



THE EFFECTIVENESS OF ECOLINGUISTICS-BASED TEACHING MATERIALS IN IMPROVING EFL STUDENTS' WRITING SKILLS AND ENVIRONMENTAL AWARENESS

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ABSTRAK

Pembelajaran bahasa Inggris perlu mengembangkan keterampilan menulis sekaligus menghubungkan proses belajar dengan persoalan lingkungan yang dekat dengan kehidupan siswa. Penelitian ini bertujuan menguji efektivitas bahan ajar berbasis ekolinguistik terhadap keterampilan menulis teks *analytical exposition* serta mendeskripsikan kesadaran lingkungan siswa. Penelitian menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental, melibatkan 72 siswa SMAN 1 Woha yang terbagi dalam kelompok eksperimen dan kontrol, masing-masing 36 siswa. Penelitian dilaksanakan pada 22–23 Juli 2026. Kelompok eksperimen belajar menggunakan bahan ajar bertema “Take Your Part to Reduce Plastic Waste”, sedangkan kelompok kontrol menggunakan bahan ajar reguler. Data diperoleh melalui tes menulis *pretest* dan *posttest* serta kuesioner kesadaran lingkungan. Analisis data mencakup statistik deskriptif, uji normalitas Shapiro–Wilk, uji *independent samples t-test*, dan analisis *N-Gain*. Rata-rata skor menulis kelompok eksperimen meningkat dari 58,47 menjadi 89,81, sementara kelompok kontrol meningkat dari 58,20 menjadi 81,94. Perbedaan antarkelompok signifikan secara statistik ($p < 0,001$). Nilai *N-Gain* kelompok eksperimen mencapai 0,75 (kategori tinggi), sedangkan kelompok kontrol 0,56 (kategori sedang). Kuesioner kelompok eksperimen menghasilkan skor kesadaran lingkungan 4,35 atau 87% (kategori sangat baik). Dengan demikian, bahan ajar berbasis ekolinguistik menunjukkan hasil pembelajaran menulis yang lebih tinggi pada kelompok eksperimen dan disertai respons kesadaran lingkungan yang positif. Namun, skor kuesioner belum membuktikan peningkatan kesadaran dibandingkan kelompok kontrol.

Kata Kunci: *Bahan Ajar, Ekolinguistik, Keterampilan Menulis, Kesadaran Lingkungan, Teks Eksposisi Analitis.*

ABSTRACT

English language learning should develop students' writing skills while connecting classroom activities with environmental issues relevant to their daily lives. This study aimed to examine the effectiveness of ecolinguistics-based teaching materials in improving students' analytical exposition writing skills and to describe their environmental awareness. A quantitative quasi-experimental design was employed, involving 72 students at SMAN 1 Woha, divided equally into experimental and control groups, with 36 students in each group. The research was conducted on July 22–23, 2026. The experimental group used ecolinguistics-based materials themed “Take Your Part to Reduce Plastic Waste,” while the control group used regular teaching materials. Data were collected through writing pretests and posttests and an environmental awareness questionnaire. The data were analyzed using descriptive statistics,



the Shapiro–Wilk normality test, an independent-samples t-test, and N-Gain analysis. The experimental group's mean writing score increased from 58.47 to 89.81, while the control group's score increased from 58.20 to 81.94. The difference between the groups was statistically significant ($p < 0.001$). The experimental group achieved an N-Gain score of 0.75 (high category), compared with 0.56 (moderate category) in the control group. The experimental group's environmental awareness questionnaire score reached 4.35, or 87%, indicating a very good level. These findings suggest that ecolinguistics-based materials were associated with greater writing improvement and positive environmental awareness responses. However, the questionnaire results do not establish an increase in environmental awareness relative to the control group.

Keywords: *Teaching Materials, Ecolinguistics, Writing Skills, Environmental Awareness, Analytical Exposition.*

INTRODUCTION

English language learning at the secondary school level should not be limited to the mastery of linguistic elements but should also provide opportunities for students to use language as a means of understanding issues relevant to their lives. Writing skills, particularly in composing analytical exposition texts, require students to develop ideas, organize arguments, select appropriate vocabulary, and express opinions logically. However, these processes can become challenging when students encounter unfamiliar topics or lack sufficient opportunities to construct arguments based on their real-life experiences. Eragamreddy (2024) discusses motivational and affective factors in learning English as a second language, highlighting the relevance of considering students' learning experiences and engagement when designing writing instruction. Therefore, an instructional approach is needed that not only develops linguistic competence but also provides meaningful contexts to help students generate ideas and communicate them effectively in written form.

