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ENVIRONMENTAL EXPLORATION IN LANGUAGE LEARNING

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ABSTRACT

This paper contains a description of the existence of environmental issues that are represented in the lessons learned from some of the findings of previous researchers that try to be linked in language learning in Indonesia. It can offer innovations for teachers and learners to design more modern, effective, and innovative lesson-charged lessons in teaching and learning. Research and literature on effective teachers of gifted students tend to show strong communication skills and performs well on verbal skills tests. Environmental-enriched learning as a learning resource can motivate learners in the process of developing attitudes, thinking, and creative and able to collaborate with the real environment. Therefore, environmentally conscious learning has a positive potential that can influence the learning style culture of learners.

Keywords: Teacher effectiveness, environmental education, learning strategy

INTRODUCTION

When we visit a new place or new area, course, we can give an assessment that the area is good and fun. But our judgment may be bad or bad. However, in evaluating the environment the positive and pleasant things will make it easier to remember. This analogy deliberately I present as a part of the basic environment when applied in learning. The presence of the environment in the learning process helps students to understand the meaning they learn in the classroom with their real-life context. They can assess the lessons that will spur their critical thinking. Students will be more enthusiastic and have a flexible learning style because the subject matter they are learning is not only theoretical but praxis.

The development of information technology is no longer a scary specter in the modern era as it is now especially in education. Many of the modern learning environments built today introduce and support teachers' pedagogy including delivery, deployment, management, communication, and decision making. The modern learning environment supports strength-based instruction and can offer flexibility, openness, and access to the resources of learners and teachers. Teachers prepare an open and flexible learning environment in which questions are shared, collaboratively designed

interventions and reflections based on self-observation and peers can lead to the development of a strong and ever-increasing community of practice.

The environment is one means of learning resources that are quite effective for learners. Through the environment, learners can better understand their environment in the education process that is inseparable from learning. Basically, an effective learning process is a learning that can encourage and develop the activity and creativity of learners through the interaction and enjoyable learning experience. The presence of the environment (nature) in the learning covered in the text will be the beginning of an active and more in-depth learning for learners. the integration of the environment into learning becomes a new innovation for learners to develop a more natural and authentic thinking consciousness to nature.

This awareness will shape the thinking process of learners more critically, creatively and ethically. Schönrock and colleagues (2012: 17) revealed that through their review of existing instruments, concluded that the domain of the learning environment relates to goal orientation, relationships and organization/regulation. Furthermore, Dijkstra et al (2015) wrote a statement that assessed the learning environment of this framing. While teaching is not explicitly mentioned, most of the statements used to evaluate the learning environment are necessarily related to teaching and learning motivation. This applies to most environmental learning environments.

According to S. O'Sullivan (2015), many items in the instruments of the learning environment reflect self-determination theory. In short, SDT, as stated by Ryan and Deci (2000), that motivation is based on three needs: mastery, interconnection, and autonomy. Mastery inspires learners to push toward more challenging opportunities. The linkage allows students to feel connected and secure in an environment. Autonomy is expressed by the ability to initiate the action of its own accord. Teachers, in their roles in learning environments, must teach to support and actively incorporate the elements of motivation. Opportunities to improve environment-based learning should be one form of teacher exploration in integrating the learning environment. We must realize that the learning style of today's learners is very different from the previous teacher's learning style. The development of IT in the 21st century requires teachers to have the ability to collaborate learning on a digital basis.

Environmental education as a key concept in this paper is defined as education that helps individuals to better recognize their environment, develop responsible environmental behavior and skills so as to improve the quality of the environment. To understand what environmental education is, we must first explain what is meant by the environment. Although there have been many studies on the understanding of environmental education and its implementation, aspects of how environmental concepts are communicated are often excluded (Tani, 2006). But there is a dilemma in defining the environment because it depends on how people perceive it. Knowledge of the public perception of the environment and how it relates to it has been known to be important in the application of environmental attitudes and behavior (Ballantyne & Packer, 1996) and also in the teaching and learning of environmental education.

