

**INCORPORATING OF ADIWIYATA GREEN SCHOOL
IN INDONESIA (AGSI) VALUES INTO ELT: A Case of
Secondary School**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the
Degree of Bachelor of Education in the English Language Education



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ABSTRACT

Title : **Incorporating Adiwiyata Green School in Indonesia (AGSI) Values into ELT: A Case of Secondary School**

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This research aims to explain how the incorporating of Adiwiyata Green School in Indonesia (AGSI) Values into ELT at SMP N 1 Todanan. Adiwiyata is a national program in Indonesia that aims to increase school involvement and awareness of environmental conservation and sustainable development. This study used a qualitative methodology that involved teacher interviews with English language learners and document analysis related to the curriculum. By examining the collected data, it was possible to ascertain how much of the Adiwiyata Program was taught in English language classes and how it affected the students' understanding of environmental issues. The findings show that teaching English to students through the Adiwiyata Program fosters their environmental consciousness. Several learning activities, such as the development of environmental projects into English assignments, learning outside of the classroom, and using textbook-based English language resources, demonstrate this integration.

Keywords: *Adiwiyata, environment, English language teaching, awareness*

MOTTO

“The world is a place of struggle, the rest is in heaven”

“Dunia itu tempat berjuang,istirahat itu di surga”

- Syekh Ali Jaber -

DEDICATION

This thesis is dedicated to:

1. My almamater Walisongo State Islamic University Semarang
2. My beloved parents and family who always prays, gives support and motivation.

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The research realizes that the preparation of this thesis is far from perfect, may Allah give a double reward to all those who have helped

the author in completing the writing of this thesis. Therefore, the research hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 18 December 2023

The Researcher,

Sulistiyani

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CHAPTER I

INTRODUCTION

A. Research Background

Modernization and industrialization in human life had caused various problems such as global warming, environmental pollution, and exploitation of nature (Bhat, Zahid, Sheikh, & Parrey, 2017:14). These conditions were believed to influence the sustainability of many things in the future, such as food, poverty, social welfare, quality of human resources, and the environment. Therefore, environmental issues were crucial things that need to be addressed in the current era of globalization. Besides creating policies to solve these environmental issues, the government also puts some effort into building a strong character of environmental care. Here education is chosen as a solution to improve the character is an effective way to create a better situation.

Internationally, UNESCO (2005) had set up a program known as Education for Sustainable Development (ESD). There were three basic pillars in the ESD concept, namely environmental sustainability, economic progress, and socio-cultural aspects of society (Syakur, 2017:42). The comprehensive framework attempted to promote an integrated approach to environmental education, combining environmental awareness, economic

viability, and socio-cultural significance. In essence, UNESCO's Education for Sustainable Development program envisioned an educational landscape based on insight and concern for the environment. It sought to provide learners with the information, skills, and attitudes required to handle the multifaceted issues of the twenty-first century, thereby cultivating a generation of responsible global citizens committed to creating a sustainable and harmonious future.

ESD was currently an integral element in the sustainable development action plan or Sustainable Development Goals (SDGs) whose target is until 2030 (UNESCO, 2020:66). One of the commitments of the international community and government to protect the earth from pollution and damage was to the implementation of Environmental Education, which was the key to preparing the community with knowledge, skills, values, and attitudes that care about the environment so that they could participate actively in solving environmental problems. In Indonesia, the government designed the Adiwiyata Program to build and strengthen the environmental care character.

Adiwiyata Green School in Indonesia (AGSI) was an agreement between the Ministry of Environment and the Ministry of Education and Culture to build awareness of the environment by implementing the program in schools (National Adiwiyata Team, 2012:3). According to the Ministry of Environment, several

things must be done to achieve the goals of Adiwiyata schools, one of which is the implementation of an environmental-based curriculum. The implementation of an environment-based curriculum includes developing cross-subject learning models, exploring and developing environmental materials and problems that exist in the surrounding community, developing environmental and cultural-based learning methods, and developing curricular activities to increase students' knowledge and awareness about the environment (MENLH, 2013). Development cross-subjects can be established in Biology, Chemistry, Geography, Science, Social Sciences, and other subjects related to the environment, including English. (PPLH, 2020).

In the Determination by the Minister of Education, Culture, Research and Technology Number 56 of 2022, concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery can be implemented in each educational unit which is given the freedom to choose the curriculum to be implemented and must be adapted to the conditions of the school and teaching staff. The Indonesian government has formulated 18 values that form the character of students, one of which is the character of caring for the environment.

The guidelines from the Ministry of Environment and Ministry of Education number 03/MENLH/02/2010 and 01/II/KB/2010

Article 36 Paragraph 1 explained “Curriculum development is carried out by referring to national education standards to realize national education goals”. The statement “Curriculum at all levels and types of education is developed with the principle of diversification by educational units regional potential, and students”. Article 36 Paragraph 2 further supported the validity of seems to suggest that curriculum creation in schools was modified according to the educational unit and the possibilities for educational decentralization in each location. The national education requirements were still cited in the environment-based curriculum, which nevertheless refers to the curriculum as a whole.

An environmental-based curriculum in English Language Teaching (ELT), especially in the Adiwiyata program in Indonesia, had several significant advantages and relevance (Ruta, 2012). Learning English with an emphasis on environmental issues could help students become more aware of environmental issues and the importance of environmental sustainability. English, being one of the topic-flexible courses, played an essential role in increasing students' environmental consciousness (Inayati,2016). The teaching and learning of English was supposed to include many aspects of environmental issues to develop students' comprehension and awareness of how they may help to nurture the environment. This goal could be accomplished, for example, by

effectively implementing an environment-based curriculum in English language teaching.

English Language Teaching (ELT) is the educational process of transferring knowledge and facilitating the acquisition of English language abilities (Brown, et al 2000:7). The responsibility of the ELT field is to respond to worldwide concerns and environmental issues (Mercer et al., 2022). English Language Teaching can be aimed equipping at individuals with the linguistic skills and cultural awareness required to engage confidently and successfully in English-mediated communication in a globalized environment. The responsibility entails promoting ecological thinking and environment-critical awareness among English students alongside their language development (Xiong, 2014). Environmental education has been incorporated into English language teaching (ELT) courses, which has helped to address environmental issues (Saiful, 2023). Therefore, teachers could incorporate principles emphasized in English language learning, such as responsibility for the environment.

Students can discuss environmental issues theoretically and philosophically in English classes, and they can study environmental ethics through literary texts (Beigel, 1996). Additionally, they can engage in a range of useful, real-world environmental activities, like essay writing and environmental advocacy through digital storytelling (Putri, 2018; Setyowati et al.,

2022b). English students can understand the causes and effects of environmental crises and develop an awareness of the environment through the combination of these various theoretical, philosophical, and hands-on activities about the environment in English lessons.

The explanation above stated that teachers could cover the principles emphasized in English language teaching, such as environmental responsibility, also there had been several studies on the implementation of the Adiwiyata program in an environmental-based curriculum, but there was no concrete explanation or example of how environmental aspects should be involved in learning English.

Nufus, Azis, and Furqan (2022) explain the Adiwiyata school program's curriculum implementation in their study on the program's implementation. Beyond implementing the environmental curriculum, there are additional supporting factors that include developing programs with an environmental focus, involving participants in environmental activities, and assessing the state of the Adiwiyata program's infrastructure and facilities.

As a result, there was a need to explain more about the real application of the principle of environmental responsibility in the context of English language instruction. Therefore, this research objective was to identify the implementation of the Adiwiyata Green School in Indonesia (AGSI) program into ELT in schools

that had won national-level Adiwiyata championships from Blora, that is SMP N 1 Todanan. The researcher would like to do further research entitled “**Incorporating of Adiwiyata Green School in Indonesia (AGSI) Values into ELT: A Case of Secondary School**”.

B. Research Questions

Based on the research background mentioned above, the following questions will be investigated in the present research:

1. How is the incorporating of the Adiwiyata Green School in Indonesia (AGSI) values into ELT at SMP N 1 Todanan?
2. What is the positive impact of incorporating AGSI values in English learning on students' attitudes towards the environment and environmental awareness?

C. Research Objectives

Based on the research questions above, the research objectives are as follows:

1. To identify the incorporating of the Adiwiyata Green School in Indonesia (AGSI) values into ELT at SMP N 1 Todanan

2. To explore the positive impact of implementing AGSI in English learning on students' attitudes toward the environment and environmental awareness

D. Research Significance

Based on the existing problem, it was expected that the results of this research would be beneficial theoretically, pedagogically, and practically.

1. Theoretically

- 1) This research was expected to help teachers have a better understanding of the incorporating of the Adiwiyata Green School in Indonesia (AGSI) values program into ELT at SMP N 1 Todanan
- 2) This research was expected to make a positive contribution to increasing the quality of the incorporating of the Adiwiyata Green School in Indonesia (AGSI) values into ELT at SMP N 1 Todanan
- 3) This research was expected to give readers more extensive information.

2. Pedagogically

This research will give the reader information about the incorporating of the Adiwiyata Green School in Indonesia (AGSI) values into ELT at SMP N 1 Todanan

3. Practically

1) For the researcher

The researcher receives new knowledge about the incorporating of the Adiwiyata Green School in Indonesia (AGSI) values into ELT, which will hopefully be useful in the future.

2) For the teacher

This research can be used as an evaluation and hopefully will improve the incorporating of the Adiwiyata Green School in Indonesia (AGSI) values into ELT.

3) For the students

This research can help students become more motivated and interested in Environmental Education into ELT.

CHAPTER II

RELATED LITERATURE

A. Previous Research

Some previous studies had been done on the topic of the implementation of the Adiwiyata program. Most of this study focused how the implementation Adiwiyata Program and Environmental Education into the curriculum and some subjects.

First, the study conducted by Cahyanti and Raharja (2019) focused on the implementation of environmental education. Which was done in an Independent Adiwiyata State Primary School in Yogyakarta. The findings of this research are Environmental education is integrated into the national curriculum (K-13); environmental materials for each grade refer to the Outline of The Material Content or GBIM; students are directly involved in environmental activities through learning, extracurricular, and habituation; environmentally-friendly facilities are used in education implementation; and schools form partnerships with various parties. It means that an Independent Adiwiyata State Primary School in Yogyakarta has implemented environmental education into the curriculum.

Second, the study conducted by Andari and Retnowati (2022) focused on environmentally based curriculum management. This

research concludes that environmentally based curriculum management at SMP N 1 Wajak Malang has been implemented quite well based on the participation and commitment of all school members in maintaining the cleanliness and comfort of the school.

Third, the study conducted by Utaya and Wafaretta was about the vision-mission of environmental education at Adiwiyata Elementary School (Tunjung Sekar 1 and Sukun 1) in Malang City. The result of this study is the visions of the two elementary schools are generally comparable, resulting in the school achieving good academic results. SD N Tunjung Sekar 1 incorporates an additional value, environmental culture, into the mission. In terms of mission, SDN Tunjung Sekar 1 explicitly included aspects of learning with a high percentage (60%), and environmental aspects in the form of behavior and culture encouragement, whereas SDN Sukun 1 focuses more on the aspect of forming the character of students who are religious and care for the environment.

Fourth, a study conducted by Aan Fadia Annur, Ratna Sari, and Muhammad Maskur Musa focused on the implementation of environmental education to improve environmental ethics. The aim of this study is to describe the concept and execution of environmental education in MI as well as its support for the SDGs 2030. A field study is being carried out in two MI, namely MI NU Rowolaku and MIN Pekalongan. Based on the findings, MI NU Rowolaku, which has not yet been designated as an Adiwiyata

school, already has a simple concept of environmental education, but its implementation is good enough that its carrying capacity for sustainable development goals is classified as moderate. Meanwhile, MI N Pekalongan, which already has the Adiwiyata school designation, has a defined and measurable idea of environmental education and outstanding implementation, therefore it has a strong carrying capacity for sustainable development goals.

Fifth, a study conducted by Eva Dwi Endah Silvia and Feri Tirtoni focused on the implementation of the independent learning curriculum based on environmental caring character education. The goal of the research is to find out the implementation of the independent learning curriculum based on environmentally caring character education at Adiwiyata schools for students in elementary schools. The study's findings indicate that character building for kids can be facilitated by techniques for sustaining an ecologically sensitive character, such as consistency in applying school routines and culture. As a result, the caring for the environment character has a significant influence on the process of character formation during independent learning curriculum-based learning.

The previous study mentioned above focused on incorporating the Adiwiyata program into an environment-based curriculum in schools. The difference between this research and the previous one

is that the researcher focuses on the implementation of the Adiwiyata program in English language learning at Adiwiyata schools that have been designated as National Adiwiyata Schools.

