

EXPLORING EDUCOTOURISM THROUGH ECO-LITERACY IN ENGLISH LEARNING MATERIALS IN MTS SUMBER BUNGUR

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Abstract: *Some external factors affect the education system on the macro, including ideology, economy, politics, socio-culture, and natural environment. These factors affect each other in the educational system, including the interaction with the social and natural environment in the broader ecosystem. Eco-literacy should become the curriculum's main focus to face severe environmental problems in the future. The students' ecological intelligence can be grown through understanding the environment and how to be environmentally friendly. This study aims to investigate eco-literacy through English learning materials in terms of educotourism. This research applied the qualitative research method. The data showed in descriptive method because it needed to describe the eco-literacy in English learning materials in MTs Sumber Bungur Pakong regarding educotourism. Meanwhile, the data was collected from observations, interviews, and documentation in MTs Sumber Bungur Pakong. The research results showed the implementation of educotourism through eco-literacy in English learning materials in MTs Sumber Bungur Pakong by founding a syllabus design called ATP related to eco-literacy made by the school of MTs Sumber Bungur Pakong. The syllabus design existed two materials attached to eco-literacy are learned: obligations, prohibitions, and suggestions. Besides, the researcher also found the advantages and disadvantages in making the students aware of keeping the environment.*

Keywords: *Educotourism; Eco-literacy; English Learning Material*

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INTRODUCTION

Educotourism term is a form of responsibility for environmental care that aims to develop a green school. This school consists of plants and two domestic animals, so it caused the nuances of recreation or green tourism. The same term, called ecotourism, is a form of responsible travel to natural areas to conserve the environment and preserve the lives and welfare of residents (Budiyanto et al., 2020). Ecotourism emphasizes the balance between enjoying natural beauty and efforts to conserve the environment (nature and culture) and increasing community participation in its management (Butarbutar, 2012). In these terms, educotourism has the exact definition and emphasizes education. Implementing educotourism is the habituation of a healthy life, behaving in care of the environment to create a relaxed, beautiful, and pleasant class atmosphere.

In other cases, ecological literacy (eco-literacy) is a term used by Capra to describe a human who has achieved a high awareness level of the importance of the living environment. The term eco-literacy is more than a measurement of one's ecological knowledge. However, it also measures one's ability and willingness to use that knowledge for a sustainable lifestyle (Desfandi et al., 2017). In the education field, eco-literacy should become the curriculum's main focus to face severe environmental problems in the future. Aspects of knowledge are generally measured using questions of knowledge tests about ecosystems or the environment (Player et al., 2023). The aspect of the head of student eco-literacy is shown by being able to identify and solve environmental problems in schools. In the heart aspect of eco-literacy, students are shown through the student's empathetic attitude towards plants and are responsible for reminding the theme of maintaining the environment. Student eco-literacy in the hand aspect is shown through cleaning and energy-efficient tools in the school environment.

The students' ecological intelligence can be grown through understanding the environment and how to be environmentally friendly (Mainaki, Kastolani, & Setiawan, 2018). Eco-literacy or ecological intelligence of students can be grown through the teaching and learning process with the principles of organizing, head (cognitive), heart (emotional), hands (active), and spirit (connectedness) (Salimi, Dardiri, & Sujarwo, 2021).

From the educotourism term, eco-literacy will investigate the English learning material. Tomlinson said in his famous book entitled *English Language Learning Materials* that materials mean anything used to help teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or anything that presents or informs about the language being learned. The existence of English learning material is also can be used to facilitate the students in improving their English skills. Besides, Tomlinson also said that using English learning material could help students feel easy and develop confidence in the learning process (Tomlinson, 2008).

Smith and Caroline stated that educators need to be more serious about preparing children to survive, find meaning, and explore more positive futures in a rapidly changing and increasingly disconnected world. Eco-literacy is as essential as other literacies. Meanwhile, they stated that Capra's principles are fundamental to eco-literacy. They can be interpreted and experienced in many ways within education (Smith, 2007).

