

Authentic Environmental-Themed Texts in Reading Comprehension for High School Students: A Study on Ecoliteracy

Bambang Nur Alamsyah Lubis¹, Rizdika Mardiana², Siti Drivoka Sulistyaningrum³,
Sudarya Permana⁴

¹²³⁴Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta
email: bambang.nur@unj.ac.id

ARTICLE INFO

Received

01/08/25

Revised

25/01/26

Accepted

04/03/26

Keywords:

Authentic,
Ecoliteracy,
Environment,
Reading, Text.

ABSTRACT

This study aimed to investigate the use of authentic environmental-themed text in reading comprehension for high school student. The objective of the study focuses to investigate he use of authentic texts with environmental themes affect students' understanding of ecoliteracy values, to investigate the challenges do students and teachers face in using authentic texts with environmental themes in reading comprehension learning, to investigate students respond to reading comprehension learning using authentic texts with environmental themes, to investigate the use of authentic texts with environmental themes contribute to building ecological awareness in high school students. The A qualitative descriptive approach was chosen because this research aims to describe and analyze the phenomena, the source of the data was high school students and the data was the result of classroom observations, interviews with teachers and students, and document analysis. By integrating these texts into language education, the research explores how they improve students' reading skills while instilling ecoliteracy values. The study highlights the significance of environmental issues, such as pollution, climate change, and resource sustainability, and how these texts connect students to real-world problems. The findings reveal that authentic texts foster critical thinking, social responsibility, and active participation in classroom discussions. However, challenges such as language complexity, access to quality texts, and students' ability to connect environmental issues to personal experiences were also identified. The study suggests that teacher training, improved access to resources, and real-world engagement can optimize the effectiveness of using authentic environmental-themed texts in education. This approach not only develops students' academic skills but also empowers them to become agents of change in promoting environmental sustainability.

How to cite: Lubis, B, N, A., Mardiana, R., Sulistyaningrum, S, D., Permana, S. (2026). Authentic Environmental-Themed Texts in Reading Comprehension for High School Students: A Study on Ecoliteracy. *English Teaching and Linguistics Journal*, 7(1), 22-35.

I. INTRODUCTION

The use of authentic texts with environmental themes in reading comprehension learning for high school students: A study on ecoliteracy holds strong urgency due to its relevance and contribution to modern education. Environmental issues represent a global challenge that requires cross-generational attention, and education plays a strategic role in enhancing ecological awareness from an early age. By integrating authentic texts with environmental themes into reading comprehension learning, this research offers an innovative approach to developing students' literacy skills while instilling ecoliteracy values. At the high school level, students are in a phase of attitude and value formation, making this approach relevant for fostering critical awareness of environmental issues. Furthermore, this study supports the implementation of sustainable development goals, particularly in quality education (SDG 4) and climate action (SDG 13), by linking language learning with real-life issues. Through this approach, the research can provide empirical evidence on the effectiveness of teaching methods that not only improve reading skills but also build environmental awareness, thereby contributing to the development of ecology-based education. This study aims to link language learning with environmental issues, create relevant educational approaches, and support students in becoming competent and ecologically responsible learners. The research method used for this study is a descriptive method to explore how authentic texts with environmental themes help students understand ecoliteracy values. Data is collected through observations, interviews, and document analysis (texts used), providing an in-depth depiction of the impact.

English language education at the high school level does not only focus on language skills but also on forming students' awareness of increasingly urgent global issues, such as environmental problems. Reading comprehension is one of the core skills that need to be developed at this level, as reading not only involves understanding the text but also the ability to analyze and interpret information from various types of texts (Anderson & William, 2020; Liu & Chen, 2021, Simanjuntak & Lubis, 2023). The use of authentic texts in reading comprehension learning provides students with the opportunity to understand real-world contexts, develop their language skills, and gain additional knowledge relevant to their daily lives (Barrret & Linder, 2021). In the era of globalization, environmental issues have become one of the biggest challenges faced by the world. Environmental degradation due to climate change, pollution, and exploitation of natural resources requires each individual to have awareness and responsibility towards environmental sustainability (Kennedy, 2022). Authentic texts with environmental themes provide two significant advantages for English language learning. First, these texts introduce students to vocabulary related to environmental issues that are increasingly important in the modern world. Second, by introducing environmental themes, these texts can build ecological awareness or ecoliteracy among students. Ecoliteracy is the ability to understand environmental issues and apply ecological knowledge to sustainable solutions, which is an important aspect of future education (Gillespie, 2020; Miller & Wang, 2022). In the context of English language learning, ecoliteracy not only enhances understanding of texts but also provides students with a new perspective on the importance of sustainability and the preservation of nature. On the other hand, learning English as an international language has become a critical need

