

**ANALYZING THE SUSTAINABILITY ISSUES IN ENGLISH  
TEXTBOOKS FOR JUNIOR HIGH SCHOOL**

**THESIS**

Submitted by

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FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
BANDA ACEH  
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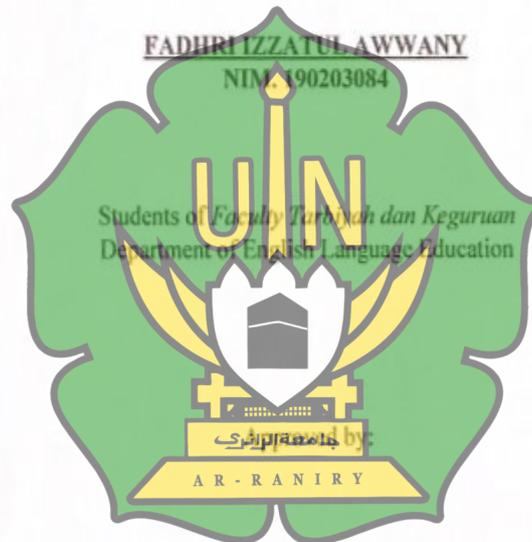
## THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

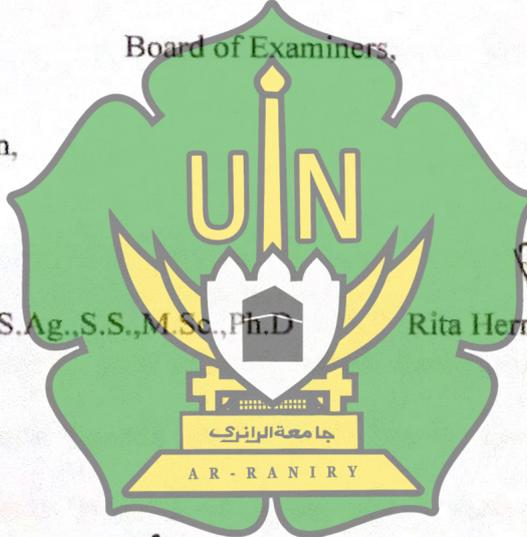
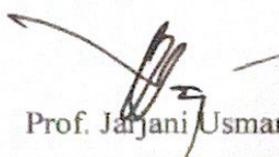
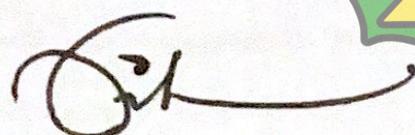
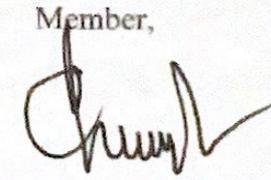
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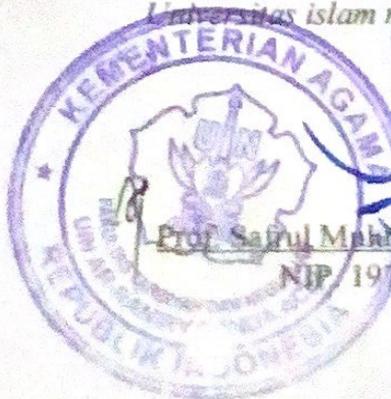
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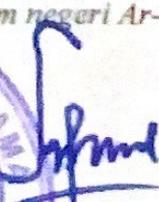
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## SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**“Analyzing the Sustainability Issues in English Textbooks for Junior High School”**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 08 Juni 2024

Saya yang membuat pernyataan,



Fadhri Izzatul Awwany

## ACKNOWLEDGEMENT

### BISMILLAHIRRAHMANIRRAHIM

Alhamdulillah rabbi 'Alamin, all praise be to Allah SWT the almighty who has given me health and ability to complete this skripsi, entitled "English Teacher's Perception on Authentic Assessment". Shalawat and greeting we present to our prophet Muhammad SAW peace be upon him together with his family and companions who have brought enlightenment into human life.

First, I would like to express my deepest gratitude to my supervisors Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D and Rita Hermida, S.Pd.I., M.Pd for their invaluable help, support, and advice for me in finishing this skripsi. I would also like to express my thankful to my academic advisor Dr. Mustafa AR, M.A., who has provided support and advice. I also extend my profound gratitude to all lecturers of English Language Education Department who teach and always inspire me. My gratitude also to all staff who guide me during my study.

I would like to extend my profound gratitude to my beloved parents, Saifuddin, S.Ag and Mujiana, S.Pd.I., who have educated, guided, and nurtured me with great and sincere love and affection and have never stopped giving encouragement, attention, and prayers to me so that I can complete this thesis. I also thank to Firza Ikhsanul Akramy, Fakhira Isytiyaqul Authafy, and Fudhaily Iffatul Ayyasyy, as my siblings who supported, motivated, care, spread love and affection, and endless holding me until right now. And also thanks to 'Adila firayanti and Tanasya Zikra, who has gave me support at my lowest point.

