

Research Article

# The Implementation of Green English Language Teaching Writing Skill in Secondary School: A Survey Research

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## ABSTRACT

Green English language teaching is driven by the idea that, given its global scope, English language teaching (ELT) should not only equip students with language skills, but also enhance their knowledge of important global issues. However, because it shapes how we as humans view and interact with the natural world, the eco-pedagogical significance of the green materials in ELT textbooks has an impact on how nature is portrayed linguistically and discursively, as well as how humans and nature interact. This project aims to investigate students' writing skills around the environment which shows that students' writing skills are improving and the implementation of green English language teaching is good. The researcher distributed survey questionnaires and conducted interviews with the respondents. Then, the findings of this study showed that most of the students had positive perceptions in green English language teaching to improve their writing and English language skills. Although, some of them have negative perceptions in some parts of green English language teaching to improve English writing and language skills. In addition, green English language teaching is very useful and helpful in fostering awareness towards students to be more confident when expressing writing ideas and suggestions.

**Keywords:** Green ELT; green materials; English writing; writing skills; environment

## 1. INTRODUCTION

The belief that English language teaching (ELT), for its global scope, should not only focus on furnishing learners' language skills but also on raising their awareness about critical global issues, like environmental crises, led to the 'greening' of ELT (Zahoor & Janjua, 2020). However, the eco pedagogical import of green contents in ELT has a bearing on the linguistic/discursive representation of nature and the human-nature relationship in them as it conditions how we humans perceive and treat the natural environment. Ecolinguistics, an emerging paradigm in linguistic research, offers the premise to analyze the construction of ecology. This study conducted an ecolinguistic and eco-pedagogical appraisal of the environmental language teaching in the English language used in secondary schools at the secondary level, adapting (Gaard, 2008) eco-pedagogical framework for children's texts and (Halliday, 1994)transitivity analysis model. (Zahoor & Janjua, 2020) found that the construction of nature and the human-nature relationship in the selected course principally propagated an anthropocentric worldview, thus lacking in eco-pedagogical import in how they support students to work in a changing knowledge environment. It also examines teaching and learning theories that support the implementation of a Green ELT method.

The history of introducing Green ELT into different professional fields such as medicine, business, sciences, agriculture and education will provide the background for the study. In addition, researcher examine the range of strategies involved in implementing a Green ELT method throughout the literature as well as the possible benefits and any disadvantages or difficulties reported regarding using a Green ELT method. Nowadays one of the most crucial aspects of the learning process is teaching. A teacher's job in education is to facilitate students' learning. A lot of what takes place in the classroom is the teacher's responsibility, including the lessons presented, the tools utilized, the kind and sequence of activities, classroom management, evaluation, feedback, and correction, among many other things. Additionally, a teacher's role includes motivating students to become active learners and take ownership of their education. The quality of learning is highly dependent on students' motivation and teacher's creativity. High-motivated learners who are supported by teachers who are able to facilitate motivation will lead to success in achieving the target learning (Goria et al., 2016). (Gebhard, 2006) explains that there are four kinds of authentic material: authentic listening/viewing materials, authentic visual materials,

authentic printed materials, and realia. In general, authentic materials help the students bridge the gap between the classroom and the outside world. However, it is in line with the concept of green school.

The situation in Indonesia presents a unique case to examine the impact of Green ELT in improving student writing in secondary school. Their research explores the use of Green ELT in improving writing among students, highlighting environmental awareness in enriching academic activities in the context of English. This academic instruction includes not only the mastery of English as a foreign language, but also students' environmental awareness written in the form of writing and improving the quality of students' writing, which is crucial for higher education and professional success. Previous research has only examined how students can provide ideas or suggestions towards a clean and healthy environment and students' exploration of its perceptions, benefits, and limitations. However, it does not explain whether students have an awareness of the environment and does not know the improvement of students' developing writing. This study will prove whether students have a good idea or suggestion writing towards the environment for writing assignments and discussions in the writing class.