in the educational world, particularly at the high school level. Integrating language learning with environmental themes through the use of authentic texts with environmental themes is one relevant and innovative strategy (Horis, 2020; Green, 2019).

Authentic texts not only help students improve their reading comprehension skills through real-world contexts but also serve as a medium for instilling ecoliteracy values (Peirce, 2019; thomson, 2019). High school students, as a group at a critical stage of cognitive and social development, are expected to connect language learning with a critical understanding of global challenges, including environmental issues. Therefore, the integration of authentic texts with environmental themes in reading comprehension learning is expected to enhance students' reading skills while strengthening their understanding of relevant ecological issues (Tylor & Smith, 2021). However, despite the widespread application of authentic texts in English teaching, there is still limited research exploring the use of authentic texts with environmental themes in reading comprehension learning at the high school level.

This value is essential in shaping students who are not only academically competent but also have awareness of environmental issues. Therefore, this study aims to explore the effectiveness of using authentic texts with environmental themes in reading comprehension learning as an effort to support the formation of a smart and ecologically responsible generation. The research questions posed in this study are:

1. How does the use of authentic texts with environmental themes affect students' understanding of ecoliteracy values?
2. What challenges do students and teachers face in using authentic texts with environmental themes in reading comprehension learning?
3. How do students respond to reading comprehension learning using authentic texts with environmental themes?
4. How does the use of authentic texts with environmental themes contribute to building ecological awareness in high school students?

A descriptive approach will be used to detail how students respond to the use of authentic texts with environmental themes in reading comprehension learning. This study will directly observe students' interactions with the material and note the challenges and obstacles encountered during the learning process. The descriptive results will provide useful insights into identifying aspects of learning that need improvement or further development. The use of authentic texts in reading comprehension learning has become a topic increasingly researched in recent years, with a primary focus on improving students' reading abilities through contextual material relevant to real-life situations. Authentic texts are considered more effective than fabricated texts because they offer a more realistic learning experience, allowing students to connect the knowledge they acquire with real-world situations. Previous research has focused on the use of authentic texts in various themes, such as science, social issues, and culture, but rarely integrated environmental themes into language learning contexts. Ecoliteracy, as a concept that combines environmental awareness with literacy, has also become an emerging area in education, particularly in preparing young generations to face the challenges of climate change and environmental degradation. Several studies show that integrating environmental issues into the curriculum can enhance students' awareness and involvement with global problems. However, the use of authentic texts with environmental themes for reading comprehension learning at the high

school level is still rarely found, especially in studies that combine ecological literacy with reading skills.

This study offers novelty by combining two aspects that are relatively rare to combine, namely the use of authentic texts with environmental themes and reading comprehension learning at the high school level. The novelty of this study lies in several areas:

1. **Integration of Authentic Texts with Environmental Themes in Reading Comprehension Learning.** This study offers an innovation in using authentic texts that aim not only to improve students' reading skills but also to introduce and instill ecoliteracy values. By selecting environmental-themed texts, students not only learn to understand the text but also absorb knowledge about environmental issues relevant to their lives.
2. **Ecoliteracy Study in the Context of Language Learning.** Although there is research on ecoliteracy, very few studies examine its application in English learning, particularly in reading comprehension at the high school level. This study introduces ecoliteracy as a pedagogical approach that can transform the way students analyze and understand texts, while increasing their awareness of global environmental issues.
3. **Focus on High School Students.** Most previous research related to authentic texts and ecoliteracy often focuses on elementary or university-level students. This study fills the research gap by examining the effectiveness of this approach on high school students, who are at a critical age in the formation of values and attitudes toward environmental issues. At this level, learning is more focused on developing critical and analytical thinking skills, which are highly relevant to the objectives of this study.