B. Theoretical Review

1. Education for Sustainable Development

Nelson Mandela (1990 in Berberyan et al., 2015) also stated that "Education is the most powerful weapon you can use to change the world". Student's cognitive abilities, specifically knowing and remembering knowledge about the environment, influence their practical thinking abilities in analyzing and synthesizing a phenomenon, principle-knowledge, which influences students as a guide to behavior, how-to-knowledge. According to Rogers' (1983) theory of diffusion of innovation, education for sustainable development (ESD) is an invention that is expected to affect student behavior caring environment.

The World Commission on Environment and Development used the term "Sustainable Development" for the first time in its report "Our Common Future" in 1987. There have been numerous attempts to define the notion of sustainable development; however, the most frequently accepted definition is the United Nations Brundtland Report's suggested definition.

Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs. "It contains within it two key concepts: 1) the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and 2) the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs." (UNESCO 2005).

The term Education for Sustainable Development (ESD) is taken from the general concept of sustainable development, which first appeared in the Brundtland Commission report in 1987 in response to global environmental concerns. The World Commission on Economic Development (WCED) established the Brundtland Commission in the Tokyo Declaration (Brundtland, 1987), which is described as "meeting current needs without jeopardizing future generations' ability to meet their own needs." This concept stems from two fundamental conditions: human demands and finite resources. To address current and future requirements, technology, innovation, and social organizations are required (Brundtland, 1987).

2. Adiwiyata Green School in Indonesia (AGSI)

Adiwiyata comes from Sanskrit, where "*adi*" means great, good, ideal, or perfect, and "*wiyata*" means a place where someone gets knowledge, norms, and ethics. One of the Ministry of Environment's main programs is the Adiwiyata program, which aims to increase awareness of environmental conservation among the student community in Indonesia (MENLH, 2010).

Adiwiyata, according to Sumarsono and Mukani (2017), is described as a good and ideal place because all knowledge and various norms and ethics can be obtained, which are the basis for humans to achieve prosperity in life and achieve the ideals of sustainable development. Adiwiyata was launched to encourage and organize schools in Indonesia so that they can manage the government's efforts to preserve the environment and sustainable development for the benefit of present and future generations.

Indah Kusuma et al. (2018) stated that the Adiwiyata program is used to make school students responsible for environmental management and protection. This is achieved through good school governance that supports sustainable development.

The Adiwiyata Program is one of the programs implemented by the Department of the Environment as an implementation of the Minister of Environment Regulation

No.02 of 2009. The Adiwiyata program integrates learning and action, it provides a successful means of modifying behavior. The Adiwiyata school relies on four essential components to execute the Adiwiyata program: 1) Ecologically conscious regulations, 2) Environmentally based curriculum, 3) Environmentally based participation-based activities, and 4) Resource management that supports the environment.

Regulation of the Minister of the Environment of the Republic of Indonesia Number 05 of 2013 concerning Guidelines for Implementing the Adiwiyata Program (Permen Adiwiyata) defines the Adiwiyata Program as a program to create schools that care and have an environmental culture in schools. The principles of the Adiwiyata program are as follows:

- a. Educative, can provide knowledge and ethics regarding environmental protection and management in life,
- b. Participatory, the community at school is involved in planning, implementation and evaluation according to their respective responsibilities and roles, and
- c. Sustainable, the Adiwiyata program implemented must be carried out in a planned and continuous manner continuously.

Specifically, the Ministry of Environment and Ministry of Education and Culture (2011, p. 3) stated that the aim of the Adiwiyata program as stated in the 2011 Adiwiyata guidebook is to create school citizens who are responsible for protecting and managing the environment through good school governance to support development. sustainable. In this aim, the government hopes that environmentally friendly schools will be born, in this case schools that can form school members who have a culture of caring for, paying attention to and loves the environment, both the school environment and the surrounding environment. Furthermore, the Adiwiyata program is expected to be able to form and develop basic norms in behavior and character, including togetherness, openness, equality, honesty, justice and environmental sustainability.

The Adiwiyata school program has a strategic role in increasing environmental awareness which is currently experiencing a serious decline. With these goals and roles, the Adiwiyata program's contribution to the formation of an environmentally caring character is very likely to be realized.

3. English Language Teaching (ELT)

According to Howard, a teaching activity is one that guides someone to obtain, change, or develop the skills, behaviours, ideals, appreciation, and knowledge. Besides, Uzer Usman stated that teaching is a process that consists of a series of teacher and student actions that take place in educational situations to achieve specific goals. According to Gagna et al., learning is a natural process that changes what we know, what we can do, and how we act. Besides, learning is a long-term change in behavior or the ability to behave in a certain way that results from practice or other forms of experience. This statement of learning emphasizes behavioral change from the results of practice or experience.

Language is a systemic technique of transmitting ideas or sentiments through the use of conventional signs, sounds, gestures, or marks with unclear meanings. Edward Sapir quotes:

Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.

The English language, which is officially recognized as the lingua franca, was initially presented to the local community as a foreign language that they had to acquire in order to function in official, commercial, educational, and social

contexts (Baumgardner, 1993; Ghani, 2003; Kubchandani, 1981; Rahman, 1996; University Grants Commission, 1982). English language was made a required subject in schools in order to achieve this goal (Abbas, 1993). The best moment to introduce this topic was still up for debate for a long time. While some people and organizations suggested starting in elementary school, others suggested starting in primary school or even later in secondary school.

Since English was the language of the colonial lords, it is linked to authority, supremacy, and power. According to this view, being able to communicate in English is a status symbol, a means of advancing socially and gaining admittance into the upper classes of society (Coleman, 2010; Khan, 2011). The wealthy and those who want to work in government begin studying this language at a very young age, under the guidance of knowledgeable and experienced private teachers, and with a great deal more seriousness; yet, speaking is the main focus of their studies.

The teaching of language is basically conditioned by the nature of the subject. Language is the application of symbols to manipulate experience. The idea of language acquisition as a task involves a complex web of interconnected and interdependent experiences and elements, where growth

occurs concurrently in different degrees based on focal points and areas of interest.

The relates to the idea of integrative motivation (Ellis, 1991) and has its roots in 1835, when the British declared English to be an official language. The goal of this was to create a group within Indian society that would value and cultivate the cultural characteristics of English speakers (Aslam, 2005; Mahboob & Ahmer, 2004). That being said, research has empirically confirmed that learning English is being done for both integrative and instrumental purposes (Khan, 2011).

Brown (2000: 5) cites Webster's Third New International Dictionary of the English Language (1961). English Language Teaching (ELT) is the educational process of transferring knowledge and facilitating the acquisition of English language abilities (Brown, et al 2000:7). It entails educators providing systematic instruction and supervision to students in order to acquire proficiency in hearing, speaking, reading, and writing in English. ELT comprises a wide range of approaches, tactics, and resources aimed at improving learners' communication and language proficiency for a variety of goals, including academic, professional, and social situations (Brown, et al 2000:6). English Language Teaching aims to provide individuals with the linguistic skills and cultural awareness

required to engage confidently and successfully in English-mediated communication in a globalized environment.

A few strong indicators of a progressive trend in language teaching and learning include the Higher Education Commission's launch and expansion of the English Language Teaching Reforms Project, the language's affirmation in the National Education Policy and Language Curriculum, the expansion of opportunities for language learning for all, and the availability of additional professional development programs for language teachers. On the other hand, in addition to the superficial changes made to the local ELT context, there has also been a rise in the spoken and written conversation about the important problems that are being confronted and the work that remains to be done to ensure that these advancements become more deeply ingrained.

All of us living in this global village have established time and time again the reasons and advantages of learning English, whether it be for academic, scientific, or technical education and research, for career or employment pursuits, for socio-economic and geopolitical relationships, or ultimately for the growth and advancement of the country (see Clark, Escholz & Rosa, 1994; Coleman, 2010; Crystal 1997; Graddol, 1997; Kachru, 1992; McKay 2002; Thompson, 2003). It is a well-known truth that a person's sentient mind and a nation's

civilized and advanced society are only made possible by their capacity for information acquisition and deliberate application of that knowledge.

Critical thinking produces creativity and productivity, two essential components of excellence and prosperity. Dave Hopkins (2011) notes that sound language skills are a prerequisite for critical thinking, arguing that "English teachers, particularly "foreign" English teachers, do not teach students what to think." They do have the chance to encourage their pupils to think critically and express themselves in English.

Our nation has lagged behind and misperceived by people around us about our goals and values as a result of wasting a very valuable resource and failing to use it effectively. As a result, teaching and learning English in our environment has many goals and outcomes, both overt and hidden. This further supports the necessity for more careful planning and execution of this task, as well as for routine evaluation and assessment of ELT procedures. These actions are likely to solve the issues that could prevent the language teaching and learning environment from improving and could make the efforts made by various stakeholders totally ineffective.

CHAPTER III

RESEARCH METHOD

A. Research Design

The qualitative approach was used in the study, as well as a descriptive research design. This study intended to analyze the subject research naturally. The purpose of qualitative descriptive research was to provide a complete summary of specific events experienced by individuals or groups of individuals in everyday words (Lambert, 2012). According to Creswell, qualitative research is utilized when the researcher needs a deep grasp of an issue, which might be arranged by talking directly with the people, subject of study, and everything else linked to the research. Using a descriptive qualitative research design, this study intended to describe the incorporating of the Adiwiyata values into ELT in-depth and comprehensively. The researcher would interpret the data gathered via documentation and interviews to produce an in-depth descriptive study result.

This study sought information and a description of the Adiwiyata values's incorporation into ELT at SMP N 1 Todanan and the positive impact on student's attitudes towards the environment and environmental awareness. The data was collected through a review of the document and an interview. The purpose

of this document study was to gain an understanding of the vision and mission, planning, and incorporating of the Adiwiyata principles using the syllabus and lesson plan. The interview sought to ascertain teacher's knowledge, attitudes, and actions executing the Adiwiyata program. Data analysis was carried out using a qualitative descriptive approach.

B. Research Setting

The research setting was conducted at SMP N 1 Todanan. it is located on Todanan-Ngumbul Steet KM. 05 Blora, Central Java. The school chosen is a National Adiwiyata of secondary school in Blora, where the school is a rural school that capable of achieving national-level achievements.

C. Research Participants

In this research, the participant was one of the English teachers in SMP N 1 Todanan, Mr. Sukarlan. He was the driving force behind academic and administrative advancement at SMP N 1 Todanan, ensuring the school where he teaches thrives. Mr. Sukarlan has been a teacher of English since 2014. He has a great deal of expertise in this area. The deputy principal for infrastructure and facilities was responsible for additional responsibilities within the school. As a result, he actively

contributed to the development of SMP N 1 Todanan's Adiwiyata program, particularly concerning putting an environmental-based curriculum into practice. He had a lot of experience teaching English, particularly with the Adiwiyata program's environmental curriculum because the school had achieved National Adiwiyata certification since 2019. He planned environmental-based learning by developing lesson plans and textbooks that support a variety of topics that can contain environmental care values.

D. Data Sources

1. Primary Data

No	Research Questions	Indicator	Data Collection	Instrument	Data Analysis
1.	How is the incorporating of the Adiwiyata Green School in Indonesia (AGSI)	Incorporating AGSI Values into ELT	Interview and Documentation	Interview Guidelines and RPP	- Data Reduction - Data Display - Verification

	values into ELT at SMP N 1 Todanan?				
2.	What is the positive impact of incorporat ing AGSI values in English learning on students' attitudes towards the environm ent and environm ental	Students' attitudes towards the environm ent and environm ental awareness	Interview And Document ation	Intervie w Guidelin es and Class Adiwiya ta Competi tion Data	- Data Reducti on - Data Display - Verifica tion

	awareness				
	?				

2. Secondary Data

Secondary data refers to data previously collected and obtained from previous researchers, other people, or libraries. and available to researchers. The researcher supplemented the primary source data with secondary sources such as books, journals, and research papers.

E. Techniques of Data Collection

1. Interview

The transmission of oral-verbal cues and answers was part of the interview. For this study, the researcher conducted a personal interview. Structured interviews are typically used to gather information during personal interviews. Structured interviews employ a sequence of pre-planned questions as well as carefully regulated recording techniques. Thus, a structured interview refers to a predefined strict technique for asking questions in a predetermined structure and order (Gordon, 2005).

The researcher conducted interviews with all English teachers at SMP N 1 Todanan for this study. This is to assess

the Adiwiyata program's implementation in English learning and the positive impact of engaging in the Adiwiyata program, which is applied in English classes.

2. Documentation

Documentation in descriptive qualitative research referred to the process of gathering, keeping, and analyzing data derived from documents or written records. Documentation was a data source that can provide in-depth insight into the phenomenon being studied. The researcher employed documentation to collect data in the form of SMP N 1 Todanan profiles, teacher and student data, syllabus, and other items linked to the paperwork discovered.