One context that can be integrated into English language learning is environmental issues. Topics such as plastic pollution, waste management, and environmental conservation can serve as sources of ideas for constructing arguments in analytical exposition texts. Such integration also creates opportunities for language learning to contribute to the development of environmental literacy. Imran et al. (2024) address environmental education in relation to the development of students' knowledge, attitudes, and behavior, while Supratman et al. (2026) discuss environmental education based on Samawa local values to foster students' environmental literacy. These studies provide a foundation for considering environmental knowledge and attitudes as relevant dimensions of educational activities. Nevertheless, their application to English writing instruction requires appropriate instructional design and empirical investigation that take the learning context into account.

Within this framework, ecolinguistics can be used to connect language learning with the ways in which people understand, represent, and discuss the environment. This approach allows texts and language activities to be situated within ecological issues rather than being treated solely as exercises in linguistic structures and conventions. Albuquerque and Tan (2026) examine the relationship between foreign language teaching, educational ecolinguistics, and climate change, while Ahmadi (2025) discusses the development of environmental awareness through Content and Language Integrated Learning (CLIL), using water-related issues in an EFL context. These studies demonstrate the relevance of environmental topics in language education. However, their scope, student characteristics, and



instructional interventions need to be considered when applying their findings to a particular research context. Accordingly, the development of ecolinguistics-based teaching materials should take into account the alignment between language learning objectives, ecological issues, and students' needs.

Several studies and development initiatives have also highlighted the use of environmental contexts in the preparation of learning materials. Aisyah and Maharani (2026) examine the development of English teaching materials based on ecolinguistics or eco-literacy to strengthen students' environmental literacy. Retnaningdyah et al. (2025) focus on training English teachers in junior high schools in Surabaya to develop extensive reading materials with an ecoliteracy theme. Meanwhile, Bulan et al. (2024) investigate a needs analysis for developing English teaching materials using the Eco-ELT approach to improve environmental literacy among secondary school students in Dompu Regency. Asan et al. (2025) also examine learning needs among Phase E students in relation to strengthening environmental literacy and collaboration. These studies provide relevant foundations for considering students' needs, material characteristics, and the integration of environmental issues into instruction. Nevertheless, they do not automatically establish the effectiveness of such materials in improving students' ability to write analytical exposition texts within the context of the present study.

In addition to topic selection, writing instruction requires strategies that help students develop ideas and organize them into coherent texts. Contextual learning can establish connections between instructional content and situations that students can recognize in their everyday lives. Hidayati and Zainil (2025) discuss the implementation of contextual learning to improve narrative writing skills among elementary school students. Although their educational level and text type differ from those of the present study, their work is relevant to considering the role of context in writing instruction. Nashir and Laili (2026) investigate the effectiveness of interactive digital media in improving secondary school students' English writing skills, providing a reference for considering instructional support in writing development. However, ecolinguistics-based teaching materials have a distinctive focus because they combine language learning objectives with environmental issues. The relationship between these material characteristics and writing outcomes therefore needs to be examined through empirical evidence.

The study by Annisah et al. (2026), entitled Integrating Ecolinguistic-Based Writing Pedagogy to Enhance Students' Writing Skills and Environmental Awareness: Evidence from a Pre-Experimental Study, is directly related to the integration of ecolinguistics, writing skills, and environmental awareness. The existence of this study indicates that the relationship between writing instruction and ecological issues has already attracted research attention. Therefore, the novelty of the present study cannot be established merely by referring to the use of ecolinguistics or the combination of two learning objectives. Instead, the study needs to be positioned specifically in terms of its student context, teaching material characteristics, text type, research design, and measured learning outcomes. From this perspective, the present study seeks to provide empirical evidence relevant to the application of ecolinguistics-based teaching materials in secondary school English writing instruction.