The concept of Madrasa that pays attention to the environment currently being raised in Madrasah Tsanawiyah Sumber Bungur Pakong is a short answer to the current ecological crisis. This concept is an embodiment of *al-aqlu as-salim fil-jismi as-salim* (common sense exists in a healthy body), where this expression gives a little picture that physical health will affect the health of reason (achievement of learners). To make a healthy madrasah environment pollution-free, adequacy in the availability must be met to

study in Madrasa to be passionate, engaging, and fun, ultimately resulting in educational outcomes that are achieved morally, academically, and non-academically (Holis, 2022).

The nuances of recreation or green tourism, namely tourism care and respect for the environment, conservation action, local products and culture, and recycled products, implement the concept of Madrasah Adiwiyata and environment care.

Departing from the three concepts of education, ecology, and tourism, Madrasah Tsanawiyah Sumber Bungur Pakong, became a Madrasah that is taken into account and became the main choice not only for the people of Madura but also for Indonesia. This concept leads to the understanding and discussion of the transformation of Madrasa towards "educotourism" (education, ecology, and tourism) as an innovation and development of Madrasah Tsanawiyah Sumber Bungur Pakong, especially in the aspects of educational goals and their implications in the learning process and the resulting outcomes (Holis, 2022).

Some previous studies have shown that educotourism has excellent potential and benefits when associated with education, especially in learning. Based on Sekarsari's conceptual research, the study aimed to determine the increase in eco-literacy and creativity in waste utilization by using a project-based learning model in social studies learning. Her study resulted in students becoming more active in increasing eco-literacy ability in the learning process (Putri, 2019). Another research study showed that education was formulated in the Adiwiyata programs dan Educotourism with participatory and sustainable principles. The implications for student competencies include demonstrating environmentally cultured attitudes and behavior, the cognitive understanding of environmental education, and developing own students' skills, creativity, and productivity (Siswanto et al., 2019). This study also showed the same research study that starts basic knowledge through eco-literacy, which aims to develop students' awareness of the environment.

In contrast to both kinds of research, the research will specifically explore English learning materials that will identify eco-literacy through English learning. This study aims to develop English teachers' ability to compose English learning materials more creatively. Thus, based on the above discussion, the researcher is interested in exploring how the educotourism is implemented through eco-literacy in English learning materials in Madrasah Tsanawiyah Sumber Bungur Pakong.

LITERATURE REVIEW

Educotourism

The headmaster of MTs Sumber Bungur Pakong introduced educotourism as an abbreviation for education, ecology, and tourism. These three concepts implemented behavior that cares about the environment. This makes the school environment a fun source of learning for students. Students who come to the school not only want to learn

but also there are nuances of recreation or green tourism, namely tourism caring for and respecting the environment, conservation actions, local products and culture, and recycled products, as a result of learning inside and outside the classroom (Holis, 2022).

Eco-literacy

Definition of Eco-literacy

Eco-literacy is the ability to read the environment and act sustainably with all our needs. This literacy reaches a critical level when we understand the limited resources we rely on for our comfort. Thus, eco-literacy should be introduced to students at a young age to encourage thoughtful consideration of planetary (Muthukrishnan, 2019). The term eco-literacy measures one's ecological knowledge and ability and willingness to apply this knowledge for a continuous lifestyle (Syah et al., 2021). Furthermore, Rabbianty et al. (2022) add that eco-literacy aligns with sustainable environment. It is oriented to individual understanding of the concept of ecology and toward understanding place in an ecosystem.

Education oriented towards sustainable development requires a change in mindset by thinking about the condition of the surrounding environment for the present and the future, known as eco-literacy education. It aims to increase people's awareness of the importance of maintaining the natural environment by increasing knowledge, skill, value, and awareness and enhancing its ability to contribute through sustainable development and take action in the name of nature preservation.