F. Techniques of Data Analysis

Data analysis was performed using the Miles and Huberman data analysis model consisting of:

1. Data Reduction

Data reduction was a type of analysis that involves sharpening, focusing, sorting, discarding, and organizing data to draw and verify "final" findings. Explaining, picking the fundamentals, and focusing on everything related to the field's data content were the first steps in data minimization. In this situation, the reduced data provides a clearer overview and encourages the researcher to collect additional data. The

collected data was then transcribed, and the selected data was shown.

2. Data Display

The data was displayed once all of the data has been reduced. Its goal is to make it easier for the researcher to grasp what is going to happen and plan the next activity based on what is known.

3. Conclusion Drawing or Verification

The following step in qualitative research was to form conclusions and verify data. Conclusion drawing is the process of stepping back to explore what the studied data means and how it relates to the existing question. While verification was inextricably linked to conclusion-making, it necessitates re-examining or verifying the emerging findings concerning the implementation of Adiwiyata Green School in Indonesia (AGSI) principles into ELT.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Adiwiyata SMP N 1 Todanan

1. Geographical Location

SMP N 1 Todanan was located in Ngumbul village RT. 3 RW. 2, Todanan District, Blora Regency, on Jalan Todanan Ngumbul KM 5, Central Java -6,9553 L 111,1571 B. SMP Negeri 1 Todanan was inaugurated by the Indonesian Minister of Education and Culture, Professor Doctor Nugroho Notosusanto on December 15, 1983 and was built on land with an area of 20,280 m².

Opposite Blora City, Todanan was a highland location with cooler air. This is because teak forests encircle the Todanan area, which was situated in a mountainous region or highland of the North Limestone Mountains. There were two ways to get from Blora City to SMP Negeri 1 Todanan: via Japah District or the Kunduran District route. You would travel through Perhutani's teak trees along the way. However, one of the primary attractions for ecotourism in Todanan was Terawang Cave, which you would pass through if you travel from Kunduran to the Todanan District. Meanwhile, it took about 40 km to get from Blora City to SMP Negeri 1 Todanan.

2. School Environment

SMP N 1 Todanan was a sustainable school. This school has excellent space arrangements and a garden. There were many green areas, including fruit trees, ornamental plants, and medicinal garden areas. There was a field in the center of the schoolyard, along with a Joglo house that was used for student activities, and many trees surrounded it.

The school had a vision with the acronym "Mantra Saling Berdaya" namely faithful, skilled, environmentally conscious, and cultured. In 2018, SMP N 1 Todanan succeeded in achieving first place in Adiwiyata, Central Java Province. After one year of achieving this achievement, in 2019 this school succeeded in being ranked as the best National Adiwiyata and was the only junior high school that succeeded in qualifying for the National Adiwiyata level in Blora Regency. This was quite encouraging for SMP N 1 Todanan, seeing the school environment which is very green and beautiful, there were many gardens not only in the landscape, but many of the entrance gates are planted with dangling "Lee Kwan Hyu" plants, giving a cool feel.

Apart from good garden management and lots of green spots, this school had a reservoir or rainwater reservoir that could be used for irrigation by farmers around it. Water waste

management was also managed very well with many bio-pore holes. Students could easily choose a place for learning outside the classroom with many gazebos and views of fish ponds and fountains adding to the peaceful and cool atmosphere making students very comfortable studying.

3. Adiwiyata Program

A variety of programs and activities are part of Indonesia's Adiwiyata Program, which aims to raise community involvement in environmental conservation, environmental awareness, and sustainability. Numerous Adiwiyata initiatives, which are typically carried out in Indonesian schools, cover a range of topics, including the following:

Growing trees and keeping up gardens in schools is one of the main goals of the Adiwiyata program. In addition to creating a revitalizing green space, this raises students' awareness of the significance of plants and trees in preserving the ecosystem's balance. As part of the "Sak Murid Sak Wit" program, students at SMP N 1 Todanan were asked to bring one tree to class each. A thousand trees are typically planted around the school grounds on specific days.

Beneficial practices for handling waste are the focus of waste management programs. Adiwiyata-implemented

schools are expected to have an effective recycling system, waste sorting, and education on reducing plastic waste. To start, all students participate in the "Gertak Semut" program, which collects and sorts organic and inorganic waste on Wednesdays and Fridays. The organic waste is processed into compost, which the school will recycle, and the inorganic waste is used to make eco-bricks.

Adiwiyata also incorporates water and energy-saving techniques into the educational setting. This can involve adopting water-saving initiatives, using energy-efficient appliances, and being aware of the negative environmental effects of excessive energy use. To address water issues, this school has a large number of water absorption holes. Additionally, rainwater is gathered in water reservoirs or reservoirs that can serve as irrigation channels for farmers near the school.

The curriculum of the schools will incorporate environmental education as part of this program. Various subjects can include educational materials that highlight biodiversity, environmental conservation, and global environmental issues. The educational component of the Adiwiyata program is included in this main program, allowing integration of the program's tenets into every subject.

Adiwiyata encourages student involvement in environmental campaigns. It can take the form of studies on the environment, environmental advocacy campaigns, or other hands-on activities that directly involve students in conservation efforts. As a result, the school's professional teachers have created a participatory Adiwiyata program that allows all departments to implement it and foster the development of environmentally conscious character.

In addition to emphasizing operational and physical aspects, the Adiwiyata program incorporates social and educational elements to build a sustainable learning environment and raise public awareness of the value of environmental preservation.

B. Research Findings

1. Incorporating of Adiwiyata Green School in Indonesia (AGSI) Values into ELT at SMP N 1 Todanan Blora

English was one of the subjects taught at SMP N 1 Todanan that uses the Adiwiyata environment-based curriculum. To instilled in their students a concern for the environment, all subject teachers strive to incorporate Adiwiyata values into their lessons. This integration was covered in multiple chapters of the learning books for English.

Adiwiyata had replaced the previous English language curriculum, which focused only on teaching students the language so they could communicate effectively. However, Adiwiyata required that English learning activities had value. Before implementing the Adiwiyata program into English lessons, the class opening activities were prayer and warming-up questions. However, after implementing the Adiwiyata principles, the class began with the activity "*Gertak Semut*" *Gerakan Serentak Semua Memungut* which means the students picked up the rubbish that was around them and threw it in the rubbish bin according to the type of rubbish. Therefore, in addition to learning the language and being able to communicate in it, students also needed to develop a caring attitude toward the environment and understand how important it is to preserve it at home, in the classroom, and in the wider community.

Fostering affection and consideration for the environment in students was the main objective of the Adiwiyata program, and to accomplish this goal, cooperation from all parties—including English subject teachers—is required where character development needs to be more actively integrated in addition to communication-related materials provided by teachers acting as change agents and English as an international language. When class was about to start,

Adiwiyata principles were incorporated into the English language curriculum. Previously, there would be a prayer and some warm-up questions before class began. Currently, there is environmental literacy and a movement to pick up rubbish so that students can build awareness of cleanliness in English classes.

Figure 1. Student's learning outdoor



Figure 2. Student's learning outdoor



Students learn English more comfortably and happily when they are outside, in places like parks, the area surrounding the school, or in a village with water reservoirs. Students could see and observe directly the real world of environmental materials by being invited to study outside of the classroom. English language learning resources that are connected to the natural world can be instantly recognized and identified by students.

Figure 4. Description Text in Textbook



In the 7th grade materials, "This is My World" about describing the surrounding environment, students are asked to describe a green school, a clean classroom, or a cool environment from the results of their observations of their school environment. Students will try to get to know the natural surroundings by observing and recording the results which are interpreted into descriptive text.

Another kind of content that can be added to English language instruction are procedure texts, which provide instructions on how to make or do something. Using local materials like dry leaves, food scraps, or kitchen waste, students will be required to write a procedure text about creating compost in this unit. Lesson plans and books that are appropriate for the Adiwiyata materials to be taught support the implementation of this material.

Figure 3. Procedure Text in Textbook



In the administration of national Adiwiyata school assessments, there is the Adiwiyata RPP regarding procedure texts. The procedure text integrates Adiwiyata principles, namely in the form of a procedural text project for making compost fertilizer, POC (liquid organic fertilizer), or matters related to the environment. The creation of accurate and well-written procedural texts is encouraged by textbooks.

When studying outside, students can observe the surrounding area and the world as a whole. Students were taught to identify which objects use the terms "there is" and "there are". Applying a model such as this was thought to be highly beneficial for students to utilize appropriately.

2. Positive impact of incorporating AGSI values in English learning on students' attitudes towards the environment and environmental awareness

Adiwiyata was being incorporated into the school's curriculum and programs to foster in students and all school personnel a spirit of sustainable environmental care that would extend beyond the school and into the community. Because it required teachers and all students to incorporate the curriculum into activities and administration, implementing an environmental-based curriculum was a challenge in itself.

Students in grade 7 typically don't understand the Adiwiyata program or how important it is to preserve and care for the environment. As a result, all teachers had a significant amount of homework for class 7 to familiarize, educate, and set an example for the students so they could instill in them the value of protecting the environment. Developing better character indeed took more time. For instance, a lot of seventh-graders just walked without checking to see if there was grass. Usually, their mischievous hands cut the tender leaves that they don't know why they take when they get home from school or simply stroll by the plants. It can be attributed to their lack of knowledge about proper plant maintenance and care. Students in the seventh and eighth grades showed significant progress in just one semester with the help of the aforementioned programs. As they advanced to the eighth grade, they started to exhibit greater concern for their surroundings, including quitting bad habits.

English comprehension for class 7 is quite lacking. Adiwiyata's integration into English language instruction is a little thrown off because a large number of them struggle to understand simple English content. Students at SMP N 1 Todanan have a better understanding of English vocabulary that is connected to their immediate surroundings and the real

world thanks to the collaborative strategies of all the English teachers there.

In grade 7, understanding of Adiwiyata is still lacking. However, when students reach grade 8, their understanding of Adiwiyata is better, so students can be effectively involved in environmental conservation and management. This is different from the situation in class 7, where some naughty behavior was seen, such as trampling the grass and picking young leaves. The School's staff and instructors are now role models for the students. They consistently provide advice and reminders during Monday's ceremony activities.

As progressed, 7th-grade semester 2 students' attitudes toward environmental protection and care as well as their English language proficiency changed. Students started to comprehend how they could contribute to school environmental protection and became more aware of environmental care. The Adiwiyata program's habituation has a positive effect on improving students' environmentally caring character. The integration of Adiwiyata principles into English can improve students' environmental awareness and English communication skills.

By winning the Adiwiyata Class Competition, a significant increase in student participation in program implementation was seen. Based on the data, classes 8 and 9

outperform class 7 in the jury's evaluation of multiple factors for the Adiwiyata class competition of SMP N 1 Todanan. Data shows that the number of classes actively involved in environmental activities has increased substantially.

C. Discussion

1. Incorporating of Adiwiyata Green School in Indonesia (AGSI) Values into ELT at SMP N 1 Todanan Blora

SMP N 1 Todanan has established in place many initiatives under the Adiwiyata program to help maintain the school environment. The primary Adiwiyata program has multiple aspects, including educational, participatory, and sustainable elements. SMP N 1 Todanan satisfies the administrative and physical requirements based on all of these factors. This school has a nice layout of the building space and was physically quite green and cool, with lots of plants all around the school. Good administration has overseen the national Adiwiyata program, and educators and other school stakeholders collaborated to keep National Adiwiyata schools' high achievement status.

Several Adiwiyata programs were offered by SMP N 1 Todanan, and every student participates in them concurrently. This was a reference to the Adiwiyata program's participatory element, in which all school personnel take part in protecting the environment and fostering an attitude of environmental stewardship. The school was still working to instill good habits in students with the hope that they would develop the character of caring for the environment and an awareness of the significance of protecting it, despite the numerous

obstacles caused by the fact that many students did not care and instill environmental care in themselves.

The application of an ecologically based curriculum was the subject of the following component, which was the educational component. Students at SMP N 1 Todanan received environmental education that was incorporated into every subject, not just a one-day seminar. Of course, there were many difficulties in achieving this goal, such as figuring out how to incorporate Adiwiyata into math classes and how teachers can do so.

SMP N 1 Todanan has been recognized as a national Adiwiyata school since 2019 for sustainability. Every four years, the Adiwiyata status period needs to be extended. To raise the level to independent Adiwiyata in 2023, schools will need to apply for an extension to the Adiwiyata school. Nevertheless, SMP N 1 Todanan is requesting an extension of time because infrastructure development will cause the school to physically collapse in 2023 and they are not prepared to apply for an independent Adiwiyata at that time. SMP N 1 Todanan would outperform other independent Adiwiyata schools in areas like waste management, building management, and water management if this development hadn't occurred. Because of this, the school continues to carry

out the Adiwiyata program to continue teaching its students to be environmentally conscious.