A fast-changing world requires changes in different aspects of its system, especially in education. In particular, it expects its learners to have new skills, understanding and knowledge to meet changing environments. This research aims to support change by supporting the efforts of teachers at secondary school to move away from providing students with ready-made information to finding solutions to environmental problems within the school's subject matter. The researcher is interested in discovering more about the application of Green ELT in several secondary school courses at secondary school and the effects this approach has on teacher effectiveness and student learning. By sharing its findings, the study hopes to increase the variety of instructional strategies employed at Secondary school by introducing a Green ELT into several secondary school courses. The following are some of the research's more specific goals:

1. To explore the experiences of teacher who implement a Green ELT method in a writing in secondary school
2. To understand the benefits and challenges of implementing a Green ELT method from the perspectives of the students.

To achieve the above objectives, the study aims to answer the following questions:

1. How does teacher implement Green ELT (English Language Teaching) method in secondary school classrooms?
2. What is benefits and challenges student face in integrating this method into the learning process?

## 2. RESEARCH METHOD

Methods section should explain detail information about research design, participants location, time, sample or population, research variables, research procedures, how the data to be collected and analysed. The number of methodology subsections can be adjusted.

### Research Design

In this study, the researcher was preferred for qualitative research. At the qualitative stage of the research, the case study design was taken as the basis. *The case study is the study of the particular and complexity of a single case coming to understand its activity within critical circumstances* (Stake, 1995). In the case study, the researcher wants to answer the questions of *how* or *why* (Yin, 2003). This framework tried to determine how the experimental group had experiences related to Green ELT.

### Participants

The population of this study was 2 secondary school students. The total population is 120 students. In selecting the sample, the researcher chose randomly. This technique is used to determine the sample with certain considerations. There were 30 students taken from each group as representatives to be interviewed.

### Data Collection

#### 1. Questionnaire

The researcher administered a questionnaire to the study sample, which is first-semester students of the English Education Department, to know how far students used questioning as a reading comprehension strategy. Before distributing the questionnaire to the study sample, the questionnaire was tested using the SPSS 25 software to check its validity and reliability. The validity test which the writer has used is construct validity. In addition, the validity test is aimed to measure how far the instrument is appropriate to test what will be tested. Consequently, before distributing the questionnaire to the study sample, the writer has to test the validity to measure whether the instrument is appropriate to be distributed. Besides, the writer also tests the reliability of the instrument. Reliability is aimed to measure the instrument's consistency if it is conducted twice or more. It means that a reliability test should be conducted in order to make the instrument reliable and appropriate to be distributed to the study sample. The questionnaire was distributed to

the study sample at Secondary school. The questionnaire consists of 15 items that describe the characteristics of questioning as a reading comprehension strategy. The questionnaire is aimed to test the positive statement; therefore, the answer can be scored on the Likert scale as follows:

- a. Strongly agree = 5
- b. Agree = 4
- c. Neutral = 3
- d. Disagree = 2
- e. Strongly disagree = 1

Hence, after distributing the questionnaire to the sample of the study, the writer calculated the students' entire questionnaire by using SPSS 25 to know the sum score of questioning as a reading strategy used by the students.

## 2. Interview

This qualitative method provides a deeper understanding of the experiences and opinions of participants to provide a more comprehensive interpretation of the study results. Participants can comment and express their opinions when the researcher provides a prepared statement.

## Data Analysis

In the analysis of data, the SPSS25 package program was used. Non-parametric tests should be preferred in case the number of participants in the study groups is less than 25. Therefore, in the comparison of pre-test and post-test scores of the experimental and control groups, the Mann-Whitney U test was used. In contrast, in comparison of the pre-test and post-test scores of the groups themselves, the Wilcoxon Signed Rank test was used. The qualitative data were analyzed descriptively. Descriptive analysis aims to systematically organize and present the data via interpretation. The descriptive analysis comprises four stages: Forming a conceptual framework for analysis, processing data according to this framework, identifying, and interpreting findings (Creswell & Poth, 2016).

## 3. RESULTS AND DISCUSSION

### 3.1 Questionnaire Results

Results and Discussions contain results obtained by author during the research activities. The results of the research submitted in advanced as whole which continues by doing the discussion. The discussions are presented systematically from general to the specific. The data can be presented with tables or figures. Results and discussions must also interconnect with theory that used. Avoid excessive use of citations and discussion of published literature. This study used a five-point Likert scale questionnaire, where 1 indicates strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree. After grouping the responses, the researcher counted the total number of each response. Next, the researcher calculated the average score for each statement to determine the primary response to that statement. The collected data was processed and analyzed using the Statistical Package for Social Sciences (SPSS) software to calculate the mean, frequency, and percentage of the responses. The results were then classified based on indicators relevant to answering the research questions.

