

**Developing Climate Change-Based Descriptive Texts for 10th
Grade Students of SMA Negeri 11 Palembang**

**A Thesis
By**

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Student number: 06012682226014

Magister of Language Education Study Program



**Faculty of Teacher Training and Education
Sriwijaya University
Palembang
2023**

**Developing Climate Change-Based Descriptive Texts for
10th Grade Students of SMA Negeri 11 Palembang**

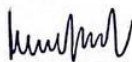
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DECLARATION

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Certify that data thesis entitled “Developing Climate Change-Based Descriptive Texts for 10th Grade Students of SMA Negeri 11 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

I dedicate this thesis to my beloved family: Mama, Papa, Yuk Ayu, Kak Yaaz, Yuk Esti, and Adek Yuuta. Thank you for your love without limits, never-ending prayers to me, your support, and for everything you present for me.

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**Developing Climate Change-Based Descriptive Texts for
10th Grade Student of SMA Negeri 11 Palembang**

ABSTRACT

The objective of this research was to develop reading materials comprised of descriptive texts that address climate change and are valid, practical, and potentially impactful for tenth-grade students at SMA Negeri 11 Palembang. The developed reading materials would serve as supplementary resources for English instructors and students in order to better serve their needs. The research design for this study encompassed development research, which involved the following stages: analysis, design, evaluation, and revision. The data were gathered via questionnaires, semi-structured interviews, and a reading comprehension test. The data was evaluated both quantitatively and qualitatively. A formative evaluation was undertaken to ascertain the developed reading materials' validity, practicality, and potential impact. In regard to media, content, and instructional design, experts assessed the developed reading materials' validity to be 3.90, which is considered to be very high. In one-on-one and small-group evaluations, the developed reading materials were deemed to have a practicality of 3.55 and 3.60, respectively, which is classified as extremely high practicality. The result of the field test was 84.91%, indicating that the developed reading materials had a significant amount of potential impact. Therefore, the reading materials that were developed have the potential to serve as supplementary resources in the reading instruction of tenth graders.

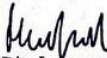
Keywords: *climate change, descriptive texts, reading materials, material development.*

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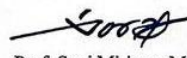
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CHAPTER I INTRODUCTION

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

1. Background of the Study

Integrating English into the educational curriculum is an option the Indonesian government has extensively explored. It is due to the necessity of producing a generation of Indonesians who are skilled and knowledgeable in English and prepared to participate in the global field. According to Crystal (2018), more than one hundred countries use English in their curriculums for instruction. The growth of English as an international language has contributed to curriculum development in Indonesia, and the objective of English is to enhance the nation's education by mastering the advancement of science, technology, and the economy, among other fields (Dzulkifli Isadaud et al., 2022; Parupalli Srinivas, 2019; Zein et al., 2020). To cultivate exceptional and globally competitive human resources among the new generation, particularly students, it is crucial that they possess a comprehensive grasp of the English language.

There are several English abilities that students must acquire. One of these is reading proficiency. Reading is the search for and comprehension of information contained in written texts. In addition, reading is a component of educational content, and all learning processes are associated with reading skills as a fundamental aspect of language acquisition (Abid et al., 2023; Akhmedov B.Y., 2022; Namaziandost et al., 2020). In senior high school, students need to comprehend the content of assigned reading texts and improve their reading proficiency. During the learning process, students acquire information and increase their abilities and knowledge by reading (Cooper et al., 1988). Comprehending, questioning, interpreting, predicting, and defining the words and the interpretation from the texts ought to guide the learning of the reading process (Balan et al., 2019).

Enhancing reading skills can be accomplished by developing engaging and student-appropriate reading materials. During secondary high school, students are

exposed to a range of text genres, one of which is descriptive text. Descriptive writing aims to depict certain people, place, or objects using generic structures of identification and description. These descriptive texts have been incorporated into the curriculum for 10th-grade students at SMA Negeri 11 Palembang, a public school utilizing an independent curriculum designed to provide a well-rounded education. This school implements an independent curriculum that aims to give a comprehensive education. The curriculum enhances students' preparedness for future challenges by focusing on fundamental subjects and providing educators with increased adaptability (Kemdikbud, 2022).). The independent curriculum, supported by Nadiem, promotes students' awareness of worldwide issues, specifically emphasizing climate change (Ilham Pratama, 2022). The learning process within this curriculum fosters awareness of climate change, enabling students to identify contemporary issues and develop practical solutions. Incorporating climate change themes into descriptive texts is consistent with the Pancasila student profile feature of the independent curriculum. This dimension highlights values, reverence for God, and virtuous character, particularly in relation to our moral responsibility towards nature (Tasyaa et al., 2023). This integration is deemed essential for raising awareness and preparing students to confront challenges related to climate change. Emphasizing the importance of educating students about climate change and sustainable practices is crucial in nurturing a more environmentally conscious generation.

