA 3 pp 86	Noun	high steep Riverbank	-	√

No	Ekoleksikon	Source Book	Category	Meaning of	Reference	
					Biotic	Abiotic
10	Forest	BIPA 4 p 92	Noun	Spacious land with trees	-	√
11	tree	BIPA 4 p 92	Noun	hard trunked and big plants	√	-
12	Gardens	BIPA 4 p 92	Noun	piece of land that is planted with seasonal trees	-	√
13	Natural	BIPA 4 p 92	Adjective	Beautiful and pleasing to the eye usually refers to Trees and Plants	-	√
14	Organic	BIPA 5 p 8	Adjective	Relating to substances derived from living things	-	√
15	Inorganic	BIPA 5 p 8	Adjective	objects other than humans, plants, and animals; about inanimate objects	-	√
16	Compost	BIPA 5 p 8	Noun	Fertilizer mixture consisting of organic matter and manure	-	√
17	Trash	BIPA 5 p 8	Noun	Goods or objects that are not used anymore	-	√
18	Waste	BIPA 5 p 8	Noun	residue of production process	-	√
19	Pollution	BIPA 5 p 8	Noun	pollutant to water, air, etc	-	√
20	beauty	BIPA 5 pp 9	Adjective	beautiful or pleasant to watch conditions	-	√
20	Sea	BIPA 5 pp 9	Noun	collection of much saltwater that bathes and divides land on the continent or island	-	√
21	carbon dioxide	BIPA 5 pp 9	Noun	compound of carbon with oxygen in the form of gas without color	-	√
22	Mount	BIPA 6 p 100	Noun	hill or pile plateau that is very high	-	√
23	tsunami	BIPA 6 p 100	Noun	devastating sea wave that can cause natural disasters	-	√
24	Turkish	BIPA 6 p 100	Noun	Land line with sea	-	√
25	Waste	BIPA 7 p 52	Noun	residue of production process	-	√
26	River	BIPA 7 p 52	Noun	Great flow of water	-	√
27	Oil-palm	BIPA 7 p. 52	Noun	Oil-bearing tree, butter, and coconut soap that resemble coconut	√	
28	CH <sub>4</sub> / Methane	BIPA 7 p 52	Noun	gas without color and smell, which can explode if mixed with air	-	√

**Table 4.** Ekoleksikon Are Phrases

No.	Ekoleksikon	Source	Category	Meaning	Reference	
					Biotic	Abiotic
1	air pollution	BIPA 3 pp 20	Noun phrase	Pollution of air quality	-	√
2	cigarette smoke	BIPA 3 pp 20	Noun phrase	Results of burning tobacco	-	√
3	Green school	BIPA 4 p 92	Adjective phrase	Schools that apply the concept of environmental care	-	√
4	Protecting the environment	BIPA 4 p 92	Noun phrase	Utilizing the environment wisely so that the environmental balance is maintained	-	√

No.	Ekoleksikon	Source	Category	Meaning	Reference	
					Biotic	Abiotic
5	environmental management	BIPA 4 p 92	Noun phrase	conscious effort to maintain and improve environmental quality in order to meet the needs of living things	-	√
6	environmental protection	BIPA 4 p 92	Noun phrase	pollution control or environmental damage	-	√
7	Loving the environment	BIPA 4 p 92	Adjective phrase	attitudes and actions that always prevent damage to nature and the efforts of fixing damaged nature	-	√
8	Environmental education	BIPA 4 p 92	Noun phrase	A process to build awareness of the human population on the environment and all of its problems	-	√
9	Green knowledge	BIPA 4 p 92	Adjective phrase	A comprehension of the information about its role in preserving nature	-	√
10	Green Skills	BIPA 4 p 92	Adjective phrases	concrete actions caring towards nature such as cleaning and waste management	-	√
11	Green Environment	BIPA 4 p 92	Adjective phrase	setting, maintenance, manufacturing of forest, parks, and gardens that can function improve environmental quality	-	√
12	Maintenance of forest	BIPA 4 p 92	Verbal Phrase	an activity that is based on the application of science and art in the field of forestry for the improvement of the shape and the genetic of tree of systematic of a forest stand, both one type of plantations or a mixture of natural forest	-	√
13	Garbage Management	BIPA 5 p 8	Verbal phrase	Deeds in overcoming problems of trash	-	√
14	Global warming	BIPA 5 pp 9	Noun phrase	A process of increasing the average temperature of the atmosphere, ocean, and land as a result of human activity	-	√
15	Garbage management	BIPA 5 pp 9	Noun phrase	process, means and actions in following up the waste problem	-	√
16	natural disasters	BIPA 6 p 100	noun phrase	disasters caused by nature such as flood	-	√
17	waste management	BIPA 7 p 52	Noun phrase	process, means and actions in following up useless material that can disrupt ecosystem and environment	-	√
18	environmentally friendly (go-green)	BIPA 7 p 52	Adjective phrase	Guidelines that claim to reduce the damage to the ecosystem or environment	-	√