II. METHODS

A qualitative descriptive approach was chosen because this research aims to describe and analyze the phenomena occurring in the use of authentic texts with environmental themes in reading comprehension learning for high school students, as well as to explore students' understanding of environmental issues through an ecoliteracy approach. The qualitative descriptive research method allows the researcher to deeply understand the context and students' perceptions without manipulating the variables being studied, focusing instead on observing the existing conditions (Cresweel, 2015). Data for this study were collected through classroom observations, interviews with teachers and students, and document analysis of the authentic texts with environmental themes used in the learning process. These texts may include articles, scientific reports, and other readings related to environmental issues such as climate change, sustainability, and environmental conservation. The researcher will also analyze students' responses in reading comprehension tests and their reflections on environmental topics to measure how well they understand both aspects: reading skills and ecological awareness. Observations were made to monitor students' interactions during the learning process, both while reading authentic texts and while discussing the content related to environmental issues. Interviews with teachers will provide insight into the strategies used to integrate environmental-themed texts into learning, while interviews with students will explore their understanding and responses to the texts and their impact on their ecoliteracy awareness. All collected data will be analyzed

thematically, identifying patterns and key themes emerging from the students' interactions with the authentic texts in the context of reading comprehension learning. Through this qualitative descriptive approach, this study aims to holistically describe how the use of authentic texts with environmental themes can support students' reading skills while enhancing their awareness of environmental issues, thereby identifying the potential benefits and challenges faced in its implementation.

III. RESULT AND DISCUSSION

The Influence of Authentic Environmental-Themed Texts on Ecoliteracy Values in High School English Language Classes. There are some significant influences that occur in the research:

1. Authentic Texts as a Medium for Ecoliteracy Learning

Authentic texts with environmental themes provide more relevant learning experiences for students because the topics directly engage with issues present in society, which are often easier to understand and accept. Ecoliteracy values such as awareness of the importance of environmental conservation, sustainability, and social responsibility towards the Earth can be conveyed through texts that directly address environmental situations and conditions. For example, texts discussing air pollution, deforestation, or the impacts of climate change can help students understand the importance of environmental preservation.

2. Increased Ecological Awareness Through Real-World Contexts

Authentic texts with environmental themes often involve real-world contexts and up-to-date scientific data about environmental issues, such as statistics on deforestation or global temperature increases. Using such texts helps students recognize that environmental problems are not just topics in textbooks but issues that directly affect their lives and global society. When students read about real-life environmental phenomena (such as floods or clean water crises), they are more likely to realize that these problems exist around them, leading to an enhanced understanding and ecological awareness.

3. Development of Ecoliteracy Values

Through authentic texts, students can also be guided to develop ecoliteracy values, such as social responsibility and sustainability. These values can be reflected in texts discussing responsible natural resource management or biodiversity conservation efforts. Through the information gained from these texts, students can understand that their daily actions, such as reducing plastic usage or participating in environmental preservation activities, can help mitigate harmful impacts on the environment.

4. Connection to the Concept of Sustainability

The use of authentic texts with environmental themes provides students with a deeper understanding of the concept of sustainability. Sustainability, an integral part of ecoliteracy, requires individuals to not only care about the environment but also consider the long-term impact of their actions. Texts discussing sustainability issues such as renewable energy, waste management, or sustainable agriculture offer valuable information and can encourage students to think critically about how they can contribute to preserving the Earth.

5. Issue-Based Contextual Learning Model

Authentic texts also enable teaching through an issue-based approach, where global and local issues around the students become the primary focus of learning. This type of

learning is more relevant and helps students gain a better understanding of the relationship between the environment and human well-being. For example, if students read texts discussing ocean pollution caused by plastic waste, they not only learn the importance of cleanliness but also understand the long-term effects of plastic waste on marine ecosystems and the creatures living within them.

6. Facilitating More Active and Participatory Learning

One of the main influences of using authentic texts in learning is encouraging more active and participatory learning. By reading texts that focus on environmental issues, students are presented with real-life situations that require critical thinking and reflection. For instance, after reading a text about deforestation, students can be invited to discuss and suggest solutions that could be implemented to reduce deforestation in their area. Such discussions provide a space for students to develop their critical thinking skills in the context of current environmental issues.