To examine how people perceive the environment, Tani (2006) analyzed research conducted between 1995 and 2004. In this analysis, he identified three different ways of how individuals perceive the environment, which includes the environment as an entity, as a phenomenon experienced, and as a phenomenon socio-cultural. The first way how the environment is perceived as the environment as an entity. When the environment is regarded as an entity, the environment is regarded as something unrelated to humans, but separate from humans. One can compare how to understand this environment by the way we see the moon, stars or the sun. We usually see them as things out there. This environmental viewpoint can be referred to as an objective view of the environment. This implies that knowledge of the environment can be obtained through scientific research. The second way to understand the environment is the environment that is seen as a phenomenon experienced. In this view, the environment is seen as the space that surrounds the individual, and the individual is in the center of the space. This means it is a setting for human life. This is a subjective view of the environment because it gives the sense that humans have control over the environment. This can be illustrated by the results of research conducted to discover the interconnection of humans with nature.

In one study a respondent said, "When I think of my place on earth, I consider myself to be a member of the highest hierarchy in nature" (Mayer & Frantz, 2004, p. 315). The third view of the environment according to Tani (2006) is a socially or

culturally generated environment or a built phenomenon. According to this view, man is an integral part of the environment and the forms it through his social and cultural behavior. This environmental classification reveals three general ways to describe the environment (Tani, 2006). As Smyth (2006) points out, the perception of one's environment is shaped by one's internal environment, needs, memories, and visions. Logically, it exists as the environment when someone names it and gives it meaning. In this case, the environment is not something that has a reality outside or apart from humans and their social settings, but something that is integral to human beings.

This is in line with Jacob & Goatly's opinion that environmental issues must be maintained as one of many social problems in the second language curriculum. Education in general, and about the environment in particular, need to relate learning to the world beyond the classroom. Interdisciplinary topic topics of environmental preservation as a global issue and ethical debate are briefly disclosed by Andrew Goatly, which reminds us that ignoring environments that support a list of classic global issues race, class and gender is a bit like handling the issue of who will take the deck of a seat on the Titanic, and who is entitled to sit on it (Goatly 2000: 277). Furthermore, Hunt (2001: 18), reveals that children's literature (like all other literature) should reflect culture. This is because the ideology is hidden in all texts, critical literacy which means learning to read literature, textbooks, the Internet is critically critical to the purpose of empowering students. Jacob & Goalty (2010) in his research revealed the existence of environmental issues in ELT textbooks published since 1990.

From some ideas and research results by some researchers, it can be understood that knowledge of the environment depends on human understanding not only from the environment itself but also from the social and cultural aspects. In relation to language learning, the environment becomes a real context for learners to experience first-hand language events through direct instructional processes in learning, through reading material such as newspapers, advertisements, films, textbooks and information technology media.

DISCUSSIONS

Environmental Learning

Environmental education and related concepts such as environment and education for continuing education are interrelated; Therefore, it is difficult to define one concept in another isolation. For example, to understand how teachers feel about environmental education, you must first understand how teachers feel the environment because it will affect their understanding of concepts and also how they translate them into teaching and learning experiences. Shepardson et al. (2007) argue that the way students understand the environment shapes the way in which they understand environmental problems and also shapes their behavior. Therefore, to understand environmental issues, students must first know what the environment is, and the phenomena and processes that interact to shape and make the environment what the environment is like. Although these arguments are based on students, they also apply to teachers. As a result, teachers' understanding of environmental education shapes their teaching practice. Other concepts related to environmental education that will be defined are sustainable development and education for sustainable development.

New and experienced teachers will develop their own 'teaching style' that reflects their current experiences and ideas about teaching and learning. It is recognized that direct experience with concepts or problems, followed by opportunities for observation, reflection, and negotiation leading to further investigation, presents the richest form of learning. Direct Experience Direct experience with the environment, both individually and in groups, is an important and vital way to learn about sustainability. These opportunities should be provided for a study to be relevant, as they help provide students with a deeper understanding of natural systems and human impacts on the system. Direct experience then allows students to challenge other cultural perspectives on environmental issues and examine them critically.