Based on the preceding discussion, this study aims to analyze the effectiveness of ecolinguistics-based teaching materials in improving students' English writing skills and to describe their environmental awareness after participating in the instructional activities. The materials were developed around the theme "Take Your Part to Reduce Plastic Waste" and



used in teaching analytical exposition texts, providing students with opportunities to construct arguments about environmental issues relevant to their everyday lives. The effectiveness of the materials in relation to writing skills was examined by comparing the outcomes of the experimental and control groups, while environmental awareness was analyzed in terms of the measured dimensions of environmental knowledge, attitudes, and environmentally responsible behavior. Thus, this study is expected to contribute to discussions on the use of ecolinguistics-based materials in EFL instruction and to provide considerations for developing learning materials that contextually connect writing competence with environmental education.

METHOD

This study employed a quantitative approach using a pretest–posttest control-group design to examine the effectiveness of ecolinguistics-based teaching materials in improving students’ English writing skills and environmental awareness. The research was conducted at SMAN 1 Woha and involved two Grade XI classes: class XI F1A, consisting of 37 students, and class XI F1B, consisting of 36 students. The classes were selected randomly (random class selection), with one designated as the experimental group and the other as the control group. The experimental group received instruction using ecolinguistics-based teaching materials for analytical exposition texts under the theme “Take Your Part to Reduce Plastic Waste,” while the control group received instruction using regular teaching materials. The research was conducted from July 22 to 23, 2026. The research period, number of sessions, and duration of each session should be specified to ensure that the research procedures are traceable and replicable.

Data were collected through writing tests and an environmental awareness questionnaire. The writing tests were administered before and after the instruction (pretest and posttest) to both groups to obtain data on changes in students’ writing skills. Students’ written work was assessed using a rubric covering specific writing skill components; the assessment components and scoring range should be described in accordance with the instrument actually used in the study. Meanwhile, the environmental awareness questionnaire employed a Likert scale and was administered to the experimental group after the instructional intervention to describe students’ environmental awareness responses following the treatment. The basis for instrument development, scoring procedures, and validity and reliability testing results should be reported in accordance with the available evidence. Such procedures must not be claimed as completed if they were not actually conducted.

The test data were analyzed quantitatively by calculating the mean writing scores for each group before and after instruction. Before hypothesis testing, the Shapiro–Wilk normality test and Levene’s test for homogeneity of variance were conducted to examine the assumptions underlying parametric analysis. Differences in writing performance between the experimental and control groups were analyzed using an independent-samples t-test, with the significance level set at 0.05. The environmental awareness questionnaire data were analyzed descriptively by calculating scores and percentages, which were then interpreted according to the categories established in the research instrument. If additional analyses, such as gain scores, N-Gain, or effect size, were used, their formulas, interpretation criteria, and calculation results should be explicitly reported. These analyses should not be included as procedures that were performed if they were not part of the actual research process.

RESULTS AND DISCUSSION

Results

1. Descriptive Statistics of Pretest and Posttest Results

Before hypothesis testing was conducted, the data were analyzed descriptively to provide an overview of the students' initial and final writing abilities in both the experimental and control groups. The analysis included a comparison of the pretest and posttest scores obtained after the instructional process. These descriptive results were used to identify changes in students' writing scores in both groups before conducting inferential analysis. The descriptive statistics of the pretest and posttest results are presented in Figure 1.

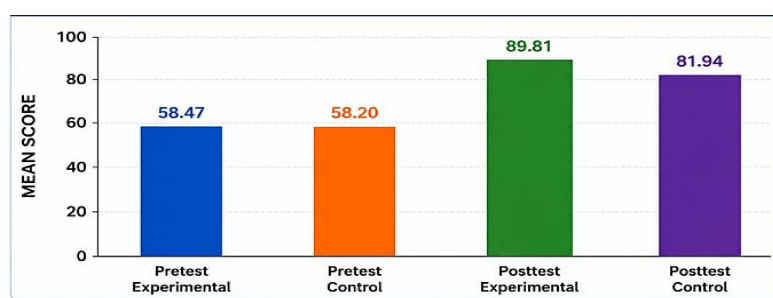


Figure 1. Descriptive Statistics of Pretest and Posttest Results

Based on Figure 1, the mean pretest score of the experimental group was 58.47, while the control group obtained 58.20. These scores indicate that the initial abilities of the two groups were relatively comparable, with the experimental group having a slightly higher mean score. After the treatment, the mean posttest score of the experimental group increased to 89.81, while the control group increased to 81.94. These results indicate that both groups experienced an improvement in writing skills; however, the improvement in the experimental group was higher than that of the control group.