7. Improvement in Reading and Analytical Skills

In addition to its impact on ecological awareness, the use of authentic texts with environmental themes also improves students' reading and analytical skills. They not only learn to find information literally within the texts but also learn to analyze texts critically, evaluate arguments, and understand the impacts of the issues discussed. These skills are essential because they enable students not only to comprehend the content of the texts but also to critique the sources of information they receive and seek solutions to the issues presented.

8. Influence on the Formation of Student Character

The introduction of authentic texts with environmental themes also plays a role in shaping students' character to be more environmentally conscious. Text-based learning addressing social and ecological issues helps students develop empathy for global concerns while building awareness of the importance of individual roles in preserving nature. Therefore, understanding ecoliteracy values lies not only in theoretical knowledge but also in the formation of attitudes and actions that support sustainability.

The challenges faced by teachers and students in using authentic environmental-themed texts in reading comprehension learning. The use of authentic texts with environmental themes in reading comprehension learning can provide many benefits in enhancing students' understanding of environmental issues. However, there are several challenges that students and teachers may face during the implementation of this learning process. These challenges may stem from various factors, ranging from linguistic aspects to practical obstacles in classroom implementation. Below is a deeper exploration of the challenges faced by students and teachers in using authentic environmental-themed texts.

1. Language and Text Readability Challenges

Authentic texts often contain more complex or technical language, especially when addressing environmental issues that require an understanding of scientific concepts. Such texts can become a challenge for students, particularly if they do not have adequate background knowledge or basic understanding of the topic being discussed. Some challenges that students often face related to language and readability include:

- a. **Technical Terms and Language Complexity:** Texts related to environmental issues, such as climate change, pollution, or energy sustainability, often contain technical terms that may be difficult for students unfamiliar with scientific or ecological terminology to understand. For example, terms such as "greenhouse gas emissions," "bioindicator," or "biodiversity" may feel unfamiliar to students who do not have prior knowledge of these topics.
 - b. **Complex Sentence Structure:** Authentic texts typically use longer and more complex sentence structures, as well as formal language, which can make comprehension difficult for students. Sentences that are dense with information and contain multiple clauses can make it hard for students to grasp the main meaning of the text.
 - c. **Limited Vocabulary:** Students may struggle with vocabulary that is rarely used in their everyday lives. This can hinder their understanding of the text and reduce the effectiveness of the learning process.
2. **Limitations in Access and Availability of Texts**
- While authentic environmental-themed texts can be highly effective, another challenge is the limited access to quality texts. Not all schools have sufficient access to the appropriate authentic texts. Some issues that arise include:
- a. **Availability of Resources:** In many areas, especially in more remote regions, schools may not have access to sufficient teaching materials or authentic texts. Books or scientific articles related to environmental issues are often not available in adequate quantities or cannot be accessed by students.
 - b. **Relevance and Quality of Texts:** Not all texts found in the mass media or on the internet are of high scientific quality or strongly relevant to the curriculum. This can present a challenge for teachers in selecting texts that are not only authentic but also relevant and suitable for students' level of understanding.
3. **Limited Understanding of Environmental Concepts by Students**
- Students who do not have basic knowledge about ecosystems or environmental issues may struggle to understand texts that discuss these topics in depth. Some challenges related to understanding environmental concepts include:
- a. **Lack of Basic Knowledge:** Students who do not have a solid understanding of basic environmental science concepts may find it difficult to comprehend authentic texts with environmental themes. For example, if students are unaware of what climate change or air pollution is, they will have difficulty understanding texts that address these issues in depth.
 - b. **Difficulty Connecting Theory to Practice:** Texts discussing the real-world impacts of environmental degradation, such as water pollution or deforestation, require the ability to connect theoretical concepts to practical realities. Students who do not understand how environmental issues affect their daily lives may find these texts too disconnected from their experiences.
4. **Time Limitations in Learning**
- The use of authentic environmental-themed texts often requires more time compared to simpler or more general texts. Some time-related issues include:
- a. **Limited Learning Time:** In many schools, dense schedules and broad curricula often make it difficult for teachers to allocate enough time for teaching with authentic texts.

Reading, analyzing, and discussing longer and more complex texts takes more time, which may compromise other parts of the curriculum.

- b. **Challenges in Managing Time for Classroom Discussions:** When authentic environmental-themed texts are used for in-depth classroom discussions, teachers may feel constrained by time in allowing every student to actively participate.