Critical Reflections and Negotiations In order for the immediate experience to be relevant to students, critical and reflective capacity building is also important. When students are given sufficient time to reflect on their learning, they evaluate their own experiences on the experiences of others. Centers in this process allow students to negotiate between different perspectives or ideas about environmental issues. Negotiation involves actively seeking disagreements and searching for common ideas or themes around specific issues. Experiential Learning A teaching and learning view that

combines direct experience, critical reflection and negotiation as a foundation for the learning process has been summarized in the model described as the learning cycle of experience.

This model is made from various cognitive science research. Further supported by experience and social constructivist view of teaching. Typical methodologies for a learning cycle approach include: choosing the appropriate concepts and experiences to teach and asking students to explain their experiences and evaluating their ideas to others' conclusions, as well as by their direct experience. In this model, environmental knowledge is not seen as stable, and can often be conditional as our knowledge develops from exposure and experience. In the learning cycle model, teachers emphasize independent thinking, understanding, and learning for their students.

The environmental education view as education in or through the environment is developed after a growing awareness that transmits knowledge about the environment is insufficient because people do not take action on environmental degradation as has been assumed. That is an indication that environmental education requires more than learning about the environment. It also requires a broader interpretation of the environmental crisis that needs to be studied (Palmer & Neal, 1994; Palmer, 1998). Environmental interpretation is facilitated by the use of real-life situations as a basis for developing knowledge through investigation (Lee & Williams, 2001); therefore, focus on experience in the environment. Therefore, it appears that learning about environmental education involves direct activities such as making observations of their environment and learning through field studies. The stage or context for learning about the environment is the environment itself. In this case, the environment is used as a learning resource, a medium for investigation and discovery, which can enhance in-depth learning. Learning in/through the environment helps learners learn how to learn, an aspect that is currently emphasized in education. In addition, learning through the environment can be a source of material for realistic activities in different subjects such as language, math, science, and many others (Palmer, 1998). This approach of learning assumes that if learners learn through the environment, they will develop environmental awareness and awareness. This view has influenced the teaching of environmental education in many countries.

Contemporary environmental education is more than learning about the environment and environment. This dimension focuses on the ethical aspect. It advocates environmental education learning aimed at conserving and enhancing the environment by making individuals develop an attitude or concern for the environment so that they can take action to address environmental issues or promote environmental quality (Lee & Williams, 2001).

According to this view, students learn environmental education through actions taken such as awareness raising, negotiation, persuasion campaigns and rehabilitation of degraded areas (Tilbury, 1995). Similarly, Jensen and Schnack (1997) point out that environmental education should aim to build students' ability to act with reference to environmental issues and assume responsibility for their actions. In other words, it should develop the action competence in the learner. Action competence is defined as "the pupil's ability to act on a personal and community level" (Jensen, 1995, p.6). The term "action competence" is primarily used in Denmark and elsewhere in Europe (Colquhoum, 2000). It has also been used in South Africa, but it is a new concept in the context of Tanzania, although the newly revised curriculum for schools at all levels is now a competency-based curriculum. Although the three components of environmental education have been discussed separately, they are complementary because they are interrelated. They can be considered as the level of application of environmental education.

Learning about the environment is the initial level, where one must get knowledge of a phenomenon which in this case is the environment. The second level involves interaction with the environment to develop an in-depth understanding through experience. The third level after gaining knowledge and understanding of the phenomenon is to appreciate it and take deliberate action to defend it. According to Chatzfotiou (2006), three components facilitate a holistic approach to environmental issues. They enable students to examine and interpret the environment from different perspectives, actively participate in solving environmental problems and also help them develop the necessary knowledge, skills and attitudes towards the environment. Components also suggest the learning process of environmental education and therefore can be said to have implications for curriculum planning and teaching and learning

process. On the basis of the different perspectives of environmental education discussed above, in this study, I will adopt the idea of environmental education as education about, in and for the environment. I have adopted it because if environmental education becomes meaningful, one must gain knowledge and understanding, through experience in the environment that will help develop a positive attitude, commitment and motivation to take action on the environment. After discussing the various components of environmental education, the following sections will discuss the concept of education for sustainable development (ESD), which is closely linked to environmental education. Aspects to be examined are sustainable development, education for sustainable development and how they relate to environmental education