Eco-literacy Based on Some Experts' Definitions

1. Eco-literacy based on Fritjof Capra

The word ecology comes from the Greek *oikos* (household). Ecology is the study of how the earth household works. At the same time, the term ecological literacy is used to understand the principles of organization that ecosystems have developed to sustain the web of life (Capra, 1999). Those ecosystems, including animals, plants, and microorganisms, are sustainable communities designed in the way of life called the web of life. The sustainable communities in the web of life can satisfy our needs and aspirations without diminishing the chances of future generations.

The most appropriate theoretical framework for ecology is the theory of living systems, which provides a conceptual framework for the link between ecological and human communities. Both are living systems that exhibit the same basic principles of organization. There are many differences between ecosystems and human communities. We can only learn about those human values and shortcomings from ecosystems if we can learn how to live sustainably. This wisdom of nature is the essence of eco-literacy (Capra, 1996).

2. Eco-literacy based on Richard Kahn

Kahn engages an emergent tripartite model of eco-literacy that involves interlocking forms of functional/technical literacy (e.g., environmental science), cultural literacy (e.g., which cultural practices/traditions further sustainability or hinder it?), and critical intersectional literacy focusing on the oppressive and liberatory potentials within political and economic structures (Kahn, 2010). Based on his book, Kahn described the co-literacy in the global term which is not only stated about the ecology itself, but also he described such as planetary crisis.

English Learning Material

Definition of English Learning Material

English is the most crucial language, especially for education in the future. This is because English is one of the international languages spoken by many countries. In some countries, English is a second language for its people because English as an international communication language is essential for various sectors. Indonesia is one of the countries that now makes English a second language

(Ramanujam Meganathan, 2008). Materials are any systematic description of the techniques and exercises used in classroom teaching. Moreover, instructional materials help to increase active participation in the learning process while saving teachers' energy and reducing teacher-centeredness in teaching. Instructional materials also help teachers to teach conveniently and the learners to learn easily with clarity of what will be done for the next meeting.

The Purposes of English Learning Material

The famous book 'Materials Development for TESOL' argues that materials have five key purposes. This is very crucial because these five key purposes could be as a source for eco-literacy materials through students' learning.

1. Materials Meet a Psychological Need

Materials can motivate the learner, which is difficult for the teacher alone to sustain through texts, topics, tasks, and visuals (Mishan & Timmis, 2015). This means that the materials develop students' interest to be more challenging in facing the English learning materials so that the materials meet the psychological needs of both students and teachers.

2. Materials Provide Exposure to the Language

The English learning materials provide English as the other language from the target language. The teachers will teach the different languages from the target language through listening and reading texts.

3. Materials are Vehicles of Information

Materials can provide information about grammar and vocabulary that can be learned by training in different skills and strategies (Mishan & Timmis, 2015). Sometimes, the information we get from materials is about the structure and other cultures.

4. Materials Provide a Stimulus for Other Activities

The materials that use a text or task can elicit an oral or written response from learners (Mishan & Timmis, 2015). The other example could be improved through discussion, debate, or project. The purpose is to guide learners to be more autonomous and flexible for other teachers to use or to personalize.

5. Materials Can Act as Teacher Education

Materials such as a teacher's book can provide good models of practice for teachers, especially if the teacher's book gives a clear rationale for the approach. That is why sometimes the students can only read the book without a teacher, which will also develop their knowledge.

The Principles of English Learning Material

Various principles stated by some experts are briefly outlined in this section.

1. Materials Should Achieve Impact

The impact is achieved when materials have a noticeable effect on learners when the learners' curiosity, interest, and attention are attracted. If this is achieved, there is a better chance that some language in the materials will be processed (Ribosa & Duran, 2022; Tomlinson, 2011). The results of achieving impact on learners are passed through the novelty topics, the various class activities, the attractive presentation, and others.

2. Materials Should Help Learners to Feel at Ease

Some materials developers argue that it is the teacher's responsibility to help the learners feel at ease. Tomlinson stated that most learners feel more comfortable with written materials with lots of white space, texts, and illustrations (Tomlinson, 2011). Feeling at ease in learning also made the learners more comfortable and understanding.

3. Materials Should Help Learners to Develop Confidence

Most learners find it very hard to learn English because they have no confidence to learn in class. However, the materials will help learners be more confident in learning and speaking English.