By integrating several kinds of resources with Adiwiyata principles, the Adiwiyata program is positively incorporated into the English language curriculum at SMP N 1 Todanan. This method helps students learn the language while also instilling environmental care values that they can use in their daily lives both inside and outside of the classroom. In terms of teaching administration and hands-on learning activities, this implementation has been sustainable and quite good. To foster in his students a positive outlook on life and a concern for the environment, the English teacher at this school aspires to learn how to incorporate environmental principles into the lessons.

2. Positive impact of incorporating AGSI values in English learning on students' attitudes towards the environment and environmental awareness

Something good and consistently ingrained will be able to create habits and continuously build character (Rokhyati, 2018). Even though it takes a process and at least one semester to see the improvement, all of the Adiwiyata programs that students were accustomed to, like "Gertak Semut," planting "Sak Murid Sak Wit," integrating environmental-curriculum,

environmental literacy, Adiwiyata Class Competition, and Adiwiyata Ambassador, significantly increase students' awareness of the environment.

Enhanced Environmental Vocabulary was among the many aspects of English language learning that benefited from the Adiwiyata program's introduction. By incorporating Adiwiyata principles into English instruction, students could increase the vocabulary they know about the environment. Students can gain a more thorough and nuanced understanding of environmental issues by learning specific terms linked to ecological awareness, conservation, and environmental sustainability. In addition to vocabulary growth, language proficiency in real-world scenarios has increased. Adiwiyata-themed English language exercises frequently incorporate real-world scenarios, such as debating environmental issues, coming up with solutions, or taking part in eco-friendly projects while learning the language outside of the classroom. The gap between theoretical knowledge and practical application in the real world is filled in part by the application of language skills in relevant and practical environmental contexts.

The Adiwiyata Program's primary goal was to increase the cultivation of environmentally conscious attitudes. The program emphasizes the significance of cultivating

environmentally conscious attitudes and responsible behavior toward the environment. Students who participate in English language classes not only acquire the language but also absorb environmental management values. Their behavior and attitudes toward the environment may improve as a result of this.

The integration of environmental materials into English language instruction presents prospects for interdisciplinary education. Including Adiwiyata concepts in English instruction opened up possibilities for interdisciplinary learning. Along with developing their language skills, students learned more about geography, environmental science, and related fields. This multidisciplinary method promotes a comprehensive comprehension of environmental problems.

Environmental projects based in communities were frequently a part of Adiwiyata programs. Students who incorporate this into their English education can take an active role in collaborative initiatives, environmental campaigns, and community outreach programs. Their engagement improved their relationships with local communities while also broadening their understanding of them.

A sense of environmental advocacy that extends beyond the classroom can be sparked by exposure to environmental

issues through English language instruction with an Adiwiyata theme. By embracing sustainable practices throughout their lives, students could positively impact the environmental movement as a whole.

Progress and improvement of students' character and attitudes towards the environment is positive, although it requires quite a long time and process. By implementing the program and incorporating Adiwiyata principles into English classes, students gain knowledge not only about English but also about environmental values, which is the main objective of the Adiwiyata program. As a result, students experience a shift in attitude from those who do not care about protecting and caring for the environment. Many students are excited to be Adiwiyata ambassadors beginning at the grade level and continuing through the school level by participating in this program. All students are welcome to participate in class-level Adiwiyata competitions and compete to provide their best results; this will tangentially influence the impact on cultivating environmentally caring characters.

CHAPTER V

CONCLUSION

A. Conclusion

In line with the specified research focus, the following conclusions could be made based on the research findings of field researchers regarding the incorporating of Adiwiyata Green School in Indonesia (AGSI) values into ELT in SMP N 1 Todanan.

Adiwiyata Green School in Indonesia (AGSI) into ELT at SMP N 1 Todanan Blora was incorporated quite well because it incorporates Adiwiyata elements or principles into the English language learning process through a variety of materials, including procedure texts, descriptive texts, and the use of “there is” and “there are”. Here, English teachers had implemented learning outside of the classroom to enhance students' proficiency in the language and instill in them the importance of protecting the environment. In addition, all teachers—including English teachers—must implement the school's Adiwiyata program, which fosters collaboration among educators.

Students were presently concerned for protecting the environment thanks to the numerous Adiwiyata programs offered by SMP N 1 Todanan, which include school programs, environmental education, and sustainable systems. Despite all the initiatives and programs, the school had put in place, it can raise

awareness and enthuse students about engaging in Adiwiyata activities both inside and outside of the classroom. From the time they enrolled until they graduate, there were significant shifts in the awareness and understanding of the environment. The beneficial aspect of this school's Adiwiyata program was that it involves all students, not just the scouts, student council, or driving instructors. Instead, the program welcomes everyone and offers in-depth studies like learning about environmental values. Over time, notable shifts in students' attitudes toward the environment have been noted. This was a result of the Adiwiyata program's beneficial influence on the curriculum, which includes English language class.

B. Suggestion

Drawing from the researcher's findings, to improved the assessment of SMP N 1 Todanan's schools and teachers concerning the integration of the Adiwiyata program into English Language Teaching, the researcher outlines the following recommendations that may be taken into account:

1. For Teacher

Researcher proposed that environmental principles could be integrated into English language instruction for all English teachers. In addition to teaching students the language, there were a number of global issues,

environmental issues, and English language resources that could be connected to raising students' environmental awareness through the language.

2. For Institution

Schools could assist with this by providing regular Adiwiyata programs sustainably, suitable facilities and infrastructure, and innovative ideas for Adiwiyata products.

3. For Other Researcher

Hopefully this basic research would be helpful in the future and the additional researchers would be able to examine the findings in greater detail and scope.

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APPENDIXES

Appendix I

THE INSTRUMENTS OF COLLECTING DATA BY INTERVIEW

Topic : Incorporating of Adiwiyata Green School in
Indonesia (AGSI) Values into ELT

Interviewee :

No.	Questions
1.	How to integrate the principles of the Adiwiyata program into ELT?
2.	Are there any special aspects of the environment that are explained or taught in English class?
3.	Are there special projects or activities that involve students in realizing the Adiwiyata program in the ELT class?
4.	How do English teachers support or involve students in environmental activities outside the classroom, such as clean-up campaigns or tree planting?
5.	Are there any special challenges faced in integrating the Adiwiyata program into English classes? How do you overcome these challenges?

6.	How is the concept of the adiwiyata program integrated into student evaluation and assessment in English subjects?
7.	Are there creative or innovative strategies used in English to improve students' understanding of the environment?
8.	How do English teachers collaborate with teachers of other subjects to support the Adiwiyata program in schools?
9.	In the English context, is there development of language skills that specifically focuses on communication?
10.	Are there any further development plans or new initiatives being considered to continue to improve the implementation of the Adiwiyata program into ELT?
11.	Do you have any suggestions for other English teachers who want to implement the Adiwiyata program into ELT?

Topic : Positive impact of incorporating Adiwiyata values into ELT

Interviewee :

No.	Questions
1.	After completing the ELT integrated with the Adiwiyata program, how do you think the attitudes of the students toward the environment have changed?

2.	Is there an increase in students' ability to use English to communicate effectively, especially in the context of discussions about the environment?
3.	Does the English language learning associated with the Adiwiyata Program motivate students to be more actively involved in extracurricular activities or environmental projects outside the classroom?
4.	In English assignments or projects, have you seen an increase in students' creativity in describing or conveying their ideas about the environment?
5.	Do students realize there is a change in the way they think about responsibility towards the environment after the implementation of Adiwiyata in ELT?
6.	Do students who study English with an emphasis on Adiwiyata feel more aware of global issues and have a better comprehension of how their actions affect the environment?

Appendix II

RESULT OF INTERVIEW

Interviewee : Sukarlan, S.Pd.

Topic : Incorporating of Adiwiyata Green School in Indonesia (AGSI) Values into ELT

Date/Time : 9 December 2023 / 11.12 WIB

Q1 | How to integrate the principles of the Adiwiyata program into ELT?

Bagaimana cara mengintegrasikan prinsip-prinsip program Adiwiyata ke dalam ELT?

Class usually starts with prayer and warm-up questions before the Adiwiyata program. After the Adiwiyata program, though, the students were expected to look around them and clean up any trash they found. The Adiwiyata program is incorporated into English language learning materials. For instance, class 7 chapter 4 is dedicated to describing the environment, allowing students to describe the school setting—for instance, a school garden with plenty of trees and greenery—and find adjectives and nouns that they come

across or observe in the natural world. In class 9, procedural texts that explain how to do or make things are integrated into the chapter as a writing assignment. Examples of these texts include how to make compost, how to plant and care for plants, and how to make fertilizer. organic liquid.

Biasanya sebelum ada program adiwiyata, kelas diawali dengan berdoa dan warming up question. namun setelah adanya program adiwiyata siswa diminta untuk mengamati sekitar dan Ketika ada sampah maka siswa harus membersihkannya. pada pembelajaran Bahasa Inggris program adiwiyata tersebut diintegrasikan kedalam materi Bahasa Inggris, contohnya kelas 7 chapter 4 tentang mendeskripsikan sekitar lingkungan sehingga siswa dapat mendeskripsikan bagaimana keadaan lingkungan sekolah, seperti contohnya mendeskripsikan taman sekolah yang ada banyak pohon dan tanaman hijaunya, mereka juga akan menemukan kata sifat dan kata benda yang mereka temui atau mereka lihat dari alam sekitar. kalau dalam kelas 9 terdapat materi teks prosedur dimana teks tersebut bertujuan untuk menjelaskan Langkah-langkah melakukan atau membuat sesuatu, nah pada chapter tersebut dalam diintegrasikan berupa proyek menulis teks prosedur cara membuat pupuk kompos, cara menanam dan merawat

	<p><i>tanaman dengan baik, atau cara membuat pupuk organic cair.</i></p>
Q2	<p>Are there any special aspects of the environment that are explained or taught in English class?</p> <p><i>Apakah ada aspek khusus mengenai lingkungan yang dijelaskan atau diajarkan di kelas bahasa Inggris?</i></p>
	<p>There are no special aspects in learning English. However, we flow and follow the handbook from the Ministry of Education and Culture and link some of the material to the Adiwiyata program.</p> <p><i>Tidak ada aspek khusus dalam pembelajaran Bahasa Inggris ini. namun, kita mengalir dan mengikuti buku materi pegangan dari kemendikbud dan mengaitkan beberapa materi kedalam program Adiwiyata.</i></p>
Q3	<p>Are there special projects or activities that involve students in realizing the Adiwiyata program in the ELT class?</p> <p><i>Apakah ada proyek atau kegiatan khusus yang melibatkan siswa dalam mewujudkan program adiwiyata dalam kelas ELT?</i></p>
	<p>The projects carried out are extra-curricular and intra-curricular. on Wednesday and Friday, there was “Gertak Semut”. The all-picking movement started at 6.45. All students and school residents participated in picking up any small amount of rubbish in the classroom or school</p>

environment and sorting out what was organic and inorganic. During the orientation period for new students, students are asked to bring a tree or plant, which can be an ornamental plant, vegetable plant, medicinal plant, or fruit plant that they will care for until they graduate. The school also holds Adiwiyata competitions between classes, this activity is held every semester. This program is also supported by the selection of Adiwiyata ambassadors for each class, namely two men and two women. Once a month every school member is required to bring manure/compost from home to give to the plants at school.