The effectiveness of learning certainly cannot be separated from the existence of strategies used by teachers in learning process teaching. Good class planning and management, the clarity of material delivered by the teacher, course, cannot be separated from the elements of learning, especially strategies for implementing learning effectively. One way to shape the students' character is through environment-based learning. Environmental-based learning is a learning strategy that utilizes the environment as a learning target, learning resources, and learning tools. This lesson is important to be implemented because learning that is too oriented to the mastery of subject matter, seems less able to lift the quality of our education, both in terms of results and learning process. The positive impact of the application of environment-based learning is that students can be encouraged by their curiosity about something in their environment. If we reflect on the four pillars of education, namely learning to know, learning to be, learning to do and learning to live together, learning-based learning the environment is very appropriate applied by the teacher.

Teaching is not just limited to the classroom. Many learning resources can be used in the learning process. One of them, the utilization of the surrounding environment for learning, course, can have a positive impact on learners. Environmental-based learning, both individually and in groups, learners can learn naturally. This means that learners can find their own knowledge of the activities undertaken during the learning process.

Learning is a process to help learners to learn well (wikipedia.com). Meanwhile, according to Law No.20. 2003. Learning is the process of interaction of learners with

educators and learning resources in the learning environment. Environmental-based learning is learning that emphasizes the environment as a medium or learning resource. Environmental-based learning is a formal implementation of environmental education. There are several reasons that make the environment very important in the interaction of teaching and learning, namely named environment: 1) As the target of Learning Environment is the nature around the students. So everything around the students is an object to be taught to them or the environment is the target of learning for students; 2) As a learning resource. The environment is one source of learning. Other learning resources are Teachers, Books, Laboratories, Experts and others; 3) As a learning tool, the environment is a good learning tool, even a natural environment provides materials that do not need to be purchased, for example, Air, Sunlight, Trees, River Water, Grass and so on. Therefore, the environment is an economical learning goal

Osborne (2013) revealed that as a result of the development of quality learning certainly cannot be separated from some of the following elements:

1. Personal learning: no two people learn the same way, or they do not bring the same knowledge before to the learning experience. The way we learn is as unique as our fingerprints.
2. Socially constructed learning (Johnson, 1981): collaboration, peer tutoring and reciprocal teaching that occurs when students work together to produce a deeper understanding of the matter under discussion.
3. Distinguishable learning (Bloom, 1974): the previous knowledge that we all take to a task means individuals need different levels of challenge, speed, content, and context.
4. Learning initiated by the students themselves (Ramey & Ramey, 2004): usually when a student begins a learning or exploratory experience, they learn more.
5. Learning connected to the physical world and authentic context: children learn through interaction with others and the physical world (Malone & Tranter, 2003). Learn about pond ecosystems more strongly if students visit the pond in addition to learning about them in class or textbooks.

Furthermore, Osborne reveals the features of the modern learning environment. A better-tuned modern learning environment with what we know about the brain and

student learning can facilitate traditional pedagogy such as direct instruction if necessary, but they usually offer students and teachers even more:

1. Flexibility: the ability to combine the two classes into one for team teaching, divide the class into small groups and spread it to a larger area or combine the various classes that study complementary learning areas.
2. Openness: Modern learning environments traditionally have fewer walls, more glass and often use the idea of general learning (or hub) which is the main learning and learning space that can be shared by several classes. They provide an opportunity to observe and learn from the teachings of others and observed in return. They also provide access to what students in the area and other learning levels learn, so that teaching and learning can be complemented and improved.
3. Access to resources (including technology): usually general learning is surrounded by escape spaces that allow different activities, such as reading, group work, project space, wet areas, reflections, and presentations. There is often a mixture of wireless and wired technologies that offer access when and when students need it, in their learning path.

