

**INVESTIGATING INDONESIAN EFL TEACHERS'  
KNOWLEDGE, BELIEF, ATTITUDE ABOUT CLIMATE  
CHANGE IN RELATION TO PREPAREDNESS TO  
INTEGRATE CLIMATE CHANGE ISSUES IN ELT**

**A THESIS**

by

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**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**2024**

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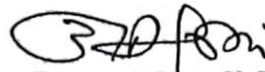


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CHANGE ISSUES IN ELT**



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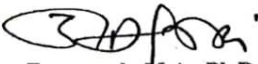
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## DECLARATION

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Certify that thesis entitled "Investigating Indonesian EFL Teachers' Knowledge, Belief, Attitude about Climate Change in Relation to Preparedness to Integrate Climate Change Issues in ELT" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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## **DEDICATIONS**

I dedicate this thesis to the most extraordinary parents in my life, to myself, to my brothers and sisters who always pray for and support me. Thank you for your support both material and immaterial, and for being an inspiration and motivator. I feel very grateful to have you and to feel your boundless love for me.

## **MOTTOS**

"And whoever puts all their trust in Allah (God), then He will fulfill their needs."

-(QS. At-Talaq: 3)

"Allah does not burden a person except according to his/her ability."

-(Q.S Al Baqarah: 286)

"Be enthusiastic about the things that will benefit you. Ask Allah for help; do not be weak."

-HR. Muslim

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Palembang, March 2024

The Writer,

A handwritten signature in black ink, appearing to read 'Sakilah Rahmadhani', with a horizontal line underneath.

Sakilah Rahmadhani

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***ABSTRACT***

Since the late 19th century, the world is experiencing a crisis of great change. Considering the many negative impacts of climate change, education can be a solution. Teachers have a strong influence on the knowledge, beliefs and attitudes of the younger generation. The issue of climate change is the goal of EFL teachers in preparing students to face climate change. The aim of this research is to explore teachers' knowledge, beliefs, attitudes and preparedness in integrating climate change issues in ELT. This study employed a quantitative correlation and regression research approach with a survey method, which involved 200 Indonesian EFL teachers from various levels of education, from elementary to high school. Data were analyzed using Pearson Product-Moment Correlation, multiple correlation and multiple regression in SPSS 26. The results showed that there was a significant positive correlation with moderate strength between knowledge and belief. EFL teacher attitude and preparedness. Apart from that, there is an influence between knowledge, belief and attitude on EFL teacher readiness.

*Keywords; Correlation, Climate Change, ELT, Knowledge, Belief, Attitude, Preparedness*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significances of the study.

#### **1.1 The Background of the Study**

Since the late 19th century, the world has faced the most pressing and universally acknowledged issues. The issues will impact the entire ecosystem, economy and society. They will become significant issues that catch the interest of various groups, such as scientists, policymakers, activists, and the general public (Fisher & Nasrin, 2021). The stability of nations as a whole, as well as agriculture and food security, water resources, biodiversity, and public health are all impacted by these effects. As a result, the world is experiencing a crisis of great change.

The global crisis that occurred was caused by drastic climate changes, related to the average number of meteorological parts, such as rainfall and temperature calculated over a year (Malhi, 2021). According to Shivanna (2022), climate change is the long-term alteration of local and global weather patterns and temperatures. Earth's climate is constantly changing, but the rapid and unprecedented rate of change in recent decades raises severe concerns that pose serious threats to life on earth (Mojid, 2020). This is caused by gases that trap the sun's heat as they pass through the earth's atmosphere, causing a warming effect. Kweku (2018) mentions that carbon dioxide, methane, and nitrous oxide are the three main greenhouse gases, and humans have been increasing their atmospheric concentrations over time, resulting in a significant heat trap.

The primary cause of recent global climate change is human activity, primarily from increases in greenhouse gas concentrations resulting from the burning of fossil fuels (Yoro & Daramola, 2020; Zegeye, 2018). The climate is also affected by human-caused changes in land use and land cover, such as deforestation, urbanization, and

changes in vegetation patterns (Nayak & Mandal, 2019). Therefore, these activities have an effect on global climate change.

Human activities are responsible for causing climate change, which has wide-ranging effects on everything from water supplies and food security to human health and biodiversity. Furthermore, Bell (2018) states that the impacts of this warming are evident in more frequent and severe heatwaves, droughts, floods and forest fires that have become commonplace. Sea levels are increasing as a result of melting glaciers and ice sheets, endangering low-lying islands and coastal communities. The biggest threat to marine ecosystems is ocean acidification, which is brought on by excessive CO<sub>2</sub> absorption. Moreover, the disruption of climate change caused by human activity also affects agricultural, intensifies resource conflicts, and encourages migration as people move in search of habitable areas (Liang et al., 2023). In addition, children as the next generation are also impacted by climate change.