5. Lack of Teacher Training in Using Authentic Texts

Teachers who lack sufficient training in using authentic environmental-themed texts as tools for reading comprehension learning may find it difficult to apply them effectively in the classroom. Some challenges related to a lack of training include:

- a. **Limited Teaching Methods:** Teachers accustomed to conventional methods or textbooks may not be familiar with using more complex authentic texts. They may struggle to manage reading activities that require an interactive or problem-based approach.
- b. **Limited Skills in Designing Questions and Activities:** Authentic texts used in reading comprehension learning often require more in-depth questions or activities focused on analysis and critical understanding. Teachers who have not been trained to design such activities may feel less confident in using them.

6. Student Uncertainty About the Benefits of Environmental Texts

Students may feel less motivated or fail to see the direct relevance between reading comprehension learning and environmental issues. Some reasons that may hinder student motivation include:

- a. **Lack of Interest in Environmental Issues:** Although environmental topics are highly important, not all students feel interested or concerned about these problems. If students feel that these issues do not directly impact their lives, they may be less motivated to engage actively in learning.
- b. **Perception of Environmental Texts as Boring:** Some students may consider texts discussing environmental issues as heavy or boring, particularly if the texts are filled with scientific data or statistics that are difficult to understand without clear context.

Responses of Students to the Use of Authentic Environmental-Themed Texts in Reading Comprehension Learning. In the application of authentic environmental-themed texts in reading comprehension learning, students exhibit a wide range of responses to the activity, as follows:

1. Positive Response to Relevance and Connection to Real-Life

One of the main responses that frequently arises from students in reading comprehension learning using authentic environmental-themed texts is increased interest and engagement. Texts that address environmental issues such as pollution, climate change, or ecosystem degradation provide a more tangible context for students. They tend to feel more connected to the material because these topics are directly related to the reality they face in their daily lives, both locally and globally.

2. Increased Participation in Class Discussions and Interactions

Reading comprehension learning with authentic environmental-themed texts also tends to increase students' activity in class discussions. Students who might have previously been passive in class are more likely to actively participate when the topics discussed directly address issues they consider important. Authentic and substantial texts often open space for deeper discussions on social, economic, and ecological topics. For example, after reading a text about the water crisis in a specific area, students can be encouraged to discuss potential solutions that could be implemented in their communities or globally.

3. Development of Critical and Reflective Thinking Skills

Authentic environmental-themed texts often provide complex information and multiple perspectives on a specific issue. This encourages students to develop critical thinking skills. They are prompted not only to passively receive information but also to analyze, evaluate, and compare the arguments presented in the texts. For example, when reading a text about deforestation, students can be asked to analyze the causes, impacts, and steps that could be taken to prevent it. This process also allows students to reflect on these issues in the context of their own lives and question their personal contributions to environmental problems. This motivates them to become more conscious of the impact of their daily actions, such as plastic consumption, energy waste, or unsustainable lifestyles.

4. Increased In-Depth and Contextual Understanding

Authentic environmental-themed texts provide a deeper and more contextual understanding because students not only learn from theoretical perspectives but also from concrete examples that reflect real-world situations. Texts discussing environmental conservation efforts, renewable energy, or wildlife protection are often accompanied by data, graphs, and statistics that help students understand the urgency of these issues. For instance, texts about the decline in certain species' populations can show statistics that clarify their impact on ecosystems more clearly. This data-driven and real-world context allows students to grasp the broader scope of the issues, making them more prepared to discuss solutions or even implement the ideas they have learned in their everyday lives.

5. Challenges in Reading Comprehension with Authentic Texts

However, despite the many positive responses from students, there are also several challenges they face when using authentic environmental-themed texts in their learning. A primary challenge students often face relates to the difficulty level of the language. Authentic texts often use more formal, technical language filled with terms they may not encounter in everyday life. Therefore, students may struggle to understand certain parts of the text, especially if they do not have adequate background knowledge on the topic being discussed. Additionally, there is also the challenge of dealing with the volume of information presented in these authentic texts. Detailed or technical information, particularly related to scientific data or statistical facts, can be a barrier for students who are not accustomed to analyzing dense texts. This can affect their overall comprehension, even if they are interested in the topic.