Language learning, has an urgent role in helping learners to learn about and participate in the importance of protecting the environment through the material being taught. The research conducted by Ajayi (2012) for example he explores the importance of how teachers use multimodal sources of textbooks to support ELL learning in their classes. Preliminary findings show that Guzman and Reyes used visual images to contextualize instructions and CD-ROMs to model pronunciation for students. They also use pictures to help students make connections between textbooks and some aspects of their cultural life. Teachers' expertise in oral text analysis allows them to pay more attention to the textbook's literature. However, Guzman and Reyes do not seem ready to analyze how multimodal sources combine and interact with structural knowledge in textbooks. First, they do not seem to have the necessary preparation to teach the multimodal features of textbooks. Secondly, the way multimodalization is designed into textbooks confuses the students' learning. Sometimes, the confusions occur directly observable, their failure to understand the recorded and other recorded English quotations in a more subtle way textbooks transmit inter-harmony messages

racial and social opportunities that are at odds with students' life experiences.Third, the textual nature of textbooks seems to make teachers reluctant to intercede for their own experience, pedagogy, interpretation, and understanding Finally, teachers do not seem to be involved in critical analysis in a way that allows students to challenge the ideological message of textbooks.

The modern learning environment in language learning, teachers need to explore the design of learning by collaborating with other teachers. For example, two classes collaborate between language and literature classes that require them to publish what they have learned in any form whether it be the form of a scientific paper or a work of fiction. This I think will achieve much better results if both classes have access to one teacher who has sufficient skills in linguistics and a master of the literary skill. In addition, the teacher can also identify the learning styles of learners this will make it easier for teachers to understand the needs of learners.

In line with Osborne's (2013) opinion that open space and flexibility also create more collaborative practice communities for teachers. Have access to the practice of teaching your peers to be modeled and modeled, supporting the development of effective teaching practices far more than teaching in isolated private spaces. This' privatization of practice 'means that honest exploration of teachers' strengths and weaknesses can occur in an open and supportive environment. Begin and registered teachers while having more support around them in the open study. Their progress can be monitored, supported and celebrated by their more experienced peers and ongoing low-level mentoring is easy because they have experienced professionals on their left and right. The modern study room can support teaching as an inquiry better than a single cell classroom. Working in an open and flexible learning environment in which questions are shared, collaboratively designed interventions and reflections based on self-observation and peers lead to a stronger and ever-increasing community of practice.

The strategy of Environmental Utilization in Language Learning

This environment-based learning is an implication of a Kostruktivisme approach. Also an application of the Contextual Teaching and Learning (CTL) model. The existing phenomenon in the Society is emphasizing the environmental issues

revealed in the language event. Language as a symbol of meaningful and natural sound. So in this environment-based language learning involves several aspects of Constructivism Learning, Contextual Teaching, and Learning (CTL).

Constructivism learning theory considers that in the process of learning to teach, acquisition of knowledge begins with the occurrence of cognitive conflict (Karli and Yuliaritaningsih, 2000). This cognitive conflict can only be overcome through self-regulation. At the end of the learning process, knowledge will be constructed by the child through experience from the interaction with his environment (Bell, Driver, and Leach in Karli and Yuliartiningsih 2000: 2-3) Based on the description, it can be concluded that Constructivism view in learning is a learning process teaching in such a way that the students themselves are mentally active in building their knowledge, based on the cognitive structure they possess. According to Constructivist, learning mathematics is the process of problem-solving (Suherman, et al. 2003: 77) According to Karli and Yuliartiningsih (2000: 4), in learning Constructivism, a teacher should pay attention to the following: a. Recognizes the early conceptions that students have through past experience. b. Emphasis on minds-on and Hands-on capabilities. c. Recognizing that in the learning process there is a conceptual change. d. Recognize that knowledge cannot be acquired passively. e. Give priority to social interaction.

While the CTL approach is a learning concept that helps teachers link learning materials/lectures delivered to the real-world situations of students. This will encourage students to make connections between their knowledge and application in life as a society (Wahidin, 2006). Through the process of application in everyday life, students will feel the importance of learning and will also gain a deep meaning to what he learned. The nature of CTL is to encourage children to learn by experiencing their own, construct their own knowledge, then interpret it. There are seven main components in CTL, namely: a. Constructivism b. Question (question) c. Finding (inquiry) d. Community learning (learning community) e. Modeling (modeling) f. The real assessment (authentic assessment) g. Reflection

The form of strategy that teachers have in learning is a commitment that a teacher has to manage the learning process to run more efficiently. Tomlinson (2000) reveals that successful teachers using a diversity of strategies reach out to more

students, as they draw upon more student styles and interests. They can also use different strategies to ensure that concepts are well understood. Effective teachers regularly combine teaching techniques that involve individual, group, and whole-class learning.