2. Normality Test Results

The normality test was conducted using the Shapiro–Wilk test to determine whether the data were normally distributed. The test was applied to the pretest and posttest scores of the experimental and control groups. The results were examined based on the significance values obtained from the Shapiro–Wilk test, with a significance level of 0.05. The results of the Shapiro–Wilk normality test are presented in Figure 2.

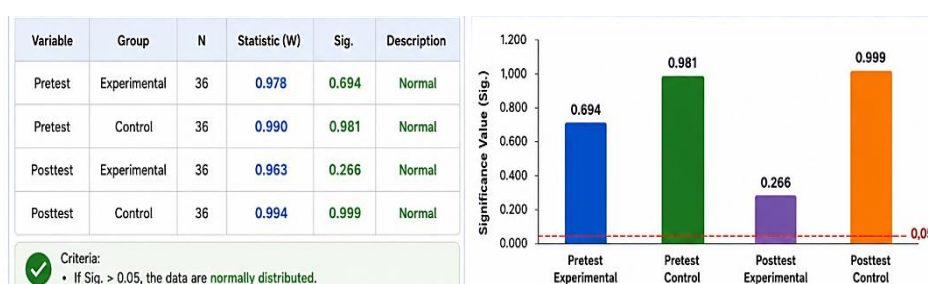


Figure 2. Normality Test Results (Shapiro–Wilk)

As shown in Figure 2, the results of the Shapiro–Wilk normality test indicate that the significance value of the pretest data for the experimental group was 0.694, while that of the control group was 0.981. Meanwhile, the significance value of the posttest data for the experimental group was 0.266, and the control group was 0.999. All significance values were greater than 0.05. Therefore, it can be concluded that the pretest and posttest data for both the experimental and control groups were normally distributed. Thus, the assumption of normality was fulfilled, allowing the subsequent analysis to use parametric statistical tests in accordance with the objectives of the study.

3. Homogeneity Test Results

The homogeneity test was conducted using Levene’s Test to determine whether the variances of the experimental and control groups were equal. The test was applied to the pretest and posttest scores to assess the assumption of equal variances before conducting the independent-samples *t*-test. The results were interpreted based on the significance value obtained from Levene’s Test, using a significance level of 0.05. Figure 3 presents the results of the homogeneity test.

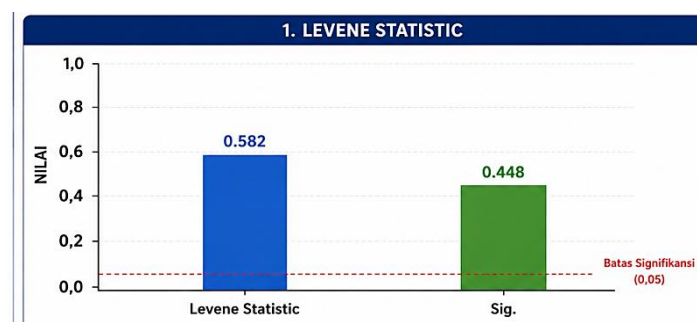


Figure 3. Homogeneity Test Results

Figure 3 presents the results of the homogeneity test using Levene’s Test. The significance value was 0.448, which is greater than the 0.05 significance level. This result indicates that the variances of the experimental and control groups were homogeneous. Therefore, the homogeneity assumption was satisfied, supporting the use of the independent-samples *t*-test for further analysis.

3. Hypothesis Test Results

Hypothesis testing was conducted using the independent-samples *t*-test to determine whether there was a significant difference in students’ writing skills between the experimental and control groups after the treatment was administered. The test compared the posttest scores of the two groups to examine differences in their writing performance. The significance level was set at 0.05 as the basis for determining whether the difference between the groups was statistically significant. The results of the hypothesis test are presented in Figure 4.