Furthermore, My sincere and special gratitude to my lovely and supportive friends, Thanks to Rayhana Inayatillah and Nasywa Muyassirati who was ready to accompany me when I was in trouble, who was willing to

listen to all of my stories even they were not important, thank you for being such a great friend and thank you for always hearing me up, and last thank you for for standing up to me on my lowest and highest point. People come and go, but you have stay here be my friend for longer, we will make lots of memories together. Also Cut Nur Nadhirah as my first friend in college, who always accompanied me, who always gave me a lot of insight, who always helped me in doing assignments, who always explained the learning material that I did not understand, thank you very much for everything. I also would like to give thanks to all my friends in English Language Education Department batch 2019 and all my friends for being part of my journey.

And Last but not least, I want to thank myself, Fadhri Izzatul Awwany, thank you for surviving this far, thank you for always trying to be the best even though sometimes what you want is not achieved, thank you for always trying to get up when hurt, thank you for all the things that cannot be told, thank you for deciding not to give up no matter how difficult the process of preparing this thesis is and for completing as much as possible, this is an achievement that should be celebrated for yourself. Always be happy wherever you are, and whatever your shortcomings and strengths, let's celebrate yourself.

Finally, the researcher realized this thesis was still far from perfect. Therefore, constructive criticism and suggestion for the improvement of this thesis were really needed. Finally, to Allah SWT, the researcher surrenders.

Banda Aceh, July 15<sup>th</sup>, 2024

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## ABSTRACT

Name : Fadhri Izzatul Awway  
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Thesis Title : Analyzing the Sustainability Issues in English Textbooks  
for Junior High School  
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Co-Supervisor : Rita Hermida, M.Pd  
Keywords : *Sustainability Development Goals, Teacher Perception  
Contents Analysis, English Learning, Textbook*

The Sustainable Development Goals are agenda to achieve sustainable development globally that should be integrated into English Curriculum. The research aimed to analyze the integration of these agenda into the English textbooks used at Islamic secondary school in Aceh Besar, and explained how the teacher perception, implementation in their teaching process. This research used a qualitative method by analyzing the English Books and interviewing an English teacher. The results of this research showed that there are several issues in English textbooks perceived by English teacher, namely; The application of sustainable development focuses on several SDGs in this book, namely; Decent work and Economic growth (SDG 8), Good health and Well-being (SDG 3), Gender Equality (SDG 5), Life on Land (SDG 15), Responsible Consumption and Production (SDG 12), and Peace, Justice and Strong Institutions (SDG 16). Other findings contained in the grade 2 English book found by the researcher in the process of analysing it namely; Gender Equality, Peace, Justice, and Strong Institutions, Responsible Consumption and production, Affordable and Clean Energy, No poverty, Zero hunger, Sustainable Cities, Clean Water and Sanitation, and Partnerships for The Goals. Teachers' perceptions of the Sustainability Development Goals were initially very difficult for them to teach or implement the SDGs to students and even in their environment. Teachers implement the SDGs where learners are encouraged and directed towards targets to be achieved in ensuring quality education that is inclusive and equitable, and supports lifelong learning opportunities for all. From the research results, it can also be concluded that some of the SDGs Issues have been integrated in the English textbooks for secondary school in Indonesia. However, the way the teacher perceive at implementation are not different from the teaching of other contents.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In language teaching and learning process, textbook plays an important role for transferring the learning content to students and support teachers in teaching. In English classroom, an English textbook has an essential role for both teacher and students, as a curriculum product, a textbook provides students with language skills, necessary knowledge, and information about English. Later on, these are steps which prepare them to interact with English natives.

Hutchinson (1994) said that textbooks are essential instruments for language teaching and learning. Ur (1996) supported the statement by saying that the textbook provides clear instruction. As we know, the textbook summarizes the subject matter to be taught. Through a clear framework, both teacher and learners are aware of the learning direction they are going to, and the sense of structure and progress will have coherent footprints. Second, a textbook comes up with a syllabus within the bundle which completes the facilitation that the teacher needs. Third, the textbook serves text and learning worksheets which are appropriate for each level on each grade. Fourth, a textbook is the cheapest way to come up with learning materials for learners. Besides, a textbook is packed in convenient packaging as a useful guidance and support for teachers and a way of learning new material, reviewing and monitoring self-progress. Based on the explanation above, textbook should accommodate lesson and exercises for students to practice and use the language in real-life communication.

The wise development is sustainable development. Sustainable development is development with the aim of improving the quality of life of people around the world, both from current and future generations, without exploiting the use of natural resources that exceed the carrying capacity of the earth (Klarin, 2018). UNESCO (2017) writes that the definition of sustainable development is development that can meet current needs without reducing the capacity or ability of future generations to meet their own needs. In line with this, the term sustainable is the concept of a better human life in the midst of natural limitations by maintaining a balance of life in three dimensions, namely social, economic and environmental (Klarin, 2018).

In sustainable development, there are 17 goals with 169 measurable achievements called sustainable development goals (SDGs). One of the efforts in realising the SDGs is through education. Education can be described as a great hope for designing a better sustainable future, and is also an effort to overcome the environmental crisis (Yuliani & Hartanto, 2019). This approach through education is known as Education for Sustainable Development (ESD).