4. Materials Should Require and Facilitate Learner Self-investment

Many researchers have written about the value of learning activities that require learners to make discoveries for themselves (Eisenberg, 2001; Feller, 2018). Learners

seem to profit most if they invest interest, effort, and attention in the learning activity (Tomlinson, 2011).

5. Learners Must be Ready to Acquire the Points being Taught

The most crucial lesson for materials developers from the readiness research is that we could not expect to choose an appropriate point for teaching and consider that all the students are ready to learn it.

6. Materials Should Expose the Learners to Language in Authentic Use

Materials can provide exposure to authentic input through their advice, instructions for activities, and the spoken and written texts they include (Tomlinson, 2011). Several materials in all levels should vary in style, mode, and purpose and be prosperous in features in the target language.

7. Materials should take into account that learners differ in learning

styles; different students have different types of learning styles. Visual students could not get the same style as auditory students, and so on. So, the activities should be varied and optimal for all learning styles (Noe, 2013).

8. Materials Should Provide Opportunities for Outcome Feedback

Feedback, which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output, can lead to output becoming a profitable source of input; therefore, material developers to make sure that language production activities have intended outcomes other than just practicing language (Tomlinson, 2011).

9. The Material Must be Based on Sound Theoretical Learning Principles

The teacher could understand the learning principle that there was an instructional activity involving the required language skills. It also should aim to reach and achieve language learning (Jack C. Richard, 2010).

10. The Material Must Arouse and Maintain Learners' Interest and Attention

Relevant material is needed to arouse the learners' interest in learning the material. Relevant material will help the learners understand the topics easily and providing the relevant material will increase students' motivation and allow them to learn more effectively (Marjorie, 2012).

METHOD

This research applied qualitative and explorative research to discover how the educotourism through eco-literacy explores English learning materials exactly in Sumber Bungur Pakong. The data showed in descriptive method because it needed to describe the eco-literacy in English learning materials in MTs Sumber Bungur Pakong regarding educotourism. The subject of this study is the English teacher and the students of MTs Sumber Bungur Pakong. The researcher applied purposive sampling in selecting participants due to the specific class (the whole 8th and 9th grade) that applied the eco-

literacy materials. Meanwhile, the data was collected from observations, interviews, and documentation in MTs Sumber Bungur Pakong.

In this part of the research, the researcher described the implementation of educotourism through eco-literacy related to the English learning materials, especially in MTs Sumber Bungur Pakong. Within this case, the researcher did observations, interviews, and documentation to support the research focus to be answered. In analyzing the data, the researcher used (Miles & Huberman, 2014) models in three steps: data condensation, data display, and drawing and verifying conclusions. In data condensation, the researcher took the English materials in syllabus design that only attached to the eco-literacy. Then in the data display, the researcher provided the data results in a syllabus design attached to ecoliteracy and described in texts and a table. Lastly, verifying the conclusion, which was the last part of analyzing data that the researcher should focus on through this study's aims.

RESULTS AND DISCUSSION

Results

The School Policy related to the Implementation of Educotourism through Eco-literacy in English Learning Materials

The researcher did an observation to know the condition of the school related to eco-literacy by looking around MTs Sumber Bungur Pakong. Besides, MTs Sumber Bungur Pakong is also predicated as Adiwiyata award that cares about a healthy, clean, and beautiful environment, and the term *educotourism* is first known by this school.

The researcher got data from the observation on October 7, 2022 at MTs Sumber Bungur Pakong. It was found that the school is full of green color, which means it proved to be an educotourism school. When the researcher came to the school for the first time, it showed the written 'Educotourism School' exactly after the hedge surrounded by various plants. This proved that this school developed the educotourism term by applying education, ecology, and tourism simultaneously through teaching and learning processes.

On the right side of the school, the researcher found a big banner written 'one child, one teacher, one pen, and one book can change the world' that quoted from Malala Yousafzai, a human rights activist from Pakistan. This famous quote means that every child should have an opportunity for education. Not only that but also the children might have the right to learn about current and past world affairs. Within this quote, the headmaster of this school expects all the students to have rights and opportunities to receive knowledge in MTs Sumber Bungur Pakong.