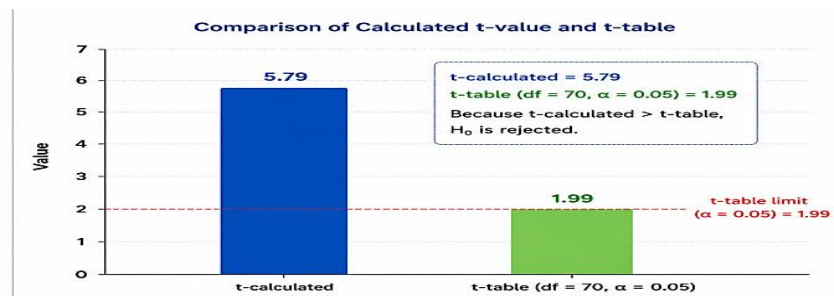


Figure 4. Hypothesis Test Results

Based on the results of the Independent Samples t-test presented in Table 4, the significance value was $0.000 < 0.05$. Therefore, H_0 was rejected and H_1 was accepted. This means that there was a significant difference between the learning outcomes of the experimental and control groups. The mean posttest score of the experimental group was 89.81, which was higher than the control group's score of 81.94. These results indicate that the use of ecolinguistics-based teaching materials had a significant effect on students' writing skills.

4. N-Gain Analysis Results

N-Gain analysis was conducted to determine the level of improvement in students' writing skills after the learning process. The analysis compared the pretest and posttest scores of the experimental and control groups to measure the magnitude of learning gains. The resulting N-Gain scores were interpreted according to the established categories of improvement. The N-Gain analysis results are illustrated in Figure 5.

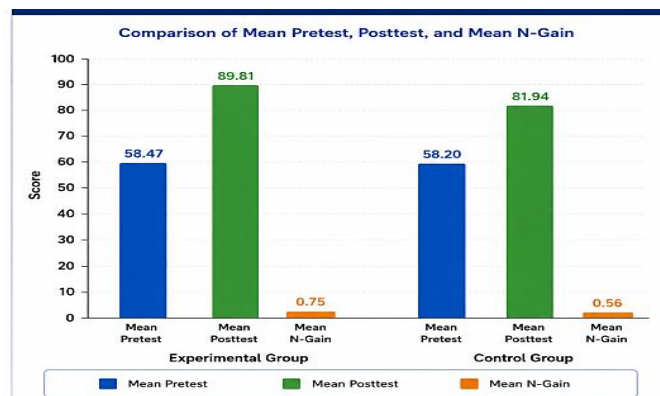


Figure 5. N-Gain Analysis Results

Based on Table 5, the mean N-Gain score of the experimental group was 0.75, which was categorized as high, while the control group obtained a mean score of 0.56, which was categorized as moderate. These results indicate that the improvement in students' writing skills in the experimental group was higher than that of the control group. Therefore, ecolinguistics-based teaching materials provided greater improvement in students' writing skills compared with the learning provided to the control group.

5. Environmental Awareness Analysis Results

Students' environmental awareness was measured using a Likert-scale questionnaire administered after the learning process to the experimental group. The questionnaire was used to describe students' responses to environmental issues following the implementation of the ecolinguistics-based teaching materials. The responses were analyzed by calculating the overall score and percentage and interpreting them according to the categories established in the research instrument. The results of the environmental awareness analysis are presented in Figure 6.