The utilization and management of the environment in order to preserve the environment properly has become a responsibility and challenge for current and future generations. Good environmental management and utilization can ensure the availability of natural resources. So that education is needed for the community to have awareness related to environmental issues and can make important decisions for the environment and society (Teksöz,2019).

The ESD equips students with the knowledge, skills, values and attitudes to process information, make decisions and take responsible actions towards the environment, economic viability and a just society for current and future generations. ESD is key to achieving the SDGs through providing broad and futuristic insights into the global environment, as well as the formation of understanding, attitudes and values relevant to social, economic and environmental life (Novidsa,2020). Through ESD, it is expected that future generations will be able to face complex problems because as life develops, especially in the field of technology, the problems that will be faced will also be more complex (Novidsa,2020).

In its learning implementation, ESD can be incorporated into the curriculum at all levels. All levels of education, including primary and secondary levels, can contribute to the educational process that enables young people to become responsible citizens and promote sustainable development in their environment both locally and globally (Eilks,2015). In addition, ESD can also be integrated into various fields of study such as language, social science, and even science (Gericke,2020).

One of the goals of learning English is to give learners the ability to gain access to the outside world and understand different ways of thinking. It is hoped that after learning English, students will not only develop the skills for graduates to be able to communicate and discourse in English at a certain literacy level but also be able to contribute actively in efforts to preserve the language and the environment.

English has an important role in sectors such as sustainable tourism through communication media with the aim of promotion abroad, services, good communication between foreign tourists and tourism actors, and the surrounding community which ultimately relates to the development of local tourism progress in the sustainable tourism sector in the industrial era 4.0. English also has an important role for the progress of society, especially in Indonesia, where the existence of English (foreign language) as an international language, Indonesian education from elementary school to university has a curriculum and lessons on English. This is done so that Indonesian human resources can take part in the globalization of the world (Risqi, 2022).

To find out how the implementation of ESD in English textbooks, an analysis of English textbooks regarding the implementation of ESD in English learning was conducted. Analyzing sustainability issues in English textbooks for Junior High School is expected to provide an additional literature review related to the existence of the 17 pillars of the Sustainable Development Goals (SDGs) by shaping knowledge, attitudes, and values relevant to economic, social, and environmental life.

## **B. Research Questions**

Based on the background of the study, the research questions of this study can be determined as follows:

1. What are the SDG issues in the English book?
2. How do is the English teachers perceive the teaching SDG while teaching English to the students?

3. How do teachers implement SDG based English to their students?

### C. Aims of Study

Related to the research question, the aims of this study are:

1. To find out the SDG issues in the English book.
2. To analyze the perception of English teachers teaching SDG to the students.
3. To elaborate the way the English teachers implement SDG based English to their students.

### D. Significance of Study

The researcher expects that the result of this research is expected to bring benefits and advantages for various parties.

This research is hopefully able to provide a valuable contribution to the promotion and accomplishment of the Sustainable Development Goals (SDGs). The results of this study give insight into the extent to which the principles of the SDGs have been introduced in EFL teaching and learning, more specifically, in EFL textbooks for Junior High School students. In theoretical terms, this study can be beneficial as a pillar that provides some information about SDGs-based textbooks as learning materials for EFL students and teachers in Indonesia. In other words, this research can also be utilised by anyone who is interested in the topic as a source of reference.

Practically, this research can contribute to English language education teachers and other practitioners to improve teaching and learning by selecting appropriate learning topics in line with the current world conditions.

## E. Terminology

### 1. Sustainability issues

According to (Nurhayati, 2017) SDGs (Sustainable Development Goals) is a sustainable development programme with 17 goals and 169 objectives. SDGs is a world development agenda that aims for the welfare of humans and planet earth.

The meaning of Sustainable Development Goals in this thesis is a new development agreement that encourages changes towards sustainable development based on human rights and equality to encourage social, economic and environmental development.

The short titles of the 17 SDGs are: No poverty (SDG 1), Zero hunger (SDG 2), Good health and well-being (SDG 3), Quality education (SDG 4), Gender equality (SDG 5), Clean water and sanitation (SDG 6), Affordable and clean energy (SDG 7), Decent work and economic growth (SDG 8), Industry, innovation and infrastructure (SDG 9), Reduced inequalities (SDG 10), Sustainable cities and communities (SDG 11), Responsible consumption and production (SDG 12), Climate action (SDG 13), Life below water (SDG 14), Life on land (SDG 15), Peace, justice, and strong institutions (SDG 16), and Partnerships for the goals (SDG 17).

### 2. Textbook

According (Muslich, 2004), textbook is one kind of education book, textbook is books containing descriptions of material about subject or definite field of study, which is arranged systematically and have been selected based on specific objectives, learning orientation, and students' development to be assimilated.

Textbook in this study means that, is a book that is arranged by the studies in a particular course accurately, added by the relevant instructional facilities and designed for teaching and learning in class.

The title of textbook is Bahasa Inggris “When English Rings a Bell” 1<sup>st</sup> Grade and Bahasa Inggris “When English Rings a Bell” 2<sup>nd</sup> grade.