Furthermore, UNESCO acknowledges climate change as a substantial ecological concern and underscores the worldwide significance of incorporating it into school curricula. Education is crucial in enabling countries to tackle the consequences of climate change effectively by fostering competencies and enhancing students' understanding (UNESCO, 2021). Active involvement of key stakeholders, including government officials such as ministers and vice ministers of education, as well as individuals in the environmental sector, is vital for the successful implementation of worldwide initiatives focused on conserving the ecosystem. These initiatives involve the implementation of educational changes

aimed at integrating climate change education, thereby equipping future generations to address this urgent issue effectively.

However, the Indonesian Minister of Education and Culture recognized a significant deficiency in the incorporation of environmental and climate change subjects into the country's academic curriculum. Darmawan and Dagamac (2021) identified several obstacles that hindered the implementation of environmental education in secondary high schools in Palembang, Indonesia. These obstacles included inadequate time allotment for environmental education, limited resources, and a lack of support from school administrators. As a reaction, the Indonesian government has incorporated subjects related to climate change into the nationwide educational curriculum, with a specific emphasis on English language instruction (Handayani et al., 2020; Mahfud, 2019).

As of now, academic inquiries concerning the progress of climate change reading materials have predominantly concentrated on report and exposition texts, continuing to employ the curriculum established in 2013 (Becce Tenridinanti et al., 2021; Noto et al., 2022). In the interim, further research with regard to the development and construction of instructional materials and syllabi that prioritize descriptive text has been conducted by Azizah et al. (2020), Elviana et al. (2020), Pratiwi & Rezeki (2019) and Rhahima et al. (2021). As a result, it is imperative to continue focusing on the provision of descriptive texts pertaining to climate change themes for secondary high school students in order to meet the requirements of the current curriculum environment. An initial inquiry encompassing comprehensive library research reveals a clear and discernible deficiency in the current corpus of scholarly works. The vacuum in question concerns the demand for educational materials, specifically descriptive texts, that incorporate climate change concepts in accordance with the current requirements of autonomous curricula. Considering the considerable significance attributed to climate change awareness and the intrinsic ability of descriptive texts to effortlessly integrate this relevant matter into students' reading materials, it becomes apparent that an uncharted educational domain exists that merits additional investigation.

Therefore, the researcher proposes to conduct a study entitled "Developing Climate Change-based Descriptive Texts for 10th Grade Students of SMA Negeri 11 Palembang." The study aims to assess the efficacy of the developed resources for descriptive texts related to climate change, serving as English educational curriculum reading material aligned with UNESCO's recommendations. The methodology of this study follows the development research approach proposed by Akker (1999), resulting in fifteen climate change-based descriptive texts designed to enhance students' reading skills and broaden their understanding of the effects of climate change as supplementary reading materials.

1.1 The Problems of the Study

This study is aimed to answer the following research questions.

1. Are the developed climate change-based descriptive texts for 10th grade students of SMA Negeri 11 Palembang valid?
2. Are the developed climate change-based descriptive texts for 10th grade students of SMA Negeri 11 Palembang practical?
3. Do the developed climate change-based descriptive texts for 10th grade students of SMA Negeri 11 Palembang have a potential effect?

1.2 The Objectives of the Study

The objectives of this study are:

1. To find out the validity of the developed climate change-based descriptive texts for 10th grade students of SMA Negeri 11 Palembang.
2. To find out the practicality of the developed climate change-based descriptive texts for 10th grade students of SMA Negeri 11 Palembang.
3. To find out the potential effect of the developed climate change-based descriptive texts for 10th grade students of SMA Negeri 11 Palembang.

1.3 The Significance of the Study

The findings of this study are expected to provide insights and enhance the field of education, specifically in the context of Senior High School. The climate change-based descriptive texts are expected to yield positive effects for educational institutions to bridge deficiencies in their English language syllabus and facilitate interdisciplinary education that integrates ecological concerns. The

growing global concern for the environment necessitates that educational institutions modify their curricula to cater to the need for sustainable education. Promoting climate change-based descriptive texts in schools can aid in cultivating eco-friendly attitudes and behaviours that align with sustainable development.

Furthermore, climate change-based descriptive materials designed for senior high school can be supplementary resources for English teachers. Climate change-based descriptive texts can function as a valuable tool for instigating classroom discussions about pertinent environmental matters while promoting analytical thinking and discourse development. Integrating climate change topics into the English reading materials by English teachers can also promote global citizenship and cultivate environmental responsibility among students.

In addition, utilizing climate change-based descriptive texts can facilitate students' comprehension of the severity of the climate emergency, its origins, and the ramifications it poses for both the natural world and human existence. Exposure to climate change issues can foster an interest in environmental activism among students, leading to heightened awareness of their responsibility to safeguard the environment. Studying descriptive texts related to climate change can enhance language proficiency, foster critical thinking and analytical skills, and improve interpersonal skills in the English language among students.

Moreover, the study's results also have the potential to make a valuable contribution to the field of education in Indonesia, specifically in support of the "UNESCO" program. The findings of this study may serve as a valuable resource and a source of inspiration for educational material developers seeking to enhance their materials. Future developers of educational materials can produce learning resources pertinent to climate change topics.

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