Proyek yang dijalankan ada ekstrakurikuler dan intrakurikuler. pada hari rabu dan jumat ada “Gertak Semut” Gerakan Semua Memungut dimulai jam 6.45 semua siswa dan warga sekolah berpartisipasi memungut sampah sekecil apapun dilingkungan kelas atau sekolah dan dipilah mana yang organik dan anorganik. Ketika masa orientasi peserta didik baru, siswa diminta untuk membawa satu pohon atau tanaman, boleh tanaman hias, tanaman sayur, tanaman obat, atau tanaman buah yang akan mereka rawat sampai mereka lulus. sekolah juga mengadakan lomba adiwiyata antar kelas, kegiatan tersebut dilaksanakan setiap semester. program tersebut juga didukung oleh pemilihan duta adiwiyata setiap kelas, yaitu dua laki-laki dan dua

	<p><i>perempuan. setiap sebulan sekali setiap warga sekolah diwajibkan untuk membawa pupuk kandang/kompos dari rumah untuk diberikan kepada tanaman yang ada disekolah.</i></p>
Q4	<p>How do English teachers support or involve students in environmental activities outside the classroom, such as clean-up campaigns or tree planting?</p> <p><i>Bagaimana guru bahasa Inggris mendukung atau melibatkan siswa dalam kegiatan lingkungan di luar kelas, seperti kampanye pembersihan atau penanaman pohon?</i></p>
	<p>We frequently do this because, in my opinion, studying outside of the classroom helps students learn English more comfortably and joyfully—especially since it gives them the chance to see and observe firsthand how the object appears and what its English name is.</p> <p><i>Hal ini sering sekali kami lakukan, karena menurut saya pembelejaran diluar kelas membuat siswa lebih nyaman dan senang dan belajar Bahasa Inggris, apalagi hal tersebut dapat membuat siswa melihat dan mengamati secara langsung. wujud benda seperti apa dan apa nama benda tersebut dalam Bahasa inggris.</i></p>
Q5	<p>Are there any special challenges faced in integrating the Adiwiyata program into English classes? How do you overcome these challenges?</p>

Apakah ada tantangan khusus yang dihadapi dalam mengintegrasikan program Adiwiyata ke dalam kelas bahasa Inggris? Bagaimana Anda mengatasi tantangan-tantangan ini?

Of course, there is, particularly in grade 7. Since grade 7 marks the start of the school year and the transition from elementary to middle school, nearly 92% of students do not know any vocabulary in English, making it challenging to incorporate the Adiwiyata program directly into English classes. Whether you like it or not, you have to teach them the fundamentals of English from scratch before they can tell the difference between adjectives, nouns, verbs, and adverbs. For instance, if they are already familiar with the term "shady," they can infer that an environment that is "shady" by definition contains plants, such as in the sentence "our school is shady." Therefore, grade 7 students' limited vocabulary in English presents a challenge.

Jelas ada, khususnya kelas 7. dikarenakan kelas 7 adalah awal masuk sekolah dan proses perubahan dari sekolah dasar ke sekolah menengah, hampir 92% belum mengetahui vocabulary bahasa inggris sehingga agak susah jika langsung diintegrasikan program adiwiyata kedalam kelas Bahasa Inggris. mau tidak mau harus mengulang terlebih dahulu dari nol untuk mengajar mereka materi dasar Bahasa

inggris, sehingga mereka bisa membedakan kata sifat, kata benda, kata kerja, dan kata keterangan. missal kalimat 'our school is shady' jika mereka sudah paham tentang kata 'shady' disini mereka akan bisa mengasumsikan bahwa lingkungan yang 'shady itu identic dengan tanaman.jadi tantangannya untuk kelas 7 adalah minimnya pengetahuan mereka tentang vocabulary Bahasa imgggris.

Q6 How is the concept of the adiwiyata program integrated into student evaluation and assessment in English subjects?
Bagaimana konsep program Adiwiyata diintegrasikan ke dalam evaluasi dan penilaian siswa pada mata pelajaran bahasa Inggris?

For the assessment itself, we refer to the assessment given by the Ministry of Education and Culture, if it is related to Adiwiyata, it will be carried out based on each chapter. Just like before, several chapters can be integrated into the Adiwiyata program, so the value is right for each chapter.
Untuk penilaian itu sendiri kami mengacu pada penilaian yang dierikan kemendikbud, jika dikaitkan dengan adiwiyata akan dilakukan berdasarkan per chapternya. seperti halnya tadi, ada beberapa chapter yang dapat diintegrasikan kedalam program adiwiyata, maka nilainya ya pas per chapter itu.

Q7 | Are there creative or innovative strategies used in English to improve students' understanding of the environment?
Apakah ada strategi kreatif atau inovatif yang digunakan dalam bahasa Inggris untuk meningkatkan pemahaman siswa tentang lingkungan?

Our strategy involves utilizing technology to display videos of this school's Adiwiyata. Students will be more concerned about protecting their environment if they believe that they are contributing to the upkeep and protection of their school and if they believe that the school where they attend excels in Adiwiyata. Students gain knowledge about innovation through direct observation of the real world outside of the classroom. When they are outside the classroom, they will come into direct contact with countable and uncountable objects because of the English material, which consists of countable and uncountable nouns. The use of there is and there are in the class 7 material is similar, so they will be able to apply this material by looking directly at the natural environment.

Strategi yang kami gunakan yaitu penggunaan IT yaitu menayangkan video Adiwiyata sekolah ini. sehingga siswa bisa merasa bahwa mereka ikut andil dalam merawat dan menjaga lingkungan sekolahnya, serta rasa memiliki bahwa sekolah yang mereka tempati adalah sekolah yang

berprestasi dalam adiwiyata, maka mereka bisa timbul rasa lebih peduli untuk menjaga lingkungannya. untuk inovasinya, siswa belajar diluar kelas, dengan mengamatis ecara langsung lingkungan yang nyata. ada materi Bahasa Inggris yaitu countable dan uncountable noun, jika maka mereka berada diluar kelas, mereka akan melihat secara langsung benda yang dapat dihitung dna tidak dpaat dihitung. begitu juga denganmateri kelas 7, yaitu penggunaan there is dan there are, maka mereka akan bisa menerapkan materi tersebut dengan melihat secara langsung lingkungan alam.

Q8 How do English teachers collaborate with teachers of other subjects to support the Adiwiyata program in schools?

Bagaimana guru bahasa Inggris berkolaborasi dengan guru mata pelajaran lain untuk mendukung program Adiwiyata di sekolah?

Currently, there is no official collaboration; however, we collaborate informally with other subject teachers during breaks or in our spare time.

Untuk kolaborasi dalam waktu yang formal tidak ada, namun kolaborasi tersebut kami lakukan dissat ada waktu senggang atau Ketika waktu istirahat dengan sharing dengan guru mata pelajaran lain.

Q9 In the English context, is there development of language skills that specifically focuses on communication?

Dalam konteks bahasa Inggris, apakah ada pengembangan keterampilan berbahasa yang secara khusus berfokus pada komunikasi?

Yes. Take the materials for maintaining a clean environment, for instance. Students are asked to come up with a conversation about how a messy room can be neat and clean based on a picture of a messy classroom that is included in the material. for them to be in charge of keeping the classroom tidy. Students are encouraged to discuss what they observe in their immediate surroundings when studying outside of the classroom.

Ya, ada. missal materi tentang bagaimana menjaga kebersihan lingkungan. dimateri tersebut terdapat gambar ruang kelas yang berantakan, siswa diminta untuk membuat dialog bagaimana ruangan yang berantakan bisa menjadi rapi dan bersih. sehingga mereka bisa bertanggung jawab terhadap kebersihan kelas. Ketika belajar diluar kelas siswa diajak berkomunikasi tentang lingkungan sekitar yang mereka llihat.

Q10 Are there any further development plans or new initiatives being considered to continue to improve the implementation of the Adiwiyata program into ELT?

Apakah ada rencana pengembangan lebih lanjut atau inisiatif baru yang sedang dipertimbangkan untuk terus

	<p><i>meningkatkan implementasi program Adiwiyata kedalam ELT?</i></p>
	<p>We were considering starting an independent Adiwiyata program, but it was shelved until the following year due to school construction. so that in the interim, we are developing ourselves to carry on with this Adiwiyata program's innovation, particularly in terms of producing creative works. The planned program incorporates student work—such as paintings depicting nature—into the surrounding area.</p> <p><i>Kami sempat mengajukan program Adiwiyata mandiri namun belum berhasil karena ada pembangunan disekolah sehingga ditunda tahun depan. sehingga dalam waktu ini, kami berbenah diri untuk terus berinovasi dalam program adiwiyata ini khususnya penciptaan karya inovatif. program yang sudah direncanakan yaitu pengintegrasian karya siswa kedalam lingkungan, seperti contohnya lukisan tentang alam.</i></p>
Q11	<p>Do you have any suggestions for other English teachers who want to implement the Adiwiyata program into ELT?</p> <p><i>Apakah Anda punya saran untuk guru bahasa Inggris lainnya yang ingin menerapkan program Adiwiyata kedalam ELT?</i></p>
	<p>Because environmental issues are closely related to a lot of English. Bring students into the real world to help them learn more about the environment. For instance, if you show a tree, place the students beneath it so they can observe it up close</p>

and learn the vocabulary words—root, branch, leaf, and flower.

Karena Bahasa Inggris banyak yang bisa dikaitkan dengan isu lingkungan. agar siswa mendapatkan value lebih tentang lingkungan, bawa siswa ke dunia nyata. misal memnunjukkan pohon, maka bawa siswa ke bawah pohon sehingga siswa dapat melihat secara langsung dan mengetahui vocabularynya, mana yang root, branch, leaf, dan flower.

Interviewee : Sukarlan, S.Pd.

Topic : Positive impact of incorporating Adiwiyata values into ELT

Date/Time : 9 December 2023 / 11.12 WIB

Q1 | After completing the ELT integrated with the Adiwiyata program, how do you think the attitudes of the students toward the environment have changed?

Bagaimana Anda melihat perubahan sikap siswa terhadap lingkungan setelah mengikuti ELT yang terintegrasi dengan program Adiwiyata?

There is actually a minus to see this. due to the fact that this school only has third-graders. For instance, there are young people who genuinely care about the environment, both in terms of adiwiyata and new students who enroll after they graduate. where the pupil begins at zero and is extremely basic. But from the start of seventh grade until graduation, there is still a rise in the environmentalist's character.

Untuk melihat hal ini, sebenarnya ada minusnya. karena siswa di sekolah ini hanya 3 tahun saja. missal ada anak yang sangat peduli dengan lingkungan, baik dalam hal adiwiyata, dan setelah lulus, ada murid baru. dimana siswwa tersebut

	<p><i>benar-benar dasar dan memulai dari nol lagi. namun tetap ada peningkatan karakter peduli lingkungan dari awal kelas 7 sampai lulus.</i></p>
Q2	<p>Is there an increase in students' ability to use English to communicate effectively, especially in the context of discussions about the environment?</p> <p><i>Apakah ada peningkatan kemampuan siswa dalam menggunakan bahasa Inggris untuk berkomunikasi secara efektif, terutama dalam konteks diskusi mengenai lingkungan?</i></p>
	<p>The seventh grade essentially lacks a thorough understanding of adiwiyata. Nonetheless, we already comprehend Adiwiyata in grade 8, enabling us to properly preserve and manage the environment. In stark contrast to class 7, which was admittedly a little mischievous, people were trampling on the grass and picking tender leaves. So, from this, the teachers and school employees advise, give examples and always remind them during the ceremony every Monday.</p> <p><i>Kelas 7 pada dasarnya memang belum memahami adiwiyata secara mendalam. namun di kelas 8 sudah memahami adiwiyata sehingga bisa menjaga dan merawat lingkungan dengan baik. sangat berbeda dengan kelas 7 yang notabnya agak nakal, ada yang menginjak rumput, memetik daun muda sembarangan. nah dari hal tersebut, para guru dan karyawan</i></p>

sekolah menasehati, memberi contoh dan selalu mengingatkan dalam kegiatan upacara tiap hari senin.

Q3 Does the English language learning associated with the Adiwiyata Program motivate students to be more actively involved in extracurricular activities or environmental projects outside the classroom?

Apakah pembelajaran bahasa Inggris yang dikaitkan dengan Program Adiwiyata memotivasi siswa untuk lebih aktif terlibat dalam kegiatan ekstrakurikuler atau proyek lingkungan di luar kelas?

Yes, since learning activities outside of the classroom can cultivate students' environmental awareness due to the school's habituation. In addition, students participate actively in Adiwiyata project activities like planting classroom gardens, school gardens, or appropriately handling organic waste.

Ya, karena dengan adanya pembiasaan uga yang dilakukan sekolah, kegiatan belajar di luar kelas, mampu menumbuhkan kepedulian siswa terhadap lingkungan. siswa juga aktif dalam kegiatan proyek adiwiyata, seperti pembuatan taman kelas, taman sekolah, atau pengelolaan sampah organik dengan baik.