#### 3.1.1 Focus and Attention

**Table 1.** Focus and Attention

Statements	Frequency	Strongly Agree	Agree	Cumulative Percent
Concentrate during lessons	120	35	65	100
Listen seriously	120	50	50	100
Ask questions for clarity	120	48	52	100

This table focuses on the level of focus and attention shown by students during lessons using the Green ELT method. The first statement, "Concentrated during the lesson", showed that 78 students (65%) agreed, and 42 students (35%) strongly agreed, indicating that the majority of participants-maintained concentration during the lesson. For the statement "Listened intently", an even distribution was seen, with 60 students (50%) agreeing and 60 students (50%) strongly agreeing, highlighting that listening intently was a common behavior among the participants. Finally, for "Asking questions to gain clarity", 62 students (52%) agreed, and 58 students (48%) strongly agreed, indicating that many students were proactive in seeking clarity when needed. Overall, these findings suggest that most students demonstrate a good level of focus and attention during lessons. Although responses showed a balance between agreeing and strongly agreeing, the data suggests that the Green ELT method effectively fosters concentration, attention and active engagement among students. This approach seems to encourage students to be present and actively participate in their learning process.

### 3.1.2 Collaboration and Communication

**Table 2.** Collaboration and Communication

Statement	Frequency	Strongly Agree	Agree	Cumulative Percent
Discuss with peers	120	25	75	100
Share ideas in groups	120	30	70	100
Communicate effectively	120	10	90	100

This table highlights the students' level of collaboration and communication during the lesson using the Green ELT method. The first statement, "Discussing with peers", shows that 90 students (75%) agreed, and 30 students (25%) strongly agreed, indicating that most students were actively involved in discussions with their peers. For the statement "Sharing ideas in groups", 84 students (70%) agreed, while 36 students (30%) strongly agreed, indicating that group discussions encourage effective sharing of ideas. Finally, the statement "Communicate effectively" received the highest level of agreement, with 108 students (90%) agreeing and 12 students (10%) strongly agreeing, reflecting that effective communication was an important aspect of their learning experience. Overall, the data shows that the Green ELT method successfully encouraged collaboration and communication among the students. Most participants actively contributed to discussions, shared ideas and maintained effective communication, which are essential skills for academic and personal development. This demonstrates the effectiveness of this method in encouraging teamwork and interpersonal engagement in the classroom.

### 3.1.3 Learning Strategies

**Table 3.** Learning Strategies

Statement	Frequency	Strongly Agree	Agree	Cumulative Percent
Take notes	120	50	50	100
Answer questions	120	31	69	100
Understand topics	120	46	54	100

This table focuses on the learning strategies used by students during Green ELT lessons. The first statement, "Taking notes", shows that 60 students (50%) agreed, and 60 students (50%) strongly agreed, indicating an even distribution of responses and emphasizing that taking notes is a strategy that many students use. For the statement "Answering questions", 83 students (69%) agreed, and 37 students (31%) strongly agreed, indicating that most students were confident in answering questions during the lesson. The last statement, "Understanding the topic", received agreement from 65 students (54%) and strongly agreed from 55 students (46%), highlighting that most students successfully understood the topic being discussed. Overall, the data shows that the Green ELT method effectively supports various learning strategies, such as note-taking, answering questions, and understanding the topic of the lesson. These strategies play an important role in helping students to engage with the material, retain information, and actively participate in the learning process.

### 3.1.4 Completion and Confidence

**Table 4.** Completion and Confidence

Statement	Frequency	Strongly Agree	Agree	Cumulative Percent
Complete tasks on time	120	48	52	100
Present group work	120	35	65	100

This table highlights students' performance in task completion and their confidence during lessons using the Green ELT (English Language Teaching) method. The first statement, "Completing assignments on time", showed that 62 students (52%) agreed, while 58 students (48%) strongly agreed, indicating that most students were consistent in meeting deadlines for their assignments. For the statement "Presenting the results of group work", as many as 78 students (65%) agreed, and 42 students (35%) strongly agreed, indicating that most students were confident and willing to present the results of their group work. Overall, the data showed that the Green ELT method fostered a sense of responsibility and confidence among the students. Most participants were diligent in completing their tasks within the given timeframe and actively participated in group presentations, reflecting their growing competence and confidence in collaborative and individualized academic activities.