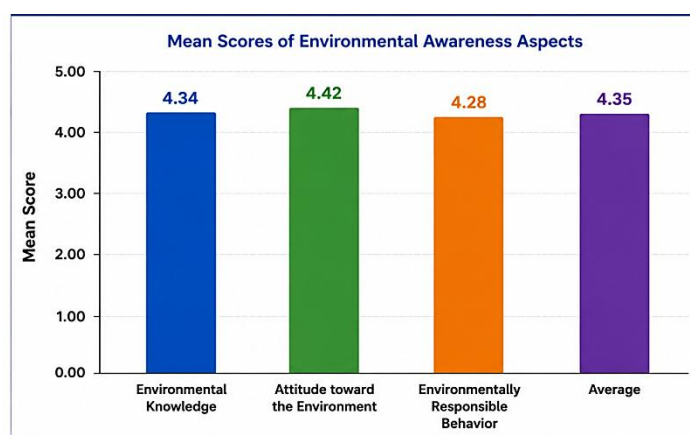


Figure 6. Environmental Awareness Analysis Results

Based on Table 6, the mean score of students' environmental awareness was 4.35 or 87.0%, which was categorized as very good. The highest score was obtained in the attitude toward the environment aspect, at 88.4%, while the environmentally responsible behavior aspect obtained 85.6%. These results indicate that the use of ecolinguistics-based teaching materials not only improved students' writing skills but also had a positive impact on their environmental awareness.

Discussion

The findings indicate that the use of ecolinguistics-based teaching materials resulted in a greater improvement in English writing skills in the experimental group than in the control group. This is reflected in the change in the experimental group's mean score, which increased from 58.47 on the pretest to 89.81 on the posttest, while the control group's mean score increased from 58.20 to 81.94. The independent-samples t-test revealed a statistically significant difference between the two groups ($p < 0.001$). Furthermore, the experimental group obtained an N-Gain score of 0.75, which falls into the high category, whereas the control group achieved 0.56, classified as moderate. These findings suggest that learning through ecolinguistics-based teaching materials has the potential to support the development of writing skills more effectively within the context of this study. Nevertheless, the results should be interpreted in light of the students' characteristics, the learning materials, and the instructional implementation at SMAN 1 Woha. Therefore, further investigation is required before the findings can be generalized to other educational contexts.

The improvement in writing skills in the experimental group can be understood through the connection between language activities and environmental issues used as the learning context. The theme "Take Your Part to Reduce Plastic Waste" provided students



with opportunities to develop ideas about plastic waste, construct arguments to support their opinions, and formulate solutions through analytical exposition texts. This context, which was closely related to students' everyday lives, potentially helped them obtain ideas for developing the content of their writing while guiding them toward the communicative purpose of the text. The relevance of structured learning activities can be associated with Asty et al. (2025), who discussed the application of task-based methods to the development of foreign-language competence, and Mahara et al. (2026), who examined the effects of problem-based learning on students' ability to write exposition texts. These studies provide supporting perspectives on the use of tasks and problems as contexts for language learning. However, because their approaches and research designs were not entirely identical to those of the present study, the findings should not be regarded as direct replications of the results reported in those studies.

The use of meaningful contexts is also related to efforts to provide learning experiences that can support the development of writing skills. In this study, the issue of plastic waste reduction served as the foundation for students to construct the content of their texts rather than functioning merely as an additional topic outside the language-learning objectives. This connection can be discussed alongside Sugihwati and Adri (2025), who investigated a contextual approach to teaching descriptive writing; Septiana and Fadhilah (2024), who examined the use of gamification in ecopedagogy to support children's reading and writing skills; and Firdausi (2023), who studied digital mobile learning materials containing environmental themes in the teaching of anecdotal text writing. These references focus on different approaches and interventions, but they can broaden the discussion of how contexts, media, and environmental themes may be incorporated into literacy instruction. The contribution of the present study lies in applying ecolinguistics-based teaching materials to analytical exposition writing and examining the resulting writing performance through a comparison between experimental and control groups.

The difference in N-Gain scores between the experimental and control groups provides additional information about the pattern of improvement in writing skills. The experimental group obtained an N-Gain score of 0.75, whereas the control group achieved 0.56. These results indicate that the experimental group demonstrated a greater relative improvement according to the measurement used in this study. This finding can be compared conceptually with Hariati (2026), who examined ecolinguistics-based task activities for improving English writing skills. The shared focus on integrating ecolinguistics with writing instruction provides a basis for discussing the potential of this approach in language learning. Nevertheless, differences in research design, participant characteristics, and instructional procedures should be considered when comparing the results of the two studies. Accordingly, the findings of the present study are more appropriately regarded as empirical evidence within the specific learning context investigated, rather than as a basis for claiming that ecolinguistics-based teaching materials will consistently produce the same level of improvement across all instructional settings.