6. Students' Response to Problem-Based Learning (PBL) Integration

To enhance understanding and student engagement, several schools have integrated the Problem-Based Learning (PBL) approach into reading comprehension learning with authentic environmental-themed texts. This approach encourages students to solve real-world problems presented in the texts they read. For example, after reading a text about

the impact of plastic use on the environment, students might be asked to design a plastic waste reduction campaign for their school. With this approach, students not only gain new knowledge about environmental issues but also feel empowered to contribute to solving those problems. Students' responses to this approach are generally very positive because they feel empowered to take real action based on what they have learned.

The use of authentic environmental-themed texts significantly contributes to building ecological awareness in high school students. These texts not only teach better reading techniques but also broaden students' understanding of relevant environmental issues such as pollution, climate change, and sustainable resource use. By understanding texts that directly address these issues, students can develop a deeper understanding of how their actions relate to environmental preservation. Authentic texts also provide an opportunity for students to connect the knowledge they have learned to real-world situations, thereby increasing their awareness of the importance of environmental conservation. Thus, this learning process not only equips students with reading skills but also inspires them to become agents of change in preserving the Earth. The use of authentic environmental-themed texts plays a vital role in building ecological awareness in high school students. This is due to several factors that not only enhance students' understanding of environmental issues but also inspire changes in behavior and attitudes toward the world around them. Below is a more detailed explanation of these contributions:

1. Fostering a Deeper Understanding of Environmental Issues

Authentic environmental-themed texts provide more contextual and real information about the environmental challenges faced by the world and the communities surrounding students. For instance, texts that discuss deforestation, climate change, air pollution, or marine ecosystem damage offer a clearer and more factual picture of current environmental conditions. This helps students see the connection between human actions and their impact on nature, demonstrating how mistakes or negligence in environmental protection can negatively affect human life and other living beings. Through these texts, students gain a more comprehensive understanding of the importance of maintaining natural resources and preserving the environment for future generations. Therefore, authentic texts can help shift students' views on the environment from merely a lesson topic to an issue that is directly relevant to their daily lives.

2. Raising Social Awareness and Responsibility Towards the Environment

One of the main contributions of using authentic environmental-themed texts is fostering students' social awareness regarding broader environmental issues, both on a local and global scale. Students who read texts about environmental destruction or real-world ecosystem changes, such as biodiversity loss or climate change, will become more aware of the importance of their role in protecting the Earth. Through this understanding, students are expected to develop a sense of social responsibility for their environment, their country, and the world. Texts that reflect real issues encourage students to think critically about what they can do to reduce the negative impacts on nature. For example, after reading texts about the water crisis in various parts of the world, students can become more aware of the importance of water conservation, whether at home, at school, or in

their community. This awareness can prompt them to take small actions, such as reducing water waste or supporting environmentally-friendly policies.

3. Inspiring Practical Actions to Protect the Environment

Authentic texts often include information about efforts that have been made to solve environmental problems, such as reforestation projects, the use of renewable energy, or government policies focusing on waste and waste management. Learning about these initiatives helps students understand that real solutions can be applied to address environmental problems.

For example, after reading texts about plastic waste management in certain countries, students may feel inspired to start a small campaign at school about the importance of recycling or reducing single-use plastic. Additionally, these texts can motivate them to participate in local conservation programs, such as beach cleanups or tree planting.

4. Strengthening Ecoliteracy Values in Daily Life

Using authentic environmental-themed texts provides students with the opportunity to internalize ecoliteracy values in their daily lives. Ecoliteracy, which includes environmental awareness, understanding of sustainability, and the ability to think critically about the ecological impacts of decisions, can be reinforced through relevant texts. Through this learning, students not only learn to understand texts cognitively but also develop ecoliteracy values that are important for their everyday lives. Students exposed to authentic texts about environmental protection are more likely to have a more environmentally conscious perspective, such as choosing eco-friendly products, reducing energy consumption, or participating in green initiatives.

5. Encouraging Broader Social Discussions and Participation

Authentic environmental-themed texts can also create space for deeper discussions about global social topics, such as social justice in climate change or inequality in access to natural resources. Through these discussions, students not only gain information but also develop critical and analytical thinking skills that help them view environmental issues from various perspectives. Additionally, these texts can serve as a starting point for broader social participation, as students who understand the importance of the environment are often more interested in engaging in community or social activities that support environmental preservation. They may feel inspired to join environmental organizations, participate in social campaigns, or even lead small initiatives that can have a positive impact on the environment around them.