## 3.2 Interview Results

The oral interviews (n=30) were designed to examine students' use of Green ELT and perceived advantages and disadvantages. The focus here will be on the themes that persisted during the interview or exposed different aspects of learners' perceptions. Analysis of the interviews revealed that participants prefer green ELT because it is a very different method from the usual learning methods, and the theme could preserve the environment.

*I am bored with learning with the usual theme, but this material is unique (St\_3).*

*I like the idea of learning English through environmental conservation, there are many things to learn (St\_15).*

The participants expressed that they always discuss and communicate in English language learning by using social media. The analysis found that all participants often discuss and communicate with each other in English.

*I like to communicate with my friends and sometimes discuss homework (St\_2)*

*We always discuss with friends about English learning, assignments, or homework by using the internet and textbook books (St\_27)*

Implementing green ELT can increase student motivation. As some participants mentioned self-directed learning and interest in Green ELT. As some students expressed;

*We can share knowledge and ideas to complete the task. (St\_22)*

*I am happy to learn English through this method. I can learn about discussion and presentation well, so I can ask questions that I do not know the answer to (St\_13)*

Using green ELT can improve English language skills. This was learned from students' learning via various sorts of knowledge, such as critical thinking and how to do a presentation. These skills provided some benefits to help the students develop their English skills.

*I can practice, present, speak and listen to English easily with this method (St\_1).*

*With green ELT, I can learn vocabulary, there are many new vocabulary that I just know (St\_5)*

The last aspect was effectiveness. This was defined from students' learning via various knowledge such as critical thinking and how to do presentations. These skills provided some benefits to help the students understand English learning materials efficiently and make English language learning more effective. For instance, two students mentioned:

*With green ELT, I can learn English effectively because I can learn more about environmental awareness (St\_26).*

*I think environmental conservation helps me learn English more uniquely because green elt allows us to explore English (St\_9).*

In RQ1, the teacher's way to implement in his class by that way at the beginning of the semester the teacher divides the study group to make it easier in all matters of group division for all subjects, then the teacher gives assignments to students in the form of an essay with 300 words in English, before students write English they look for references or sources that match the topic of green ELT. They write and check the grammar for the teacher. After that, students will present the results of their writing and will be given a question-and-answer session. The students felt the positive impact when they learned English using green ELT, they never did two subjects in one lesson. A very positive response from a quantitative research presentation reached about 63% of the respondents who responded strongly agreed and agreed with the questionnaire. A positive response also to the qualitative research at the time the researchers interviewed the participants, the core answer of the participants was that the students very much liked the topic green ELT. Students can learn much from their teachers, such as translating essays, practicing public speaking, and thinking critically when answering questions. Although the participants were aware of the limitations of green ELT, including the lack of subject matter, they were still puzzled by the resources and materials presented in a pedagogically positive manner in various aspects, such as learning about environmental conservation, knowing the positive and negative impacts in natural disasters and saving environmental energy.

In RQ-2, students had the benefit of writing on a theme set by the teacher and adding new vocabulary. Students can learn to write in English with environmental themes such as flooding. At first student did not know the English language of flooding, after knowing the English vocabulary of flooding, they could pour their ideas to write things related to flooding and so did other students. Since this is a group assignment, students can discuss with each other to complete the writing task. Their challenge is the lack of technology to open internet sites to translate some vocabulary. Because the school only provides 5 laptops for them to study, so each student brings a dictionary book to look up the vocabulary they want to write. Students can also ask the teacher to help with the writing task, but the teacher must take turns assisting other groups.