**Table 5.** Ekoleksikon Shaped Derivation

No	Origin	Category	Affix	Derivation	Category	Meaning
1	<i>Datar</i>	Adjective	...+an	<i>Dataran</i>	Noun	A flat land surface like a field
2	<i>Lestari</i>	Adjective	Pe-+an	<i>Pelestarian</i>	Noun	An action in up maintaining and caring for natural resources
3	<i>Lestari</i>	Adjective	Ke-+an	<i>Kelestarian</i>	Noun	A state that remains as before or does not change
4	<i>Subur</i>	Adjective	Ke-+an	<i>Kesuburan</i>	Noun	The state of something that can grow well
5	<i>Indah</i>	Adjective	Ke-+an	<i>Keindahan</i>	Noun	appealing state to be admired

No	Origin	Category	Affix	Derivation	Category	Meaning
6	<i>Panas</i>	Adjective	PE + an	<i>Pemanasan</i>	Noun	process, means, acts make something hot
7	<i>Cemar</i>	Adjective	Pen- +an	<i>Pencemaran</i> (water and environment)	Noun	the act of polluting the environment that causes unclean environment
8	<i>Cemar</i>	Adjective	most + ...	<i>Tercemar</i>	Verb	Something that is not a good situation again; tarnished

From the data above, it illustrates that the reading text on the environmental theme in the BIPA textbook is a language phenomenon. Based on this, the ecollexicon in the environmental theme in BIPA textbooks cannot be separated from language. Language always follows human activities so that it has a relationship with the surrounding environment [36]. This ecollexicon data is due to the reading text that leads to environmental conservation and environmental damage, there are words and phrases about the lexicon which refers to environmental conservation. The data found also contain metaphors and euphemisms about the environment. Schultz (in Fill & Muhlhausler [17]) says that there are three things related to linguistics that are often used to analyze environmental-themed texts, namely words with neutral connotations (an example from data found by the environmental love movement), euphemisms (examples from found; the greenhouse effect and global warming), and dysphism.

The results of research on lexicon and vocabulary related to the environment can be used as a supplement for BIPA learning and the development of other teaching materials that will support the learning process. Vocabulary knowledge is a key success factor in learning foreign languages [37], [38]. Based on this, learning vocabulary in certain contexts, in this case words related to the environment, it is hoped that BIPA students can master specific words that can be used by them as knowledge about the environment in everyday life.

In connection with the ecollexicon phrases, it can be used as an inculcation of students' positive attitudes towards environment. Environment-based language learning can be an effort to preserve, restore interaction, interrelation, and interdependence with their students' living environment [39]. Indirectly these phrases can also help develop the mindset of BIPA students and can increase the creativity of BIPA students. Example of the above phrase which is *environmentally friendly*. It is hoped that BIPA students can be creative and

consciously maintain the quality of the environment to be able to meet the needs of living things, for example planting trees, reducing the use of plastic and even developing and creating works that are environmentally friendly.

Finally, derivation can be used as an extension of knowledge in the language acquisition process that leads to the acquisition of morphological language by second language learners, in this case BIPA students. Durand López [40] said that second language learners need a lot of time to process complex words such as the derivation process. Having a rich and complex vocabulary is an important component that will contribute to the needs of BIPA students themselves, both the need for word use in everyday life and for academic purposes. In addition, the findings of this ecollexicon data can be considered as the development of BIPA teaching materials related to teaching in the fields of macro-linguistics and micro-linguistics, in this case pure linguistics and applied linguistics.

### 4.3. Euphemisms in environmental themes

The environmental texts in the BIPA book *Sahabatku Indonesia* 2019 series can be seen in table 6. Based on the results of the study, it shows that the use of euphemisms in environmental themes in BIPA textbooks is only spread in reading materials caused by humans themselves. (refer to table 2). Based on the idea or concept of euphemism, namely the refinement of meaning, where the word refers to a negative meaning, our findings on euphemism in natural destruction show the same thing. Casas Gómez [41] and Mliless & Larouz [1] said that euphemisms are tools that can be used to discuss issues that are unpleasant, offensive, or cause anxiety by using indirect language. Similarly, the opinion of Rabab'ah & Al-Qarni [42], this is one way to use polite language with indirect language related to the use of euphemisms.