Learning strategy is a way that is formed or selected creatively and appropriately by the teacher with the aim of facilitating learners to understand the learning materials that are taught. In a simple strategy can be interpreted as a way or steps are done carefully before doing an activity. Likewise with learning strategies, or strategies to learns the students to the maximum expected optimal learning outcomes. This is intended as the pattern set by the teacher before teaching with the intention to get maximum results. Associated with learning the environment-based language, of course, teachers are expected to have good skills in managing the learning process. This is because strategies and methods of environment-based language learning must be tailored to the real conditions and situations of the learners themselves. The environment in question is the real environment in the language event. Teacher skills are required to apply appropriate methods such as dip method, simulation method, direct method, field trip method, inquiry, and discovery. In providing a debriefing to learners can use the simulation method. That is, students are not only given the theoretical understanding by teachers, but learners are taken directly to the place or location of events simulated by the teacher. Thus, learners have a complete understanding of what the teacher explained by experiencing directly.

Learners can learn through their experiences, and from this experience, students can discover the problems that drive them to critical thinking. Information that learners find around them can be used as information to solve problems. From here, learners are expected to have sensitivity in thinking to develop potential and find solutions to solve problems they face. In addition, teachers can also see what difficulties learners in language learning as well as teachers can also monitor the progress of learning language learning students.

In the environment-based learning, some things that teachers need to consider in planning the learning that is as follows:

1. Classroom management

Doyle (1986: 397) defines management as the actions and strategies teachers use to solve the order problem in the classes. Effective teachers set responses to common issues of teaching and learning processes to enable students to focus on the learning process.

2. Organizing skills.

3. Using diverse contexts, especially environmental issues related to student subject matter.

4. Consider the cultural diversity and behavior of students.

5. Empower students to learn independently.

6. Problem-based learning

7. Collaborative learning methods

8. Simulation method

9. Inquiry

Furthermore, a simple step-by-step environment-based language can be described as follows:

1. The teacher examines the curriculum;
2. Teachers choose relevant teaching materials;
3. The teacher prepares the Competency Standards and Basic Competencies;
4. Teachers prepare students psychically and physically to follow the learning process;
5. Ask questions that relate prior knowledge to the material to be learned;
6. Explain learning objectives to learners;
7. Apperception with learners about language knowledge; and
8. Delivery of information on the scope of the material submitted in accordance with the RPP;
9. The teacher uses visual media, audio, video, newspaper, advertisement and so on as a tool that supports the learning process;
10. Assessment is authentic.

CONCLUSION

In my opinion, environment-based learning is very important in today's modern learning. This has great implications for language teachers in Indonesia about how a

teacher can integrate the environment as a source of learning with his students. Usually, in the process of learning to teach, students or teachers experience saturation. Thus, it is better students are invited to study outside the classroom. For example, students are invited to the outdoors such as historical sites, beaches, mountain areas, minimarkets, shoe factories and so on. This is done not just doing recreation, but students are invited to learn to deepen the lesson by looking at the facts in the real environment related to their subject matter.

How do our learners learn? Do they like learning? How do they solve the problem? And what matters most is what creates meaning for them? And teacher training helps learners to build their own self-awareness? These questions are certainly the factual conditions that occur in our education that have not been fully resolved.

Students now need access to digital tools and rich media resources that will help them explore, understand, and express themselves. Educators need access to tools and resources to share knowledge and practice with other professionals, interact with experts in their field and connect with their students' families and communities. Administrators need access to the same tools and resources to manage the complexities of the educational enterprise from student records and performance data, to personnel management and facility operations. Strong infrastructure, designed for flexibility and growth, can facilitate this connection and more. An important goal of technology, as with all systems for learning, is to support each other's human relationships and their work. As in complex task planning, infrastructure design must be approached with one eye on current practical reality, and the other on tomorrow's opportunities.

Furthermore, further research is expected to be done to improve the pattern of language learning in Indonesia, especially teacher pedagogy that must be addressed and what they need to balance the learning in the 21st century. And what kind of systems and processes can help teachers reflect environmental practices in deeper learning.

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