The slogan is a small sentence that is interesting and easy to remember. The slogan must contain a simple meaning of something. The school that got Adiwiyata program (environmental education program) should contain various slogans about education and

cleanliness. Those pictures proved that MTs Sumber Bungur Pakong has some slogans to fulfill the educotourism term.

For as the sentence '*kualitas bacaanmu menentukan seni berfikirmu, dan seni berfikirmu menentukan keindahan tulisanmu*' which means: the quality of your reading determines your art of thinking, and the quality of your art of thinking determines the beauty of your writing. This slogan contained the importance of reading as a foundation for students to be creative in writing.

The Teacher Assigned Related to Eco-literacy

From the documentation, the researchers presented the syllabus design of this school called 'ATP (Alur Tujuan Pembelajaran) Bahasa Inggris' that attached to the eco-literacy. Two materials from all classes in MTs Sumber Bungur Pakong are attached to the eco-literacy. Firstly, 8th grade that attached to the material: Obligations, Prohibitions, and Suggestions. The eco-literacy is attached when the students make a sentence of obligations, prohibitions, and suggestions that the content is about eco-literacy, such as students' environmental awareness. This table showed examples from the students who have made the sentence of obligations, prohibitions, and suggestions as their task.

Table 1.

Sentences created by students include Obligations, Prohibitions, and Suggestions.

No.	Initial	Obligations	Prohibitions	Suggestions
1: M	AIA	We must keep the environment clean.	Do not throw rubbish anywhere!	You should water the plants every morning.
2: M	DAW	I have to throw the rubbish in the trash can.	No smoking in this area!	We should recycle the plastic waste.
3: M	MIR	I have to save money.	Do not cut down the trees carelessly.	She should save the water well.
4: M	MRDA	We must keep the class clean and healthy.	Do not waste electricity!	We should change the plastic bag with the tote bag.
5: M	MFA	We must save the electricity.	Please do not turn on the lamp when it is morning!	You should separate the decomposed and recycled rubbish.
6: F	AN	We must use environmentally friendly products.	Do not scratch the walls in the school!	We should replant the trees in the forest.
7: F	NAK	I have to eat food sufficiently.	Don't be lazy to take a bath!	I should cooperate to clean up the village.
8: F	AR	He has to pay attention to the teacher.	Don't break the school rules!	They should clean the toilet after they use it.
9: F	ASB	I have to sweep the class based on the class pickets.	Do not step on the grass!	You should use a paperless office.
10: F	MPKD	We have to pay the bill.	Do not eat while standing!	You should keep a fresh garden.

The second one is in the 9th grade and is attached to the material: Procedure Text. The procedure text is attached to the eco-literacy, such as making some creative pieces from recycled materials. The researcher found a group that related to this research. This group makes a Bungur leaves tea from bungur leaves. For your information, Bungur is the name of plants and also a well in that area. So that the plants of Bungur is an asset in MTs Sumber Bungur Pakong as tourism in term of educotourism.

The material of Procedure Text existed in the 9th grade based on ATP Bahasa Inggris that the researcher got from the English teacher. On Tuesday, October 11, 2022, the researcher came to the class when the students studied the Procedure Text material. For the next step is, the English teacher will give them assignments to make a procedure text in some groups. The first group is conducted on how to make a Bungur Leaves Tea that consists of five students. The researcher asked about their procedure for making Bungur leaves tea.

The students were using the Bungur leaves to utilize into a tea that produced some benefits. After that, the students also demonstrated the procedure text to make Bungur leaves tea in real life. In the next week, the researcher came to the previous class to learn and to have documentation on making Bungur leaves tea.

The leader of the group took 2 to 5 unripe leaves from the tree. The tree is located exactly around the school, it is MTs Sumber Bungur Pakong. The trees existed for about 5 to 7 with big trees. So, it was easy to take the leaves to be Bungur tea.