**Table 6.** Euphemism

No	Title and Source of	Euphemism	Conventional meaning
1	Garbage (BIPA 5)	Global warming	A process of increasing the average temperature of the atmosphere, sea, and land due to human activities
2	Garbage (BIPA 5)	Polluted environment	Dirty environment as a result of Human activities that produce waste and industrial waste that result in changes in the environmental order

3	Waste (BIPA 5)	Air pollution	Air pollution is the presence of one or more physical, chemical, or biological substances in the atmosphere in quantities that can endanger the health of humans, animals and plants, interfere with aesthetics and comfort, or damage property
4	Garbage (BIPA 5)	Water pollution	Water pollution is the entry of substances or other components into the waters that can endanger health
5	Garbage (BIPA 5)	Soil pollution	Conditions where human man-made chemicals or hazardous substances enter and change the soil environment
6	Palm Waste Pollution in the Baliri River (BIPA 7)	Industrial waste	Industrial waste is residual material or material that is no longer used from industrial activities that can endanger life
7	Pollution of Palm Oil Waste in the Baliri River (BIPA 7)	Greenhouse effect	The greenhouse effect is the ability of the atmosphere to maintain a comfortable hot air temperature within a small change in value
8	Pollution of Palm Oil Waste in the Baliri River (BIPA 7)	Bad odor	Something that has a foul stinging smell

A part from the use of euphemisms as a positive side to look polite. In the data we find that euphemisms are used to avoid certain violations committed by some perpetrators of destroying nature. In addition, the discourse of the BIPA environmental text, the text disguises unpleasant truths and relieves indecency to the surrounding natural environment. We believe that the use of euphemisms in environmental texts can eliminate worries about the natural environment. Tal [43] says minimizing the true meaning by using euphemisms will reduce the sharpness of a sense of worry about something. This is because the use of euphemisms will make the meaning of destruction in the environment blurry and ambiguous.

Stibbe [14] says that the excessive use of euphemisms actually contradicts the concept of environmental education itself. Some examples can be seen in table 6 which shows that euphemisms replace the meaning of the danger that can be obtained from a state of nature that is destroyed to be weaker or look harmless. Based on these findings, we suggest that all texts with the theme of environment, love for the environment, and environmental education should not use euphemisms. Environmental texts aim to promote the protection of nature [14], [4], [1]. Another finding is that euphemisms in BIPA textbooks are euphemisms that are used globally.

**5. IMPLICATIONS OF RESULTS**

the results in the context of the text book BIPA shows that BIPA textbooks become one of the containers provided in the study Ecolinguistics, whose duties require the development of attitudes, behaviors, and actions in making decisions on environmentally

friendly lifestyle. Based on these findings, several ideas and principles must be the basis for thinking and inspiration in preparing teaching materials. Based on this, the Language Development and Development Agency, the Ministry of Education and Culture as well as the BIPA book developer need to consider the following points. *First*, more creative writing of teaching materials, especially regarding reading materials that can increase knowledge about the Indonesian environment. *Second*, not only focus on grammar or grammar that is highlighted or used as a focus, but things such as phonetics and lexicon really need to be displayed. lexicon related to the environment need to be given a place or space to be studied by BIPA students. *Third*, the environmental theme needs to include regional and national problems. *Fourth*, providing training programs for BIPA teachers on ecolinguistic-based learning. *Fifth*, developers of BIPA teaching materials need to be given training and research funds in developing ecolinguistic-based learning.

**6. CONCLUSION**

The reading texts on the environment aims to encourage the pedagogical goals of environmental education for BIPA students to understand the relationship between nature and humans. So that, ecolinguistics theory becomes an important theory for its use to study textbooks and reading texts related to the environment. This includes various problems with natural resources so that it is hoped that it can motivate and increase the awareness of students and educators towards nature and ecology. Several problems of environmental destruction such as climate change and



polluted environment, BIPA teachers and tutors in this case need to use ecolinguistics in the learning process to discuss these problems. Based on the analysis allows us to draw some conclusions. We found that only a few topics covered reading texts about the environment from the 7 books we analyzed. Environmental topics in the BIPA book are limited to natural damage and efforts to save the environment. BIPA textbooks should consider topics involving global, national and regional ecological problems faced in Indonesia.

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