Q4	<p>In English assignments or projects, have you seen an increase in students' creativity in describing or conveying their ideas about the environment?</p> <p><i>Dalam tugas atau proyek bahasa Inggris, pernahkah Anda melihat peningkatan kreativitas siswa dalam mendeskripsikan atau menyampaikan gagasannya tentang lingkungan?</i></p>
	<p>Although it still occurs, the percentage is low since adiwiyata values can only be integrated into a small number of chapters. However, because it is only covered in a few chapters of the English handbook, teachers are still required to link every piece of content.</p> <p><i>Tetap ada, namun prosentasinya kecil dikarenakan hanya ada beberapa chapter yang bisa diintegrasikan nilai adiwiyata. walaupun setiap guru wajib mengaitkan setiap materi, namunnya, karen dalam buku pegangan Bahasa inggris hanya ada di beberapa chapter saja.</i></p>
Q5	<p>Do students realize there is a change in the way they think about responsibility towards the environment after the implementation of Adiwiyata in ELT?</p> <p><i>Apakah siswa menyadari adanya perubahan dalam cara berpikir mereka mengenai tanggung jawab terhadap lingkungan setelah ada implementasi adiwiyata pada elt?</i></p>
	<p><i>As I previously mentioned, it has a significant impact because there are multiple English language learning chapters that</i></p>

can be incorporated into the Adiwiyata program. This way, through small additions and uses within the curriculum, students become accustomed to the idea of protecting the environment and learn what should and shouldn't be done to preserve it. environmental sustainability, including being aware of and doing even the tiniest things, like walking on the grass when passing.

Sangat berpengaruh, seperti yang sudah saya jelaskan tadi, bahwa dalam pembelajaran Bahasa Inggris ada beberapa chapter yang dapat diintegrasikan program Adiwiyata sehingga yang sedikit dan dibiasakan ditambah juga dengan program sekolah menjadikan siswa terbiasa menjaga dan merawat lingkungan, sadar tentang hal yang tidak boleh dilakukan untuk menjaga kelestarian lingkungan, memahami dan menerapkan hal-hal terkecil seperti tidak menginjak rumput saat lewat.

Q6 Do students who study English with an emphasis on Adiwiyata feel more aware of global issues and have a better comprehension of how their actions affect the environment?
Dalam pembelajaran bahasa Inggris terkait Adiwiyata, apakah siswa merasa lebih terhubung dengan isu-isu global dan mendapatkan pemahaman lebih dalam mengenai dampak tindakan mereka terhadap lingkungan?

Global issues do exist for English, but they are relatively small—roughly 30% of the total. The larger issue may lie in social studies courses. Prohibition materials, such as those that call for smoking cessation, environmental preservation, and proper disposal of waste, can be incorporated into the Adiwiyata program. This content is for eighth grade. Global issues are found in P5 of their curriculum. Still, very few English courses address global issues, like natural disasters.

Untuk Bahasa Inggris terdapat isu global namun hanya kecil persentasenya sekitar 30%. mungkin yang lebih besar itu terdapat pada mata pelajaran IPS. ada materi prohibition itu terdapat materi yang dapat diintegrasikan program adiwiyata, seperti larangan merokok, menjaga lingkungan, membuang sampah pada tempatnya. materi tersebut ada pada kelas 8. pada kurikulum merdeka isu global tersebut justru terdapat pada P5. namun untuk mata pelajaran Bahasa Inggris hanya sedikit saja yang ada isu globalnya, seperti bencana alam, permasalahan dunia itu belum ada.

Appendix III

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) *Adiwiyata*

Satuan Pendidikan	: SMPN 1 Todanan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/Ganjil
Tahun Pelajaran	: 2023/2024
Materi Pokok	: Memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan
Alokasi Waktu	: 2 JP (1 Pertemuan)

A. Kompetensi inti

Rumusan Kompetensi Sikap Spiritual adalah “**Menghayati dan mengamalkan ajaran agama yang dianutnya**”. Adapun rumusan Kompetensi Sikap Sosial adalah “**Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia**”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan

- pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar Dari KI 3	Indikator Pencapaian Kompetensi Dari KI 3
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will+continuous)</p>	<p>3.5.1. Mengidentifikasi fungsi social mendeskripsikan, melaporkan dan menjelaskan teks interaksi transaksional lisan dan tulis yang terjadi pada saat ini, waktu lampau dan waktu yang akan datang</p> <p>3.5.2. Mendeskripsikan informasi tentang kesibukan beberapa orang melakukan kebersihan dalam teks-teks pendek dan sederhana</p> <p>3.5.3. Bertanya jawab tentang kegiatan/peristiwa tentang beberapa kejadian dan</p>

	<p>kegiatan disebutkan dalam teks lain lagi</p> <p>3.5.4. Melengkapi kalimat dengan jawaban berupa ungkapan/ungkapan yang diambil dari teks dengan ejaan dan tanda baca yang benar</p>
<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.5.1 Menyajikan karyanya di dinding kelas atau majalah dinding</p> <p>4.5.2 Menyusun teks hasil belajarnya terkait interaksi transaksional lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks</p>

Nilai Karakter

- Peduli
- Jujur berkarya
- Tanggung jawab
- Toleran
- Kerjasama
- Proaktif
- Kreatif

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik yang menuntun peserta didik untuk mengamati (*membaca*) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat

Pertemuan

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

- Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, pada waktu lampau, dan pada waktu yang akan datang.
- **Bersikap disiplin, percaya diri, dan tanggung jawab**
- Menjelaskan fungsi social mendeskripsikan, melaporkan dan menjelaskan teks interaksi transaksional lisan dan tulis yang terjadi pada saat ini, waktu lampau dan waktu yang akan datang

Bersikap disiplin, percaya diri, dan tanggung jawab

Fokus nilai-nilai sikap

1. Peduli
2. Jujur berkarya
3. Tanggung jawab
4. Toleran
5. Kerjasama
6. Proaktif
7. kreatif

D. Materi Pembelajaran

1. Materi pembelajaran reguler

a. Fakta

- Bentuk kata kerja pada pada dalam bahasa inggris pada masa lampau, sekarang dan masa yang akandatang.
- Disajikan beberapa contoh kalimat untuk menyatakan kegiatan pada masa lampau, sekarang dan masa yang akan datang

b. Konsep

- Fungsi social dan struktur teks untuk menyatakan kegiatan pada masa lampau, sekarang dan masa yang akan datang
- Struktur Teks

c. Prinsip

- Kalimat deklaratif dan interrogative dalam present continuous tense, past continuous, dan continuous dengan modal will.
- Klausaadverbial dengan kata sambung when... , while...
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

d. Prosedur

- Menyusun teks untuk menyatakan kegiatan pada masa lampau, sekarang dan masa yang akan datang sesuai dalam bahasa inggris

2. Materi pembelajaran remedial

- Menulis kalimat *Present Perfect tense*
The students have watered the flower for two months
(-)
(?)
The boy has not learnt how to grow the plants
(+).....
(?)

3. Materi pembelajaran pengayaan

- Peserta didik menulis kalimat *Present Perfect Tense* terkait kegiatan lingkungan yang ada di sekolah

E. Metode Pembelajaran:

- Pendekatan :Saintifik
- Metode :Mind mapping, teknik ATM (Amati, Tiru dan Modifikasi), diskusi kelompok, tanya jawab, penugasan.

- Model : Discovery learning

F. Media/alat,Bahan, dan Sumber Belajar

1. Media/alat:

- Media LCD projector,
- Laptop,
- Bahan Tayang

2. Sumber Belajar:

1. Buku teks pelajaran yang relevan
2. Kementerian Pendidikan dan Kebudayaan. 2018. **Buku Guru Mata Pelajaran Bahasa Inggris kelas IX** Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Kementerian Pendidikan dan Kebudayaan. 2018. **Buku siswa Mata Pelajaran Bahasa Inggris kelas IX** Jakarta: Kementerian Pendidikan dan Kebudayaan

G. Langkah-langkah Pembelajaran

	Waktu
<p>Kegiatan Pendahuluan</p> <p>Guru :</p> <p>Orientasi<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi).</i></p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran(<i>PPK: Religius</i>) ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> ➢ <i>Present the parts of the rice cooker</i> 	10 menit

		Waktu
<ul style="list-style-type: none"> ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. ❖ Apabila materi/tema/ projek ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang <ul style="list-style-type: none"> ➢ <i>Actions in progress now</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 		
Kegiatan Inti		
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulasi (stimulasi/pemberian)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (<i>Berpikir kritis dan bekerjasama</i>)</p>	
		60 menit

		Waktu
rangsangan)	<p><i>(4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> pada topic</p> <ul style="list-style-type: none"> ➢ <i>Actions in progress now</i> <p>dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan alat)/<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> Menayangkan gambar/foto tentang <ul style="list-style-type: none"> ➢ <i>Actions in progress now</i> Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa seperti gambar di bawah ini : ❖ Mengamati (tanpa atau dengan alat)/<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> Peserta didik bersama kelompoknya melakukan pengamatandari permasalahan yang ada di buku paket berkaitan dengan materi <ul style="list-style-type: none"> ➢ <i>Actions in progress now</i> 	

		Waktu
	<ul style="list-style-type: none"> ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Mendengar Peserta didik diminta mendengarkan pemberian materi oleh guruyang berkaitan dengan <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Menyimak, Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> 	
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar (<i>Berpikir kritis dan kreatif (4C), tangguh dalam menyelesaikan masalah serta berani mengemukakan pendapat dengan rasa percaya diri (Karakter); mampu membaca</i></p>	

		Waktu
	<p><i>permasalahan serta mengaitkannya dengan konsep yang akan dipelajari (Literasi)</i></p> <ul style="list-style-type: none"> ❖ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket; <i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i> ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; <i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i> ❖ Secara berkelompok peserta didik mengidentifikasi masalah- masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan ❖ Mengajukan pertanyaan tentang : <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari 	

		Waktu
	<p>pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p> <p>➤ <i>Explain events that you experience today?</i></p>	
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Secara berkelompok peserta didik mengumpulkan berbagai informasi <i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)</i> dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian, ❖ Wawancara dengan nara sumber <p><u>COLLABORATION (KERJASAMA)</u></p> <ul style="list-style-type: none"> ❖ Mengumpulkan informasi Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai sumber tentang : <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Membaca sumber lain selain buku teks, (Berpikir kritis dan kreatif (4C) 	

dengan pembiasaan membaca berbagai sumber referensi (Literasi) agar dapat menjawab tantangan permasalahan dengan rasa ingin tahu dan pantang menyerah (Karakter))

Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang :

➤ *Actions in progress now*

- ❖ **Mempresentasikan ulang**
- ❖ **Aktivitas** : *(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C))*



You will listen to Edo, Beni and Udin talking. Beni and Edo are picking up Udin to practise football with them, but Udin cannot go with them because he is doing his homework. Listen to what they say carefully.

I will dictate the conversation to you, turn by turn.

Repeat after me, then hand-write the conversation on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Underline the actions in progress now, at the time of speaking.

While you are writing each sentence, say the sentences loudly, correctly and clearly.



Below are some more conversations about some actions in progress now, at the moment of speaking. Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.



Uma: "Hey, that's Days! Days! Days!"
Siti: "I don't think she can hear you. She has earphones on her ears and she's singing. Maybe she's listening to her favorite songs."



Edo: "Utin, let's go out. Everybody is staying outside."
Utin: "Be quiet, please. I'm trying to concentrate. I'm studying History for the test tomorrow."



Ben: "Let's go to your mom and ask her how to make stuffed tofs."
Days: "Today she is in Poyawa till late afternoon. She's doing vaccination for the babies and small kids in my neighbourhood."



Days: "Where is Edo? Usually he comes earlier than me."
Lina: "He cannot come to the study-group meeting today. He's helping his father fixing the fence of his house."



Line's Mom: "Line, Beni's calling"
 Line: "I can't come to the phone now, Mom. I'm mixing the flour and the eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon."



SRI: "Beni, you look very serious."
 Beni: "Yes, I'm doing the task to describe a girl in this class to criticize, but I'm writing about you. I'm trying to say about your bad habits."



SRI: "Are you mopping the floor again? You've just finished mopping it, haven't you?"
 Dayu: "Well, I tripped over the stool and fell and spilled my milk all over the floor."



Edu: "Where are the others? They are not having lunch now!"
 Siti: "No, They are all in the library. They're looking for some texts about animals and plants in the encyclopedia. Let's go and join them."

Work in your group. Complete the following sentences with the reasons stated by the speakers in the conversation above.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first one has been done for you. First, copy the example.