In addition to writing skills, this study obtained an overview of environmental awareness among students in the experimental group through a questionnaire administered after the instruction. The questionnaire yielded a mean score of 4.35, equivalent to 87%, with percentages of 88.4% for environmental attitudes, 86.8% for environmental knowledge, and 85.6% for environmentally responsible behavior. According to the categories used in the study, all three dimensions were at a positive level, with attitudes receiving the highest percentage and behavior the lowest. These results provide an indication that, following the



instruction, students in the experimental group reported positive responses to environmental issues. However, because the questionnaire was administered only after the treatment and no corresponding questionnaire data were available for the control group, the findings cannot establish that the teaching materials caused an increase in environmental awareness. The questionnaire also represents students' self-reported responses and therefore cannot be treated as direct evidence of their actual behavior in everyday life.

The questionnaire findings can be further examined by relating them to studies on environmental knowledge, attitudes, and behavior. Anggraeny (2025) investigated the influence of environmental knowledge and awareness on pro-environmental behaviour among elementary school students, while Ardana and Praswati (2024) examined the relationships between environmental concern and knowledge and pro-environmental behavior mediated by attitudes. These references are relevant for understanding environmental awareness as a multidimensional construct that cannot be reduced to a single indicator. Meanwhile, Jafar et al. (2025) discussed Indonesian literature learning based on ecocriticism as a means of educating students about local wisdom and environmental awareness, whereas Lubis et al. (2024) examined the integration of the local wisdom of Tri Hita Karana into English language learning. These studies broaden the conceptual basis for discussing possible connections between language learning, cultural values, and ecological issues. However, because the materials and approaches used in the previous studies differed from those in the present research, these references should be treated as conceptual points of comparison rather than evidence that the learning mechanisms or effects were identical.

Overall, the findings indicate that ecolinguistics-based teaching materials may serve as an alternative for integrating English language learning objectives with environmental issues. The writing results provide comparative evidence based on the performance of the experimental and control groups, whereas the questionnaire data offer a descriptive overview of environmental awareness responses among students in the experimental group. The study by Martín-Ezpeleta et al. (2022), which examined interdisciplinary approaches to developing environmental attitudes among preservice teachers, provides a comparative perspective for discussing the relationship between instruction and environmental education. Thus, the contribution of this study lies not merely in using an environmental theme, but in implementing ecolinguistics-based materials in analytical exposition writing instruction and evaluating the outcomes through writing tests supplemented by a description of students' environmental responses. Nevertheless, the limitations of the environmental awareness measurement should be addressed in future research. Subsequent studies could measure environmental awareness before and after instruction in both experimental and control groups, include a broader range of contexts and participants, and incorporate behavioral observations to examine more comprehensively the relationships among instruction, questionnaire responses, and actual environmental actions.

CONCLUSION

The findings indicate that the use of ecolinguistics-based teaching materials in analytical exposition text instruction at SMAN 1 Woha was associated with higher writing achievement in the experimental group than in the control group. The experimental group's mean score increased from 58.47 on the pretest to 89.81 on the posttest, while the control group's mean score increased from 58.20 to 81.94. This difference was supported by the independent-samples t-test, which indicated statistical significance ($p < 0.001$), as well as by



the N-Gain scores of 0.75 for the experimental group and 0.56 for the control group. These findings provide evidence that teaching materials incorporating ecological contexts can serve as an alternative for teaching English writing, particularly analytical exposition texts. Meanwhile, the environmental awareness questionnaire score of 87% describes students' responses after participating in the instruction. However, it is insufficient to conclude that environmental awareness improved as a result of the treatment because no baseline measurement or comparison group was available for this variable.

In practical terms, ecolinguistics-based teaching materials can help teachers incorporate environmental issues, such as plastic waste reduction, as contexts for developing ideas and constructing arguments in writing activities. The implementation of these materials should nevertheless be adapted to students' needs, learning objectives, and school conditions. Therefore, the findings should not automatically be generalized to all educational levels or contexts. Future research is recommended to involve more classes or schools, measure environmental awareness before and after instruction in both experimental and control groups, and report detailed evidence of instrument validity and reliability. The use of an effect size measure and follow-up observations may also be considered, where appropriate to the research design, to provide a more comprehensive understanding of the magnitude of learning outcomes and the sustainability of students' environmental responses.

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