6. Fostering a Sense of Ownership Towards the Environment

Understanding ecosystems and ecological balance also fosters a sense of ownership of the environment among students. Authentic texts that depict environmental problems in a very personal way and relate them to daily life can make students feel that these issues are their own. For instance, reading texts about air pollution in large cities or coral reef destruction in the ocean can trigger a sense of personal responsibility, which ultimately encourages them to take better care of their own environment. With this sense of ownership, students not only become consumers of environmental information but also active agents of change in preserving the sustainability of nature.

The integration of authentic environmental-themed texts in reading comprehension learning plays a pivotal role in advancing students' ecological awareness and enhancing their literacy skills. As seen in the findings, students' responses to these texts indicate both positive

outcomes and challenges, which provide valuable insights into the effectiveness and limitations of using such materials in the classroom. One of the significant benefits of using authentic environmental texts is that they connect students to real-world issues, making the learning experience more relevant and engaging. As observed, students feel a stronger connection to the material when it directly addresses topics like pollution, climate change, or ecosystem degradation, which they encounter in daily life. This relevancy not only piques their interest but also fosters a sense of responsibility for environmental preservation. By discussing environmental issues, students develop a more profound understanding of the urgency of sustainability, which helps shape their attitudes and behaviors towards the planet. Another notable outcome is the enhancement of critical thinking skills. Authentic environmental texts often present complex information, diverse perspectives, and data-driven content that challenge students to analyze, evaluate, and reflect on the material. For example, texts on deforestation or air pollution invite students to explore the causes and consequences of these issues, prompting them to think critically about solutions. This process encourages students to move beyond passive consumption of information and engage in deeper cognitive processing, which is a valuable skill in both academic and real-world contexts.

Moreover, these texts foster a participatory and interactive learning environment. The inclusion of real-world environmental issues opens up space for classroom discussions, where students can express their ideas and collaborate on potential solutions. As seen in the data, students who are typically passive in class become more active participants when the topic aligns with their values and concerns. This shift in engagement is crucial for promoting collaborative learning and encouraging students to think collectively about how to address environmental challenges. However, the application of authentic environmental texts also comes with several challenges. One major difficulty lies in the complexity of the language used in these texts. As reported, many students find it challenging to comprehend technical terms or complex sentence structures, particularly when the topic requires an understanding of scientific concepts. Terms like "greenhouse gases," "biodiversity," or "sustainability" may be unfamiliar to students without prior exposure to ecological knowledge. This language barrier can hinder comprehension and limit the effectiveness of the learning process unless adequate support, such as vocabulary exercises or pre-reading activities, is provided.

Another challenge is the limited access to high-quality environmental texts, especially in under-resourced schools. The availability of relevant and authentic materials is crucial for the successful implementation of this approach. In areas with restricted access to resources, schools may struggle to acquire scientifically accurate and up-to-date texts that align with the curriculum. This disparity highlights the need for efforts to provide schools, particularly those in rural or low-income areas, with better access to environmental educational resources. Furthermore, while students show positive responses to the integration of environmental topics into their learning, some still struggle to connect these issues to their personal lives. The gap between theory and practice, especially in relation to understanding environmental concepts in the context of everyday actions, remains a challenge. Students who lack a solid foundation in environmental science may find it

difficult to relate abstract environmental issues to their immediate experiences, thereby diminishing the potential impact of the texts.

IV. CONCLUSION AND SUGGESTION

The use of authentic environmental-themed texts in reading comprehension learning plays a critical role in enhancing students' ecological awareness and fostering sustainable behaviour. These texts not only improve students' reading skills but also expose them to real-world environmental issues such as pollution, climate change, and the importance of sustainable resource use. By engaging with these texts, students gain a deeper understanding of how their actions impact the environment and develop a sense of responsibility for its preservation. Additionally, the integration of authentic texts with environmental themes encourages critical thinking, social responsibility, and the internalization of ecoliteracy values that students can apply in their daily lives. This approach also fosters active participation in class discussions and social initiatives, contributing to the creation of environmentally conscious individuals who are motivated to act in ways that support the planet's sustainability. There are some suggestion that are able to develop quality of the research and improve to use authentic environmental-themed text, they are:

1. **Enhancing Teacher Training:** Teachers should be provided with proper training and resources to effectively integrate authentic environmental-themed texts into reading comprehension lessons. This includes guidance on how to address the challenges posed by complex language and technical terms in these texts.
2. **Improving Access to Quality Texts:** Efforts should be made to increase access to authentic environmental texts in schools, especially in under-resourced areas. Schools can collaborate with environmental organizations, local governments, and online platforms to acquire high-quality texts that are relevant to the curriculum.
3. **Encouraging Active Learning:** Teachers should foster an active learning environment where students are encouraged to critically analyze texts and discuss real-world environmental issues. Integrating problem-based learning (PBL) activities can help students apply their knowledge to create tangible solutions for environmental challenges.
4. **Promoting Interdisciplinary Approaches:** The use of authentic environmental-themed texts can be expanded beyond language learning into other subjects such as science, social studies, and geography. This interdisciplinary approach would help students see the interconnectedness of environmental issues and their broader societal impacts.
5. **Facilitating Real-World Engagement:** Students should be encouraged to take part in community-based environmental initiatives, such as recycling programs, tree planting, or local clean-up efforts. This would allow them to apply what they have learned in class to real-world situations and further strengthen their ecological awareness and sense of responsibility.
6. **Continuous Evaluation and Adaptation:** The effectiveness of using authentic environmental-themed texts should be continuously evaluated through feedback from both students and teachers. Adjustments should be made to ensure the texts remain relevant and challenging while being accessible to students at various levels of understanding.

ACKNOWLEDGMENT

We would like to express our sincere gratitude to the Faculty of Languages and Arts at Universitas Negeri Jakarta for their generous financial support, which made this research possible. Their contribution enabled us to conduct this study and provided us with the necessary resources to explore the use of authentic environmental-themed texts in reading comprehension learning. We are deeply grateful for the faculty's commitment to promoting educational research and for their ongoing support of our academic endeavors. This research would not have been possible without their invaluable assistance. Thank you for believing in our project and helping us make it a reality.

REFERENCES

- Anderson, P., & Williams, R. (2020). *Enhancing English reading skills through environmental education: A focus on ecoliteracy*. *Journal of Applied Linguistics*, 41(2), 198-210.
- Barrett, S., & Linder, L. (2021). *Integrating ecoliteracy into English language teaching: A global perspective*. *Journal of Environmental Education*, 52(1), 12-25.
- Creswell, J. W. (2015). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Gillespie, T. (2020). *Environmental sustainability and ecoliteracy in language education*. *Environmental Education Research*, 26(3), 345-359.
- Green, M. (2019). *Ecoliteracy in language education: Theory and practice*. *Journal of Language, Environment, and Society*, 3(1), 57-72.
- Hori, S. (2020). *Authentic materials and their impact on EFL reading comprehension skills*. *ELT Journal*, 74(2), 205-217.
- Kennedy, M. (2022). *Bridging language learning and environmental issues: The role of ecoliteracy*. *Language and Sustainability*, 4(2), 133-150.
- Liu, C., & Chen, X. (2021). *The effectiveness of authentic texts in EFL reading comprehension*. *Journal of Language Teaching*, 54(5), 415-432.
- Miller, J., & Wang, Z. (2022). *Ecoliteracy and its application in ESL classrooms*. *Educational Review*, 39(1), 76-92.
- Peirce, B. (2019). *Authentic texts in EFL classrooms: Theory, practice, and challenges*. *Language Teaching Research*, 23(4), 487-504.
- Simanjuntak, W. P. L., & Lubis, B. N. A. (2023). *Comparative Analysis of Reading Habit and Translation Ability among Female and Male Students at STBA PIA Medan*. *English Teaching and Linguistics Journal (ETLiJ)*, 4(2), 81-89.
- Taylor, M., & Smith, J. (2021). *The role of ecoliteracy in shaping responsible citizens through English language teaching*. *TESOL Quarterly*, 55(2), 388-402.
- Thompson, R. (2019). *Exploring the integration of authentic materials into reading comprehension instruction*. *English Language Teaching*, 72(3), 122-137.