1. Dayu cannot hear Lina because she is listening to music with earphones.
2. Edo asks Lina to be quiet because _____
3. Dayu's mother is in Padang because _____
4. Edo cannot come to the study-group work because _____
5. Lina cannot come to the phone because _____
6. Beni looks very serious because _____
7. Dayu is surprised because _____
8. Everybody is not having lunch at the canteen now because _____

❖ **Mendiskusikan *Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)***

tentang :

❖ **Memperaktikan**

❖ **Mengulang**

❖ **Saling tukar informasi tentang :**

➤ *Actions in progress now*

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk

		Waktu
	<p>mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>	
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah(<i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),</i>)</p> <p>Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya(<i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i>)apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal.</p> <ul style="list-style-type: none"> ❖ Berdiskusitentang : <ul style="list-style-type: none"> ➢ <i>Actions in progress now</i> ❖ Presentasi hasil diskusi masing-masing kelompok dalam rangka mengomunikasikan hasil karya kelompok. Pada saat kelompok tertentu 	

		Waktu
	<p>melakukan presentasi, kelompok yang lain dapat bertanya atau memberi masukan, demikian sampai masing-masing mendapat giliran.</p> <ul style="list-style-type: none"> ❖ Menuliskan hasil penyelesaiannya pada kertas karton dalam bentuk <i>mind mapping</i>. ❖ Membuat contoh permasalahan dan penyelesaiannya yang identik (modifikasi permasalahan yang telah didiskusikan) berkaitan dengan materi <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> dengan menganalisa hasil diskusi kelompok maupun teori yang ada pada sumber referensi (buku paket atau internet), dan menuliskannya pada <i>mind mapping</i>. ❖ Memberi scaffolding kepada peserta didik dan diupayakan peserta didik sendiri berusaha menuju tingkat pemahaman dan proses berpikir yang lebih tinggi 	
Verificatio n (pembuktia n)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Membuat kesimpulan sementara dari hasil diskusi kelompok; ❖ Mempresentasikan hasil diskusi kelompok di depan kelas yang sudah dituliskan di kertas karton, dan kelompok lain memberikan tanggapan 	

		Waktu
	<p>dengan mengajukan pertanyaan ataupun memberikan masukan.</p> <ul style="list-style-type: none"> ❖ Peserta didik menghubungkan pengetahuan yang diperoleh dari hasil pengamatan maupun jawaban sementara dari pertanyaan yang ada pada buku paket sehingga diperoleh sebuah kesimpulan sementara untuk digunakan sebagai bahan presentasi. ❖ Setelah kegiatan diskusi kelompok selesai, pendidik melakukan pengundian untuk menentukan kelompok yang akan presentasi, setelah terundi kelompok yang akan tampil maka diundi kembali nomor anggota kelompok yang harus presentasi mewakili kelompoknya, dan kelompok lain mengamati hasil diskusi kelompok yang tampil presentasi; ❖ Membuat kesimpulan sementara berdasarkan hasil <i>mind mapping</i> yang telah dibuat bersama kelompok dan dengan mengacu pada buku sumber atau referensi lain, dan membuat contoh yang sesuai dengan materi yang dipelajari yaitu tentang Mempresentasikan di depan kelas hasil pekerjaan kelompoknya dalam bentuk<i>mind mapping</i> yang telah ditulis di kertas karton, dan kelompok lain memberikan tanggapannya; 	
Generalizatio (menarik	<u>COMMUNICATION (BERKOMUNIKASI)</u>	

		Waktu
kesimpulan)	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Actions in progress now</i> ❖ Membuat kesimpulan bersama (<i>Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)</i>) tentang 	

		Waktu
	<ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Evaluasi/ tes akhir (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur, disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran 	
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
<p style="text-align: center;">Kegiatan Penutup</p> <ul style="list-style-type: none"> ❖ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Memfasilitasi dalam membuat kesimpulan Berkomunikasi dan bekerjasama (4C) dalam 		10 menit

	Waktu
<p><i>merumuskan kesimpulan (Literasi), serta saling melengkapi untuk memperoleh konsep yang tepat)</i> tentang</p> <p>➤ <i>Actions in progress now</i> dalam permasalahan kontekstual dari pembelajaran yang dilakukan melalui reviu indikator yang hendak dicapai pada hari itu.</p> <p>❖ Beberapa peserta didik diminta untuk mengungkapkan manfaat mengetahui <i>Berkomunikasi, berpikir kritis dan kreatif (4C) dengan rasa percaya diri (Karakter) dan berani mengemukakan pendapat (Literasi)</i> tentang</p> <p>➤ <i>Actions in progress now</i> dalam kehidupan sehari-hari maupun permasalahan lainnya</p> <p>❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</p> <p>❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya <i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></p> <p>❖ Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator. <i>Menunjukkan sikap disiplin, jujur dan bertanggung jawab selama pelaksanaan penilaian (Karakter)</i></p> <p>❖ Memberi salam. <i>Sikap disiplin dan mengamalkan ajaran agama yang dibuat (Karakter)</i></p>	

Mengetahui,

Kepala SMP Negeri 1 Todanan



Yok Sunarto, S.Pd

NIP. 197712072010011009

Todanan, 18 Juli 2023
Guru Mata Pelajaran

A handwritten signature in black ink, appearing to be "Sukarlan".

Sukarlan, S.Pd

NIP.197710212014061001

Appendix IV

LESSON PLAN (RPP)

Adiwiyata

Education unit	: SMPN 1 Todanan
Subjects	: English
Class/Semester	: IX/Ganjil
Academic Year	: 2023/2024
Main Material	: Give and ask for information related to the purpose, purpose, approval to carry out an action / activity
Time Allocation	: 2 JP (1 Meeting)

H. Core competencies

The formulation of Spiritual Attitude Competency is "**Living and practicing the teachings of the religion he adheres to**". The formulation of Social Attitude Competence is "**Showing honest, disciplined, responsible, caring behavior (mutual assistance, cooperation, tolerance, peace), polite, responsive, and proactive and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the world association**". Both competencies are achieved through *indirect teaching*, namely example, habituation, and school culture, taking into account the characteristics of subjects and the needs and conditions of students.

5. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study in accordance with their talents and interests to solve problems

6. Processing, reasoning, presenting, and creating in the concrete and abstract domains related to the development of what they learn in school independently and acting effectively and creatively, and being able to use methods according to scientific principles

I. Basic Competencies and Competency Achievement Indicators (GPA)

Basic Competencies of KI 3	Competency Achievement Indicators from IP 3
<p>3.6 Apply social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to circumstances / actions / activities / events that are being carried out / occur at the present, past, and future time, according to the context of their use (note the linguistic elements present continuous, past continuous, will + continuous)</p>	<p>3.5.5. Identify social functions describe, report and explain oral and written text transactional interactions that occur in the present, past and future</p> <p>3.5.6. Describe information about the busyness of some people doing hygiene in short and simple texts</p> <p>3.5.7. Ask questions about activities/events about some events and activities are mentioned in other texts again</p> <p>3.5.8. Completing sentences with answers in the form of expressions taken</p>

	from text with correct spelling and punctuation
4.6 Compiling oral and written transactional interaction texts is very short and simple which involves the act of giving and asking for information related to circumstances / actions / activities / events that are being carried out / occurring at the present, past, and future, taking into account social functions, text structures, and language elements that are correct and appropriate to context	4.5.3 Presenting his work on the classroom wall or wall magazine 4.5.4 Compiling the text of the learning outcomes related to oral and written transactional interactions by paying attention to social functions, text structures and language elements that are correct and appropriate to the context

Character Value

- Care
- Honestly works
- Responsibility
- Tolerate
- Cooperation
- Proactive
- Creative

J. Learning Objectives

Through learning activities using the Discovery Learning model combined with *mind mapping* methods, ATM techniques, and scientific approaches that lead students to observe (*read*) problems, write solutions and present the results in front of the class, During

and after following this learning process students are expected to be able to

Meeting

During and after following this learning process students are expected to:

- State and inquire about actions/activities/events that are being carried out/occurred at this time, in the past, and in the future.
- **Be disciplined, confident, and responsible**
- Describe social functions describe, report and explain the text of oral and written transactional interactions that occur in the present, past and future

Be disciplined, confident, and responsible

Fokus nilai-nilai sikap

8. Care
9. Honestly works
10. Responsibility
11. Tolerate
12. Cooperation
13. Proactive
14. Creative

K. Learning Materials

1. Regular learning materials

a. Facts

- The verb forms on in English past, present and future.
- Presented some example sentences to express activities in the past, present and future

b. Concept

- Social functions and text structure to express past, present and future activities
- Text Structure

c. Principle

- Declarative and interrogative sentences in present continuous tense, past continuous, and continuous with modal will.
- Clause with conjunctions when... , while...

- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting

d. Procedure

- Compile texts to express past, present and future activities in accordance with English

2. Remedial learning materials

- Write *Present Perfect tense* sentences
 The students have watered the flower for two months
 (-)
 (?)
 The boy has not learnt how to grow the plants
 (+).....
 (?)

3. Enrichment learning materials

- Students write the phrase *Present Perfect Tense* related to environmental activities in the school

L. Learningmethod:

- Approach:Scientific
- Method :Mind mapping, technical ATMs (Watch, Imitate and Modification), discussion group, tanya answer, Assignment.
- Model: Discovery learning

M. Media/alat,Bahan, dan Sumber Belajar

1. Media/Alat:

- Media LCD projector,
- Laptop,
- Bahan Tayang

2. Learning Resources:

- 4. Relevant textbooks

5. Ministry of Education and Culture. 2018. **Teachers of English Subjects class IX** Jakarta: Ministry of Education and Culture.
6. Ministry of Education and Culture. 2018. **Student book for grade IX English** subjects Jakarta: Ministry of Education and Culture

N. Learning Steps

	Time
<p>Introductory Activities</p> <p>Guru : Orientation <i>Demonstrate discipline before starting the learning process, internalize and practice the teachings of the religion adopted (Character) and familiarize reading and meaning (Literacy).</i></p> <ul style="list-style-type: none"> ❖ Opening with greetings and praying to start learning (<i>KDP: Religious</i>) ❖ Checking the attendance of learners as a disciplined attitude ❖ Prepare physical and psychological students in initiating learning activities. <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Linking the material/theme/learning activities to be carried out with the experience of students with previous materials/<i>themes/activities</i>, <ul style="list-style-type: none"> ➤ <i>Present the parts of the rice cooker</i> ❖ Reminding the prerequisite material by asking. ❖ Ask questions that have something to do with the lesson to be done. <p>Motivation</p> <ul style="list-style-type: none"> ❖ Gives an idea of the benefits of learning the lesson to be learned. ❖ If this material/theme/project is done well and seriously, then students are expected to be able to explain about 	<p>10 min ute</p>

		Time
<ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Convey learning objectives at ongoing meetings ❖ Ask questions. <p>Mold Giving</p> <ul style="list-style-type: none"> ❖ Tell the subject matter to be discussed at the meeting at that time. ❖ Inform about core competencies, basic competencies, indicators, and MFIs at the meeting ❖ Study group division ❖ Explain the mechanism of implementing the learning experience in accordance with the learning steps. 		
Core Activities		
Synths Learning Model	Learning Activities	60 minute
Stimulation (stimulasi/stimulation)	<p><u>LITERACY ACTIVITIES</u></p> <p>Students are given motivation or stimulation to focus attention (<i>Critical thinking and cooperation (4C) in observing problems (reading literacy) with curiosity, honesty and never give up (Character)</i> on topic</p> <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> <p>by the way :</p> <ul style="list-style-type: none"> ❖ Seeing (without or with tools)/<i>Thinking critically and working together (4C) in observing problems (reading literacy) with curiosity, honesty and never give up (Character)</i> <p>Display images/photos about</p> <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> 	

		Time
	<p>Students are asked to observe the display of images presented by the teacher or observe the images contained in student books as shown below:</p> <ul style="list-style-type: none"> ❖ Observing (without or with tools) / Critical thinking and cooperation (4C) in observing problems (reading literacy) with curiosity, honesty and never give up (Character) Students and their groups make observations of the problems in the textbook related to the material <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Reading (done at home before learning activities take place), (Literacy) Students are asked to read material from package books or other supporting books, from the internet / materials related to <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Hear Students are asked to listen to the provision of material by the teacher related to <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Listening, critical thinking and cooperation (4C) in observing problems (reading literacy) with curiosity, honesty and never give up (Character) Students are asked to listen to an explanation of the introduction to the 	

		Time
	<p>activity in outline / globally about the subject matter regarding</p> <p>➤ <i>Actions in progress now</i></p>	
<p>Problem statemen (question/ identificati on problem)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Teachers provide opportunities for students to identify as many questions related to the images presented as possible and will be answered through learning activities (<i>Critical and creative thinking (4C), tough in solving problems and dare to express opinions with confidence (Character); able to read problems and relate them to the concepts to be learned (Literacy)</i>)</p> <ul style="list-style-type: none"> ❖ Students are asked to discuss the results of their observations and record the facts found, as well as answer questions based on the observations in the textbook; <i>Critical and creative thinking (4C) with honesty, discipline, and high responsibility and cooperation (Character)</i> ❖ Educators facilitate students to ask questions that have not been understood based on observations from textbooks discussed with their groups; <i>Critical and creative thinking (4C) with honesty, discipline, and high responsibility and cooperation (Character)</i> ❖ In groups students identify relevant problems that arise from the results of their observations, teachers help 	

		Time
	<p>students narrow down problems that develop in the form of questions</p> <ul style="list-style-type: none"> ❖ Ask questions about: <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> <p>What is not understood from what is observed or questions to obtain additional information about what is observed (ranging from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts necessary for intelligent living and lifelong learning. For example:</p> <ul style="list-style-type: none"> ➤ <i>Explain events that you experience today?</i> 	
Data collection (collection data)	<p><u>LITERACY ACTIVITIES</u></p> <p>In groups students collect various information <i>Think critically, creatively, cooperate and communicate with each other in groups (4C), with curiosity, responsibility and never give up (Character), literacy (reading)</i> responsibly, carefully and creatively that can support the answers to the questions asked, both from textbooks and other sources such as the internet. Through activities:</p> <ul style="list-style-type: none"> ❖ Observing objects/events, ❖ Interview with resource person <p><u>COLLABORATION (COOPERATION)</u></p> <ul style="list-style-type: none"> ❖ Collecting information <p>Students are asked to collect data obtained from various sources about:</p> <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> 	

- ❖ **Reading sources other than textbooks, (*Critical and creative thinking (4C) with the habit of reading various reference sources (Literacy) in order to answer the challenges of problems with curiosity and never give up (Character)*)**

Students are asked to explore their knowledge by reading reference books about:

➤ *Actions in progress now*

- ❖ **Represent**
- ❖ **Activity :(*Develop the ability to think critically, creatively, communicate and cooperate (4C)*)**



You will listen to Edo, Beni and Udin talking. Beni and Edo are picking up Udin to practise football with them, but Udin cannot go with them because he is doing his homework. Listen to what they say carefully.