In the next step, they cut the leaves into tiny pieces and put them into the box. After that, they dried the small pieces of Bungur leaves under the sun. There appeared to be a physical change in that the green leaves changed the color to dark brown. The smell is very specific but still good to be smelled. Then, they prepared the ingredients needed to make Bungur leaves tea. They prepared the sugar for boiled water to mix with the Bungur leaves tea.

Discussion

The School Policy Related to the Implementation of Educotourism through Eco-literacy in English Learning Materials in MTs Sumber Bungur Pakong

Based on the research data results, it is stated that MTs Sumber Bungur Pakong seemed full of plants and many things related to the green color. An "*Educotourism School*" was written in front of the school, precisely behind the hedge. On the right side, the researcher found a big banner on the wall stating, "*One child, one teacher, one pen, and one book can change the world.*" This sentence is quoted from Malala Yousafzai (a female rights activist from Pakistan), which means every student should have an opportunity to have an education. Using idioms effectively enables teachers to explain the relationship between science and culture (Arzani, 2013; Lin, 2023), including implementing eco-literacy awareness in the students.

This was related to the educotourism term, which provides the tourism aspect. Then, the other part of the school has several kinds of plants that spread over the school, including the Bungur tree, anthurium plant, and various students' biological projects. The headmaster and all the teachers' of MTs Sumber Bungur Pakong accustomed the students to planting the plants such as input in the subjects. Besides, the presence of toilets is divided between boys and girls. After that, the other part of the school appearance is the presence of a slogan. The first slogan is stated; "*Wujudkan sekolah peduli dan berbudaya lingkungan.*" That means creating a school care and cultural environment. This slogan on the window means that the school must create a culture and care for the environment. As Jones, Trier, & Richards (2008) argue, investment in environmentally orientated institutions like schools and their graduates is necessary to implement the range of environmental policies effectively.

The other slogan stated, "*Hidup itu lunak, maka bentuklah.*" life is soft, then form it. This slogan means that our life is soft if it should be described. Then, we could form whatever we want. And it depends on us how we form it. Furthermore, last, the slogan stated, "*Kualitas bacaanmu menentukan seni berfikirmu, seni berfikirmu menentukan keindahan tulisanmu*" which means, the quality of your reading determines your art of thinking, and the quality of your art thinking determines the beauty of your writing. This slogan means reading is essential as a foundation for students to be creative in writing.

All the cases above proved as the educotourism school that the school put all of them as appropriate with the school policy. This is related to the headmaster's perspective. He stated that educotourism is the abbreviation of education, ecology, and tourism where (Holis, 2022):

1. The Education Term

The education term is in the habit of planting plants and flowers. The sentences in slogans discussed education, the environment, cleanliness, and many others.

2. The Ecology Term

The ecology term is the bilateral cooperation between students and various plants and the distribution of toilets between girls and boys.

3. The Tourism Term

The tourism term that counted from the educotourism is the various plants and flowers surrounding the school that caused the green school.

Those explanations are described to complete the observation of research data that fulfill the educotourism school. Based on the interview by the Headmaster of MTs Sumber Bungur Pakong, about what educotourism is, he stated that the three concepts (education, ecology, and tourism) make the school environment a fun source of learning for students. The students who come to the school not only want to learn but also there are nuances of recreation or green tourism. His statement exactly described the school's appearance,

which the researcher discussed in detail. With various plants, slogans, "*Educotourism School*" written, the students will feel at home during a teaching-learning process.

The Teacher Assigned Related to Eco-literacy

Based on the result of research data in documentation, the researcher found the syllabus design that the teacher gave. Besides, students' assignments attached to the eco-literacy were also discussed.