According to the latest research conducted by Save the Children in collaboration with an international climate research team led by the Vrije Universiteit Brussel (VUB), and published in the prestigious journal *Science* (2021), indicates that children born in 2020 will experience more disasters than children born sixty years ago, including droughts, floods, crop failure, hunger, malnutrition, and extreme weather. Additionally, the statement is supported by the Intergovernmental Panel on Climate Change (IPCC) states in 2023 that since 2018, it is necessary to maintain warming to 1.5°C, but that the problem has grown and is currently pushing global warming. The World Meteorological Organization (2023) confirms that the annual average global near-surface temperature for each year between 2023 and 2027 is expected to be 1.8°C higher than the average for the previous year. As a result, life is put in increasingly risky situations.

Nearly every region of the world is impacted by climate change, including Indonesia. According to a recent statement from the BMKG (Meteorology, Climatology and Geophysics Agency), Indonesia is currently witnessing extreme

climate change. Of the 116 BMKG observation stations, in August 2023 Indonesia's air temperature experienced the 3rd highest increase with a value of 0.5°C throughout the observation period since 1981. Further, at the beginning of the year, BMKG forecasted that the dry season would arrive earlier than usual. This is a result of the El Nino phase, which has a 50%–60% chance of occurring and is characterized by a warming of the sea water temperature above normal. This condition influences the sustainability of people's lifestyles. Apart from that, another influence stated by Hickman (2021) is that the younger generation suffers from climate anxiety, which manifests as fear of the future.

Climate change is a complex and urgent challenge. Natural disasters brought on by climate change, according to Andriyani (2020) will become more problematic in the future if they are not controlled. The serious effects of these climate change-related natural disasters underline the urgent need for global cooperation in mitigating climate change and preparing for its effects. Every level of society is now under pressure to find answers to this global issue in order to create a sustainable future where people and the environment may coexist together (Laininen, 2019). In this case, it requires the involvement of policy or technological solutions, as well as education.

Education plays an important role in mitigating climate change by increasing awareness, fostering a sense of responsibility, empowering individuals with the knowledge and skills to take responsible climate action. In addition, United Nations (2022) claims that education can inspire people to modify their attitudes and behaviors and aid in decision-making that will lead to a sustainable future. Young people can be inspired to take action by learning about the effects of global warming and how to adapt to it through education (Jones & Davison, 2021). Nevertheless, the teaching methods employed by the teachers impact the success of the climate change education.

The achievement of education cannot be separated from the role that teachers play in delivering it. Teachers have a significant impact on future generations' understanding, attitudes, and behavior as educators and influencers. Teachers can

include climate change into a variety of disciplines because it covers related topics. According to Brennan (2019), all teachers are in charge of teaching climate change because there are no specific requirements for teachers to do so. By integrating experiences or environmental aspects related to climate change, teachers are urged to engage students with real-world climate concerns rather than just spreading fear (Bentz, 2020). One way that can be a strategy for teaching climate change is by integrating it into English classes.

Teaching about climate change in ELT classes not only raises students' knowledge of environmental issues but also strengthens their language and critical thinking skills (Mete, 2018). There are four main skills in English, listening, reading, speaking, and writing, which cover a wide range of topics. Teachers can use a variety of strategies to get their students interested in climate change concerns, including reading climate change literature, listening and writing about climate change issues, as well as making it a topic of discussion in class. But contrast to science, literacy research on climate change has been very sparse (Lehtonen, 2019), despite the fact that numerous techniques can be put into practice. Language and literacy studies have paid little attention to climate change (Silvhiany et al., 2023). Therefore, assessing EFL teachers' knowledge, attitudes, and behaviors about climate change is a crucial step in ensuring that climate change education is effective and advantageous for students. Based on the discussion above, this research aims to investigate the knowledge, beliefs and attitudes of Indonesian EFL teachers towards climate change. This research also aims to examine teachers' preparedness in integrating climate change issues in ELT.

## **1.2 The Problems of the Study**

Based on the background above, the problems are formulated as follows:

1. Is there any significant correlation between EFL teachers' knowledge, beliefs, attitudes and their preparedness to integrate climate change issues into ELT?



2. Do the knowledge, beliefs, and attitudes of EFL teachers affect their preparedness?

### **1.3 The Objectives of the Study**

In relation to the problem of the study above, the objectives of this research are to:

1. To find out whether there is a significant correlation between EFL teachers' knowledge, beliefs, attitudes and their preparedness to integrate climate change issues into ELT.
2. To find out whether the knowledge, beliefs, and attitudes of EFL teachers influence their preparedness to integrate climate change education in schools.

### **1.4 The Significances of the Study**

This research is expected to provide information and knowledge for students, teachers, researchers and academicians

#### **1. Students**

This research expected to be useful for students. It is intended that students would understand how crucial climate change education is, become more environmentally conscious, and better equip themselves to deal with climate change.

#### **2. EFL Teachers**

It is hoped that this can be an illustration for teachers to consider and prepare themselves in integrating climate change in ELT lessons. Additionally, this information is utilized to educate students on how to think critically and take appropriate action to combat climate change.

#### **3. Researchers**

This research is expected to be useful for further researchers. The information from this study can be used to support more research, particularly those focusing on climate change.

#### **4. Academicians**

It is intended that the findings of this study may aid academicians in advancing their understanding and in developing arguments and ideas.

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