I will dictate the conversation to you, turn by turn.

Repeat after me, then hand-write the conversation on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Underline the actions in progress now, at the time of speaking.

While you are writing each sentence, say the sentences loudly, correctly and clearly.



Below are some more conversations about some actions in progress now, at the moment of speaking.
Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.



Lina: "Hey, that's Daya! Daya! Daya!"
Siti: "I don't think she can hear you. She has earphones on her ears and she's singing. Maybe she's listening to her favorite songs."



Edo: "Udin, let's go out. Everybody is staying outside."
Udin: "Be quiet, please. I'm trying to concentrate. I'm studying History for the test tomorrow."



Bey: "Let's go to your mom and ask her how to make stuffed toka."
Daya: "Today she is in Poyonsu till late afternoon. She's doing vaccination for the babies and small kids in my neighbourhood."



Dayu: "Where is Edo? Usually he comes earlier than me."
 Lina: "He cannot come to the study-group meeting today. He's helping his father fixing the fence of his house."



Lina's Mom: "Lina, Ben's calling!"
 Lina: "I can't come to the phone now, Mom. I'm mixing the flour and the eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon."



SRI: "Beni, you look very serious."
 Beni: "Yes, I'm doing the task to describe a girl in this class to criticize her. I'm writing about you. I'm trying to say about your bad habits."



Siti: "Are you mopping the floor again? You've just finished mopping it, haven't you?"

Dayu: "Well, I tripped over the stool and fell and spilled my milk all over the floor."



Edu: "Where are the others? They are not having lunch now!"

Siti: "No, they are all in the library. They're looking for some texts about animals and plants in the encyclopedia. Let's go and join them."

Work in your group. Complete the following sentences with the reasons stated by the speakers in the conversation above.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first one has been done for you. First, copy the example.

		Time
	<div style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> <ol style="list-style-type: none"> 1. Doyo cannot hear Lina because she is listening to music with earphone 2. Eda asks Lina to be quiet because _____ 3. Doyo's mother is in Padang because now _____ 4. Eda cannot come to the study-group work because _____ 5. Lina cannot come to the phone because _____ 6. Beni looks very serious because _____ 7. Doyo is surprised because _____ 8. Everybody is not having lunch at the canteen now because _____ </div> <p>❖ Discuss <i>critical thinking, creativity, cooperation and communication with each other in groups (4C), with curiosity and never give up (Character)</i> about:</p> <p>❖ Assembling</p> <p>❖ Repeat</p> <p>❖ Exchange information about :</p> <p style="padding-left: 20px;">➤ <i>Actions in progress now</i></p> <p>by being actively responded to by students from other groups so that new knowledge is obtained that can be used as material for group discussion later, using scientific methods contained in student handbooks or on worksheets provided carefully to develop a conscientious, honest, polite attitude, respect the opinions of others, communication skills, apply the ability to collect information through various ways learned, develop study habits and lifelong learning.</p>	
Data processing	<u>COLLABORATION and CRITICAL THINKING</u>	

		Time
(processing Data)	<p>Educators encourage students to be actively involved in group discussions and help each other to solve problems (<i>Develop the ability to think critically, creatively, communicate and cooperate (4C),</i>)</p> <p>As long as students work in groups, educators pay attention and encourage all students to engage in discussion, and direct if there is a group that deviates from their work and asks questions (<i>Character Values: curiosity, honesty, responsibility, confidence and never give up</i>) if there is something that is not understood, if needed educators provide classical assistance.</p> <ul style="list-style-type: none"> ❖ Discussionabout: <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Presentation of the results of each group's discussion in order to communicate the results of the group's work . When a particular group makes a presentation, the other group can ask questions or give input, as well as until each gets a turn. ❖ Write the results of the solution on cardboard in the form of <i>mind mapping</i>. ❖ Make examples of problems and their solutions that are identical (modifications to problems that have been discussed) related to the material <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> <p>By analyzing the results of group discussions and theories in reference sources (textbooks or the internet), and writing them on <i>mind mapping</i>.</p> 	

		Time
	<ul style="list-style-type: none"> ❖ M give scaffolding to students and strive for students themselves to strive towards a higher level of understanding and thought processes 	
Verification (substantiation)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through activities:</p> <ul style="list-style-type: none"> ❖ Make provisional conclusions from the results of group discussions; ❖ Present the results of group discussions in front of the class that have been written on cardboard, and other groups respond by asking questions or giving input. ❖ Students relate knowledge obtained from observations and temporary answers to questions in the textbook so that a temporary conclusion is obtained to be used as presentation material. ❖ After the group discussion activity is over, the educator conducts a draw to determine the group to be presented, after the group that will appear is drawn, the number of group members who must be presented represents their group, and other groups observe the results of the group discussion that appears presentation; ❖ Make provisional conclusions based on the results of <i>mind mapping</i> that has been made with the group and by 	

		Time
	<p>referring to source books or other references, and make examples that are in accordance with the material studied, namely about</p> <p>Presenting in front of the class the results of their group's work in the form of mind mapping that has been written on cardboard, and other groups give their responses;</p>	
Generalization (interesting Conclusion)	<p>COMMUNICATION</p> <p>Learners discuss to conclude</p> <ul style="list-style-type: none"> ❖ Convey the results of the discussion in the form of conclusions based on the results of analysis orally, in writing, or other media to develop an honest, thorough, tolerant, systematic thinking ability, express opinions politely ❖ Presenting the results of group discussions classically ❖ Express opinions on the presentation made and responded to by the presenting group ❖ Ask questions for the presentation made and other students are given the opportunity to answer them. <p>CREATIVITY</p> <ul style="list-style-type: none"> ❖ Summing up the important points that arise in the newly carried out learning activities in the form of: Report of written observations about the material: ➤ <i>Actions in progress now</i> 	

		Time
	<ul style="list-style-type: none"> ❖ Making conclusions together (<i>Thinking critically and working together (4C) in formulating the right conclusions according to the concept (Literacy) with curiosity and confidence (Character)</i>) about <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> Based on the results of each group's presentation. ❖ Answer questions contained in the student handbook or worksheet provided. ❖ Ask about things that are not yet understood, or the teacher throws some questions to the students. ❖ Final evaluation / test (<i>Critical and creative thinking (4C) with honesty, discipline, and high responsibility (Character)</i>) related to <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Complete competency tests contained in student handbooks or on worksheets that have been provided individually to check students' mastery of the subject matter 	
<p>Note: During the lesson, the teacher observes students' attitudes in learning which include attitudes: discipline, self-confidence, behaving honestly, being tough to face problems of responsibility, curiosity, caring for the environment)</p>		
Concluding Activities		10

	Time
<ul style="list-style-type: none"> ❖ Create a resume (CREATIVITY) with teacher guidance about important points that arise in learning activities about the material <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> ❖ Facilitate in making conclusions <i>Communicate and cooperate (4C) in formulating conclusions (Literacy), as well as complementing each other to obtain the right concept</i> about <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> <p>In contextual problems of learning carried out through reviewing indicators to be achieved on that day.</p> ❖ Some students were asked to express the benefits of knowing <i>Communicate, think critically and creatively (4C) with self-confidence (Character) and dare to express opinions (Literacy)</i> about <ul style="list-style-type: none"> ➤ <i>Actions in progress now</i> <p>in everyday life and other problems</p> ❖ Schedule material or project assignments/products/portfolios/performances that must be learned at the next meeting outside of school hours or at home. ❖ Give assignments to students (homework), and remind students to learn the material to be discussed at the next meeting or prepare for the final test / evaluation at the next meeting <i>Get used to a responsible attitude and care about the task given (Character)</i> ❖ Conduct an assessment to determine the level of achievement of the indicator. <i>Demonstrate discipline, honesty and responsibility during the assessment (Character)</i> ❖ Say hello. <i>Discipline and practice of religious teachings made (Character)</i> 	minute

Knowing,



Kepala SMP Negeri 1 Todanan

Sukarto, S.Pd
NIP. 197712072010011009

Todanan, 18 Juli 2023
Guru Mata Pelajaran

Sukarlan, S.Pd
NIP.197710212014061001

Appendix V

Adiwiyata Class Champion Data



PEMERINTAH KABUPATEN BORA
DINAS PENDIDIKAN

SMP NEGERI 1 TODANAN

Sekolah Adiwiyata Nasional

Jl. Todanan Ngumbul Km. 5 Todanan Bora

Website : www.smpn1todanan.sch.id e-mail: smpn1todanan@gmail.com



DAFTAR JUARA ADIWIYATA KELAS

TAHUN 2022/2023

NO.	KELAS	DUTA ADIWIYATA	JUMLAH NILAI			KET.
			JURI 1	JURI 2	JURI 3	
1	7B	HARTATIK	297	282	243	JUARA 3
2	8D	AUREL RISKA RAHMADANI	290	292	270	JUARA 2
3	9A	ARUM SETIA NINGSIH	310	310	271	JUARA 1

Menggetahui,



Appendix VI

DOCUMENTATION



Figure 1. Student's learning outdoor



Figure 2. Student's learning outdoor



Figure 3. Procedure Text in Textbook



Figure 4. Description Text in Textbook



Figure 5. Interview with the English teacher

Appendix VII

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor : 4180/Un.10.3/D1/TA.00.01/12/2023

06 Desember 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Sulistiyani

NIM : 1903046108

Yth.

Kepala SMP Negeri 1 Todanan
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Sulistiyani

NIM : 1903046108

Alamat : Desa Norambitan RT 01 RW 01 Kec. Janah Kab. Blora

Judul skripsi : Incorporating of Adiwiyata Green School in Indonesia (AGSI) Values into
ELT: A Case of Secondary School

Pembimbing :

1. Lulut Widyaningrum, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 hari, mulai tanggal 6 Desember 2023 sampai dengan tanggal 20 Desember 2023.

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix VIII

Research Completion Letter

	<p>FEMERINTAH KABUPATEN BLORA DINAS PENDIDIKAN SMP NEGERI 1 TODANAN <i>Sekolah Adiwiyata Nasional</i></p> <p>Jl. Todanan Ngembul Km. 5 Todanan Blora ☎(0296) 4319720 Website : www.smpn1todanan.sch.id e-mail: smpn1todanan@gmail.com</p>	
<hr/> SURAT KETERANGAN MELAKSANAKAN PENELITIAN Nomor : 421.3/5368/2023		
<p>Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Todanan, Kabupaten Blora, Jawa Tengah menerangkan bahwa :</p>		
Nama	:	SULISTIYANI
NIM	:	1903046108
Perguruan Tinggi	:	Universitas Islam Negeri Walisongo Semarang
Tahun Akademik	:	2023/2024
<p>Benar – benar telah melaksanakan Penelitian dengan baik dan lancar dalam rangka penyusunan penelitian skripsi dengan:</p>		
Judul	:	Incorporating of Adiwiyata Green School in Indonesia (AGSI) Values into ELT: A Case of Secondary School
Waktu Penelitian	:	06 Desember s.d. 20 Desember 2023

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Blora, 12 Desember 2023
Kepala SMP Negeri 1 Todanan


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CURRICULUM VITAE

Personal Data

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Formal Education

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Semarang, 18 December 2023

The Researcher



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