The school of MTs Sumber Bungur Pakong made its own syllabus design in a different name, theory, and method. The name of the syllabus design made by this school is ATP (Alur Tujuan Pembelajaran). The researcher tried to search the English material attached to the eco-literacy. Based on the result of the research, there are two materials: Obligations, Prohibitions, and Suggestions for 8th grade and Procedure Text for 9th grade. The material of Obligations, Prohibitions, and Suggestions are implemented in giving assignments that must be related to eco-literacy. In this material, the teacher gave the assignments by making a sentence of obligation, prohibition, and suggestion related to eco-literacy. Then, the material of Procedure Text was conducted in giving the assignments about making procedure text that related to eco-literacy. The students made Bungur leaves tea. The students demonstrated the procedure text to make a Bungur leaves tea. This activity is vital as eco-literacy should not be taught only in curriculum content but also in a pedagogical approach (such as project-based learning) that determines the extent to which eco-literacy is embedded in the materials (Jones et al., 2008).

Regarding the first assignment, make sentences of obligation, prohibition, and suggestion. This result is related to Capra's definition of eco-literacy. He stated that the ecosystem, including animals, plants, and microorganisms, has developed to sustain the web of life. This definition has a big relation with the results of research data. The assignments provide sentences about the importance of keeping the environment and caring about the plants so that those sentences could sustain the students in the web of life.

Then, the other results related to the educotourism term from Mohammad Holis's statement as the headmaster in MTs Sumber Bungur Pakong. He stated that educotourism is implementing behavior that cares about the environment and makes the school environment a fun source of learning for students. The caring behavior of the environment is a sign that the students are engaged in learning implementation (Willms, 2003). This statement resulted from the materials attached to the eco-literacy. Thus, the students will feel fun and happy when they learn. Besides the three words, education is related to the English learning material, ecology is related to the Bungur leaves tea, and tourism is related to the selling of Bungur leaves tea.

The eco-literacy term is defined as the highest level of human consciousness, namely respecting the environment (ecosystem) (Capra, 1996). The statements related to implementing educotourism through eco-literacy in English learning materials. The

implementation of the procedure text assignment about making Bungur leaves tea described the eco-literacy that it respected the environment or the ecosystem. It proved the existence of making tea using Bungur leaves. Besides, the Bungur leaves tea could heal diabetes. In this case, the students know the importance of maintaining the environment.

Then, the implementation of educotourism through eco-literacy in English learning materials also related to the purpose of English learning material based on *Materials Development for TESOL* book that the materials provide a stimulus for other activities (Mishan & Timmis, 2015). It stated that text or tasks can elicit learners' oral or written responses. This statement was proved with the demonstration of making Bungur leaves tea through assignment or task so that the students or learners had stimulus in the teaching-learning process.

The results from this study gave new information about the eco-literacy skills that blended through English learning materials by providing eco-literacy through the syllabus design. Thus, the students and teachers already understood and knew about eco-literacy skills. This finding offers the best impact for another new research study as their references in developing the English learning materials by attaching through eco-literacy.

CONCLUSION

Based on the result findings, implementing educotourism through Eco-Literacy in English learning materials in MTS Sumber Bungur Pakong reveals that the school was a green school implemented as an educotourism school. They have a syllabus design called ATP related to eco-literacy made by the school of MTs Sumber Bungur Pakong. Two materials attached to eco-literacy are learned: obligations, prohibitions, and suggestions. The teacher implemented eco-literacy through the students' assignments, such as making a sentence of obligation, prohibition, and suggestion that should be related to eco-literacy or the things related to being aware of the environment, and also the assignment to make a procedure text that should be related to eco-literacy and should be demonstrated. Implementing educotourism through Eco-literacy in English learning materials also gives some advantages, such as making the students aware of keeping the environment. So that it makes the school clean and healthy, and the students can feel comfortable in the teaching-learning process. Besides, the student's ability is more creative in developing the school as a tourism. The students are fun and happy in implementing the teaching-learning strategy related to eco-literacy. The student always paid attention to the teacher's rules, such as planting the plants, watering the flowers, throwing the rubbish in the trash can, etc. However, there were also disadvantages, like it would be tough to make the students aware of implementing the awareness of ecosystem or environment. It caused some students to break the teacher's rules, such as throwing rubbish anywhere. The students sometimes need to be more active while implementing awareness through the environment.

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