### 3.3 Discussion

#### Green Language Teaching in the Classroom

In order to encourage students to read, write, and become familiar with environmental terms, (Hossain, 2018) offers doable recommendations for incorporating environmental education into English language classes. Just as many other conspicuously atmospheric elements can be carried out in the classroom's arrangement and in the standard equipment that teachers and students use. English language instructors can use authentic sources like films, the internet, and newspapers on specific ecological concerns relevant to the text's topic to highlight the seriousness of some environmental problems during pre-reading. (Metz, 2018) claims that language instructors educate their students about environmental facts and problems that are relevant to the real texts they use in class but the students may not be aware. In addition to developing their knowledge of justice, human rights, and responsibilities, students studying environmental awareness should become knowledgeable about current environmental issues and trends. They should also be able to apply what they learn about these issues to the creation of future perspectives on environmental awareness.

## Objectives of Green Language Teaching

(Fox & Wogowitsch, 2021) state that the purposes of green language teaching is to address ingrained attitudes or mindsets, which are further broken down into values and collaboration skills. According to (Chowdhury, 2014), several policy suggestions ought to be made in order to raise the bar for formal environmental education at Secondary school. In addition, (Riegerová, 2011) notes that since various social, economic, and environmental factors have different effects on different places, every site should be taken into consideration in the context of these factors. With an emphasis on the environment, educational processes should be conducted in an environment that promotes sustainable living, the development of environmental competencies, teamwork, and system thinking.

## The Kinds of Authentic Material

(Gebhard, 2006) has classified the kinds of Authentic Material into four. Furthermore, the finding showed there are three kinds of Authentic Material used in Teaching English. They are: Authentic Visual Material, Authentic Printed Material, and Realia. By those 48 authentic materials, only one referred to Authentic Visual Material, two referred to Authentic Printed Material, and the rest forty-five referred to Realia which means it is the most favorable Authentic Material used by the English teacher.

The researcher classified the findings based on the Gebhard theory as follow:

- Authentic Visual Material: poster
- Authentic Printed Material: calendar, printed pictures of garden tools
- Realia: pot, broom, banana tree, orchid, lamp, hat, cap, wallet, broom, dustbin, ruler, wallet, o'clock, teapot, statue, shoes, blackboard, whiteboard, window, water, ink, pencil, pen, pencil case, purse, pencil sharpener, rubber, correction pen, board marker, plastic, scissor, glasses, balloon, sajadah, peci, mukenah, sarong, prayer seeds. green beans, rice beans, corn beans, bicycle, motorcycle.

## The Use of Authentic Material

In applying the Authentic Material, the teacher always started the class by praying, then reviewed the previous lesson, and attracted the students' interest by asking their health, their activities, and so on. In a first few minutes, the teacher usually discussed a little bit about the topic. After that, the teacher and the students walked around the school to find out the real object related with the topic. By seeing and holding the real thing, it makes the students interest and experience the real situation. It supports the theory of (Heitler, 2005) who mentioned that Authentic Material bring learners into direct contact with a reality. In addition, Green School makes children not glued to the theory only, because they can also learn and experience knowledge from nature.

## 4. CONCLUSION

Based on the teachers-informed talks, researcher conclude that teachers, students, local communities, environmentalists, and policymakers must all work together to foster the growth of environmentally conscious students. For one thing, it is impossible to do this alone in a situation when the assistance of other parties is required. Therefore, preparing EFL teachers to integrate environmental issues into language education is essential. It calls for developing green pedagogy and Environmental education-based instructions in teaching ecological matters. We recommend that language curriculum developers develop an environmental education syllabus for teacher education programs. It is necessary to have a common interest in improving the teachers' skills to deliver a targeted Environmental education. In addition, the school can also design an eco-school or green school program to empower the community to care for the environment.

## RECOMMENDATIONS

To integrate environmental education into English language teaching, teachers need to receive professional training that focuses on using green pedagogy methods and developing environmental awareness. The curriculum should also include environmental themes to increase students' awareness and critical thinking skills. Schools should encourage collaborative projects, such as environmental campaigns, to increase student engagement. In addition, there is a need to improve technology facilities in schools to support more effective learning. Involving local communities, environmental organizations and policy makers is also important in supporting green school programs. Finally, the use of authentic materials such as environment-related articles, videos and interactive resources will make learning more interesting and relevant for students.

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## AUTHOR'S CONTRIBUTIONS

All authors discussed the results and contributed to from the start to final manuscript.

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